

September

*Why Are We Here?
Finding Our Positive Purpose*



YEAR 3

SEPTEMBER THEME

Why Are We Here?

Finding Our Positive Purpose

SEPTEMBER VIRTUE & SKILLS

Virtue:

Positive Purpose

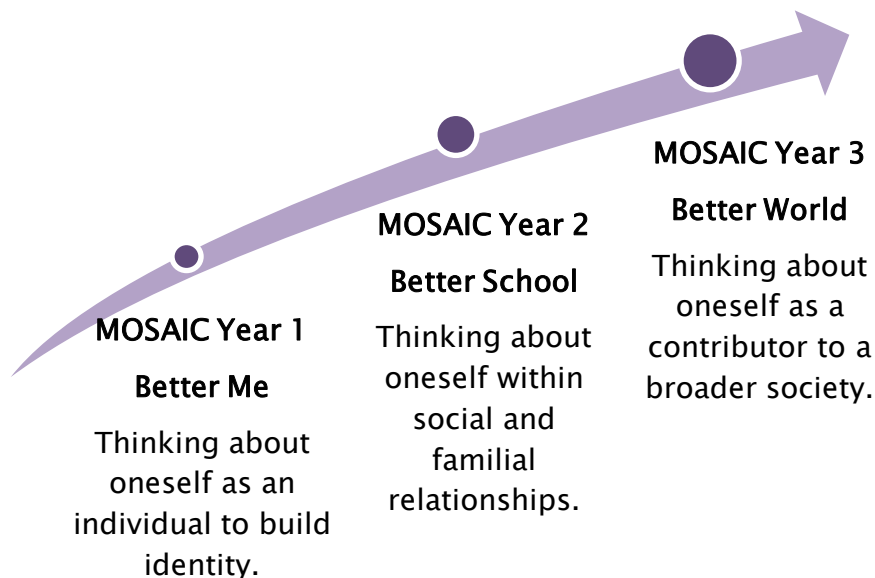
Skills:

Communication

&

Social Problem Solving

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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

WHY ARE WE HERE? FINDING OUR POSITIVE PURPOSE

How can we incorporate MOSAIC into our class today?

Be clear about what you want to accomplish today.

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

Make your goals into SMART goals.



MOSAIC in September

Year 3 Curriculum

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

September Activity 1: Introduction to MOSAIC

Day 1: Review of MOSAIC

Day 2: Theme and Throughline Sheet

Days 3-4: Who am I Grids

September Activity 2: Introduction to Positive Purpose

Day 5-6: Positive Purpose Examples

Day 7: Classroom Norms

Day 8: Defining Positive Purpose

September Activity 3: Setting Goals

Day 9: Starting to Reach Our Positive Purpose

Day 10: Review SMART Goals

Day 11: Set SMART Goal

Day 12: SMART Goal Action Plan

Day 13: Share SMART Goals & Reflection

September Activity 1

Review of MOSAIC

Days 1 to 4

VIRTUE & SKILLS

Positive Purpose

&

Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

- ❖ MOSAIC Journals
- ❖ Crayons/markers
- ❖ MOSAIC Projector Display:
 - Who am I?

September Activity 1 Tips

1. Please be alert for handouts that need to be prepared in advance of the lessons. You also can adjust lessons to allow for handouts to be integrated into students' MOSAIC Journals
2. If you have students who were previous participants in MOSAIC, it will be valuable to give them a chance to recall various concepts before summarizing/reinforcing students' understanding with the points outlined in the lesson plans. This also will help you judge the extent and accuracy of their recollections. We will mention these reviews at times but this is a general instructional consideration in the Year 3 curriculum.
3. Find out the support structure for MOSAIC in your school, it may consist of a MOSAIC Instructional Support Team, STAT Point Person, and/or Positive Purpose Point Person. These supports are there to assist you in implementing and tailor the MOSAIC lessons for your classroom.
4. Make your own "Who Am I?" Grid for Days 3/4.

"Review of MOSAIC" Overview

Day 1: Review of MOSAIC

Day 2: Theme and Throughline Sheet

Day 3-4: Who Am I Grids

DAY 1: Review of MOSAIC

STEP 1. Review MOSAIC (1-3 min)

- Tell your class what the parameters of MOSAIC are in your school and what will be happening next, using this example: ***“MOSAIC meets every day for 15 minutes [or whatever your circumstances are]. Some of you have already had MOSAIC and together, we will review it and introduce it to those new to our school.”***

STEP 2. Review Concept of a Mosaic (3-5 min)

- Let's review: ***“What is a mosaic?”***
- Show students the cover of the MOSAIC curriculum so they can see an example. Consider also showing examples of mosaics from the internet.
- Using students' responses, define a mosaic.
 - ***“Mosaic:***
 - (1) A picture or pattern made from many small colored pieces of stone, tile, or glass***
 - (2) A combination of different elements forming a coherent whole.”***
- Ask, ***“For our class/advisory, what does MOSAIC stand for?”***
- ***“Mastering Our Skills And Inspiring Character”***
- ***And what is the connection between a mosaic, our MOSAIC program, and this class/advisory and our school?***
- Emphasize something like this to describe the connection:
 - ***“A mosaic has many small pieces that, when put together, make something larger and better than when all those pieces are separate.”***
 - ***“This class is like a mosaic and so is this school. Every piece is important and makes all of the other pieces stronger. The***

stronger and better each piece is, the stronger and better the MOSAIC is.

- *“We are going to be working together every day of this school year to become a strong mosaic.*
- *“In our MOSAIC class, you will learn to be great problem solvers who can make our classroom, school, and community better.”*
- Why are we doing MOSAIC this year, especially for 8th graders?
 - Let students know that MOSAIC will help you to get to know them better, help them to know one-another better, and give them tools to make their classrooms, schools, and communities better places, and prepare them for high school, college, careers, and being better in life. Because they are doing the third year MOSAIC curriculum, MOSAIC will have a somewhat different structure than previous years, with more projects, more activities that extend over a few lessons, and more emphasis on Students Taking Action Together to make the world a better place.
 - Show enthusiasm for working together and getting to know the class.

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

- Distribute or have students get out their MOSAIC Journals.
- Introduce a 3-minute quick-write (or draw) prompt:
- *“Imagine it is the end of your eighth grade year. The Principal calls you up to speak at an assembly about what kind of impact you have had on the school. What would you say? How have you changed the school? What have you done that you are most proud of? What has been your purpose in being in school? Draw or write your ideas.”*

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

- Have 2-3 students share their visions for the future.
- Ask follow-up questions like, *“How will you reach this future?”*
“What will you need to do this year?”
- Explain that no matter what has happened in past years, what they do this year matters most.
- Say, *“MOSAIC is a time to work together as a class to develop the skills and plans to work toward your Positive Purpose in the future, achieve goals that matter to you, and to help make this a better school.”*

Day 2: Theme and Throughline Sheet

STEP 1. “Mastering Skills” and “Inspiring Character” (5-7 min)

- MOSAIC stands for:
 - Mastering
 - Our
 - Skills
 - And
 - Inspiring
 - Character

- Ask about the meaning of each of the main terms: *“Let’s review what each of these terms means.”*

- Discuss what is meant by, “Mastering Skills.” If you have students who participated in MOSAIC previously, you can ask first what each aspect of MOSAIC means and then reinforce with the points below:
 - *“Skills are something you learn and get better at with practice.”*
 - *“Playing an instrument, doing a sport, cooking, using a computer, and art are all skills. So are writing, doing math, and doing Lab work in science. And so is getting along with others, self-control, being a teammate, and being a leader.”*
 - *“These are all skills that everyone in our class can get better at— and you can help your classmates get better as well.”*

 - *“Mastering means to become really good at something.*

 - *“In MOSAIC we are going to practice skills together so that you all can master the important skills that will help you get a job or go to college.”*

- Discuss what is meant by, “Inspiring Character”:
- *“Inspiring means feeling like you want to do something better. People, ideas, or things can inspire us to want to do something special or creative or important.”*
- *“Character is the way we want to be as our best self.”*
 - *“Character is about who we are, how we want to act, and how we want others to see us.”*
 - *“Character is what is in our minds, our hearts and what we do with our hands. Our character is about how we think, feel, and act.”*
 - *“For example, being respectful towards others is part of many people’s character. Stand up if it’s part of yours. Okay, sit down.”*
 - *“How about being responsible? Stand up again! Okay, sit down. [Repeat for others listed or ones you want to add] How about being diligent? How about being optimistic and hopeful? Being patient? Being forgiving? Appreciative of others? Persistent?”*
 - *“How many of you have more than two of the things I mentioned? Please stand up.”*
- Ask: *“Who remembers another word for the character traits you were just standing up for?... They are called virtues.”*
- *“Virtues are character traits considered morally good or desirable in a person; the ideal or best way to act.”*
- *“In MOSAIC, we will be inspiring character virtues in ourselves (and each other) so we can become our best self and this can become the best class and school we can possibly be.”*

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



- Have students create a visual describing MOSAIC and what it stands for to post somewhere in the classroom.

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

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

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



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

- Be clear about what you want to accomplish today.
 - Act in a way that shows your character and your purpose.
 - Make your goals into SMART goals.
- Conclude by reminding students that becoming their “best self” will make the mosaic of this class and of the school stronger.

MOSAIC SEPTEMBER THROUGHLINE

WHY ARE WE HERE? FINDING OUR POSITIVE PURPOSE

How can we incorporate MOSAIC into our class today?

Be clear about what you want to accomplish today.

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

Make your goals into SMART goals.



Day 3-4: *Who Am I Grids*

STEP 1. Provide Directions for “Who Am I?” Grids

- You can display this on the MOSAIC projector and have your students draw it.
- Directions:
 - Write your name in the middle of a piece of paper (or in MOSAIC Journal)
 - Create four sections on the paper.
 - Then add this information on the grid:
 - Top Left: What is some social issue or problem that you care deeply about?
 - Top Right: Who are two of your heroes/heroines, living or past?
 - Bottom Left: What if you could be whatever you wanted to be?"
 - Bottom Right: Your favorite musicians, artists, poets, dancers, athletes, or writers

STEP 2. Students Create Their Grids (2-3 min)

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

STEP 3. Share and Reflect (8-10 min)

- Ask every student to share a hero and/or someone from the bottom right. Give them the chance to “pass” if they wish.
- Ask, *“In what ways are you inspired by the people you mentioned?”*

- Then ask, *“How do you think they accomplished what they have accomplished?”*
- Consider sharing who YOU find inspiring and why, perhaps who inspired you to become an educator.
- Help students understand how important it is to have inspiration, especially when we hit challenges and difficulties in our lives.
- Ask students if they have ever heard of the “North Star.”
- Use their responses as you can to make this point:
 - *“Before there was radar or any kind of electronic equipment on boats, sailors who were lost would look up to the sky to find the North Star—it is an extremely bright star that lies nearly in a direct line with the axis of the Earth's rotation "above" the North Pole. It stands almost motionless in the sky, and all the stars of the northern sky appear to rotate around it. No matter where you are, you know where “north” is, and then you can adjust your course.”*
 - *“The North Star helps you find your way no matter what else is going on. The same is true for those who inspire us to find and follow our sense of purpose. Their example and inspiration keep us on track.”*
- Next, ask for volunteers to share their bottom left box. *“I am asking you to share this because going to school is supposed to help you become what you want to be, and you have to use school wisely for that purpose. Not only that, we have to help each other become what we want to be. Only by supporting each other can each of us be successful.”*
- Finally, ask students to share, if they wish, the social issue they mentioned. *“We all have to have something we care about besides ourselves. That is what gives us great character.”*
Discuss the issues as you see best, depending on what they say.

- Notice students who are respectfully listening to their peers and point out how listening is an important part of being successful in anything in life, in or out of school.
- *Example Reflection Questions:* (Ask one or more)
 - *What was the hardest/easiest to share?*
 - *What did you learn that was most surprising?*
 - *What helped you listen most carefully to your classmates?
What is necessary to be a good listener?*

FOLLOW UP

- To foster a supportive and safe classroom environment, refer to students by name and help students refer to each other by name.
- Post the grids for a few days so students can learn about those who did not get a chance to share.
- In future lessons about Positive Purpose, be sure to connect to students' visions for their future positive purpose from Day 1.
- Use students' future positive purpose statements to help them reflect on their behavior throughout the year, especially as the school year starts, with regard to whether they are acting in support of, or divergent from, their future positive purpose.

(MOSAIC Projector Display)

September Activity 1

Who Am I?

What is some social issue or problem that you care deeply about?

Who are two of your heroes/heroines, living or past?

Your Name

What if you could be whatever you wanted to be?

Your favorite musicians, artists, poets, dancers, athletes, or writers.

September Activity 2

Introduction to Positive Purpose

Days 4 to 8

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

- ❖ Paper/MOSAIC Journals
- ❖ Pens/pencils/crayons/markers
- ❖ Projector
- ❖ Internet (optional)
- ❖ MOSAIC Projector Display:
 - Dr. King’s Blueprint for reaching your Positive Purpose

September Activity 2 Tips

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

“Introduction to Positive Purpose” Overview

Day 5-6: Positive Purpose Examples

Day 7: Classroom Norms

Day 8: Defining Positive Purpose

Day 5-6: *Positive Purpose Examples*

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

- Say, *“Our theme for September is ‘Why are we here? Finding our Positive Purpose.’ I am going to show you a 20-minute video featuring Martin Luther King, Jr., speaking at Barratt Junior High School/Middle School, Philadelphia, October 26, 1967.”*
- *“It’s called, ‘What is your life’s blueprint?’ He is using the idea of a blueprint exactly as we use the idea of asking, ‘What is your Positive Purpose?’”*
- *“He is speaking specifically to an African-American group of students but his message is equally true for any and every group, members of every religion.”*

STEP 2. Show Video (20 min)

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

- NOTE: You can start at 3:20 to save a little time; you can decide if you are going to show the entire video or split it up across two meetings. It is so powerful that if you show it for all of your class time in one meeting, your students will remember it for the next time.

STEP 3. Dr. King’s Advice for Creating Your Blueprint (7-9 min)

- Show the **MOSAIC Projector Display: How To Create Your Positive Purpose Blueprint.**
- The Projector Display includes these quotations:
 - *“A deep belief in your own dignity, your own worth, and your own somebodiness. Don’t allow anybody to make you feel that you are nobody. Always feel that you count.”*
 - *“Achieve excellence in your various fields of endeavor. You are going to be deciding as the days and years unfold what*

you will do in life. What your life's work will be. And once you discover what it will be, set out to do it and to do it well."

- *"A commitment to the internal principles of beauty, love, and justice. Don't allow anybody to pull you so low as to make you hate them. Don't allow anybody to cause you to lose your self-respect to the point that you do not struggle with justice."*

- Assign students to small groups of 3-5 individuals.
- Have students work in small groups to discuss Dr. King's recommendations and add their own refinements and suggestions.



- Students should write answers in their MOSAIC Journals.
- Circulate to help students answer questions:
 - *What question would you ask Dr. King if you could?*
 - *Do you think his message should be changed for the present time? For those of you who are not African American?*

STEP 4. Wrap-Up and Reinforce Focal Skills (3-5 min)

- Notice successful group work and point out the specific good communication skills you saw students using and any examples of good problem solving that groups used when they ran into any difficulties or uncertainties (such as how to make sure everyone had an equal chance to participate and be respected).

September Activity 2

Dr. King's Blueprint for Reaching Your Positive Purpose

- 1. “A deep belief in your own dignity, your own worth, and your own somebodiness. Don’t allow anybody to make you feel that you are nobody. Always feel that you count.”**
- 2. “Achieve excellence in your various fields of endeavor. You are going to be deciding as the days and years unfold what you will do in life, what your life’s work will be. And once you discover what it will be, set out to do it and to do it well.”**
- 3. “A commitment to the internal principles of beauty, love, and justice. Don’t allow anybody to pull you so low as to make you hate them. Don’t allow anybody to cause you to lose your self-respect to the point that you do not struggle with justice.”**

DAY 7: Classroom Norms

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

- Ask if any students know the definition of “group norms.”
- Explain that, *“Every group develops a pattern or habit of behaving with one another (“norm”) that can be positive or negative.”*
 - *Examples:*
 - Positive norms examples
 - Listening to each other without interrupting
 - Treating each other with respect
 - Negative norms examples
 - Talking out of turn
 - Arriving late to class.
- Ask, *“Why do we need Classroom Norms?”*
 - Be sure to point out that everything that happens in school requires teamwork, cooperation, working together, and the Classroom Norms are like our “North Star” to make sure we are working with each other in respectful, productive ways.
 - We cannot reach our individual or shared purposes if we don’t have a way of working together positively.

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

- *“What are some norms that worked well in your other classes or other groups you have been part of, that you think would work well in our class?”*
- Encourage students to generate positively worded norms (e.g. change “Don’t call out” to “Wait your turn before speaking”)
- Write all norms on board/paper
- *Example Norms:*

- Respect privacy by not sharing other people’s business
- Participate in MOSAIC activities by listening and answering questions
- Speak to others as you would like them to speak to you.
 - Note: It’s okay to have a couple of negatively worded norms (“Don’t talk when someone else is talking...”) but most should be positive (“Raise your hand to share your thoughts...”)

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

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



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

- Reflect on both the norms that were chosen and on the process the classroom used to choose the norms.
- *Example Reflection Questions:*
 - *Why is it important that we all agree on these norms?*
 - *How will we keep each other accountable for sticking to these norms?*
 - *How will we decide if we need to change these norms or add something to our list?*
 - *What's one norm we've already established as we've developed this set of rules?* (Examples: working together, respectful listening, collaboration, etc.)
- Close by commenting realistically on how the class communicated with each other and dealt with disagreements. If the process was not smooth, indicate that these are areas you will all work on and that you are sure they will learn to work better together in the coming weeks.

DAY 8: *Defining Positive Purpose*

STEP 1. Write Definition (3-5 min)



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

STEP 2. Pair (4-6 min)

- Have students pair up and combine their ideas into one definition. Remind them to use the Classroom Norms as they work together.

STEP 3. Share (3-5 min)

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

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

- Work with your class to write a definition of Positive Purpose for your class and have students make a poster out of it.

- Post it outside your classroom (or in a common hallway with those of other classes) so others can see it. In your class definition, include your class's name and follow this format:
 - “Our MOSAIC class defines Positive Purpose as _____.
We think Positive Purpose is important because _____.”

FOLLOW UP

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

September Activity 3

Setting Goals

Days 9 to 13

VIRTUE & SKILLS

Positive Purpose

&

Communication +
Social Problem
Solving

OBJECTIVE

Students will identify their own Positive Purpose and set a SMART Goal.

MATERIALS

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

September Activity 3 Tips

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

“Setting Goals” Overview

Day 9: Starting to Reach Our Positive Purpose

Day 10: Review SMART Goals

Day 11: Set SMART Goal

Day 12: SMART Goal Action Plan

Day 13: Share SMART Goals & Reflection

DAY 9: *Starting to Reach Our Positive Purpose*

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

- Ask students, *“We have been talking about the importance of Positive Purpose as a way to guide our lives. Have you found your own Positive Purpose in life?”*
 - Make sure they understand it is okay if they do not know!
 - Even if they don’t know their Positive Purpose, they should know how they want to be (what kind of person) as they journey toward finding their Positive Purpose.
- Ask students, *“What is the importance of setting goals as a way to help us reach our Positive Purpose?”*
 - Use the example of a ladder or staircase. Draw it on the board. Show that if our purpose is to get to the top, we cannot do so without taking smaller steps. Those steps are our goals. By always setting and achieving small goals, we get to where we want to go, and move toward our Positive Purpose. Help students see that many accomplishments in life, such as graduating from high school, getting into college, succeeding in a sport or hobby, also benefit from taking smaller steps, defined by goals along the path.

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

- Say, *“Because we will always have to work with others in order to set and reach goals, we have to work on the communication skill of listening carefully and accurately to one-another. This activity will help us practice listening skills.”*
- Emphasize, *“You will also start to think about your own Positive Purpose.”*

- Provide “Circle-Up” instructions:

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

Circle-Up Prompts:

- *1) Where do you think you might want to go to college?*
- *2) If you were given \$5 million to use to help other people, what would you do?*
- *3) What is something you are proud of about yourself?*
- *4) How do you hope others see you?*
- *5) What is something you want to accomplish this year?*
- *6) (As time permits, create your own!)*

DAY 10: Review SMART Goals

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

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

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

- Use an example from your own life to help students practice SMART Goals.
- Select a sample “Positive Purpose” and goal based on why you became an educator.
 - *Example:*
 - Your Positive Purpose is, “to inspire children” or “to help children learn to be better people.”
 - Goals you may have set to reach your purpose:
 - I want to learn how to teach.
 - I want to be a role model for my students.
 - I want my students to look up to me.
 - I want to be an expert in a particular subject area.
 - Select one of these broad goals to practice together as a class turning it into a SMART, manageable, initial goal.

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

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

S

- Specific
 - Is the goal clear and specific?

M

- Measurable
 - How can this goal be measured?

A

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

R

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


T

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

- *Example SMART goal:*
 - I will volunteer to become a tutor (Specific and Measureable) by speaking with my teacher or the Vice-Principal about how I can do this (Action that is Realistic) before the end of the week (Time).
- If you have time, you can follow this same process with another example goal.
- Help students see how each part of the SMART Goal will help them reach their goals.

DAY 11: *Set SMART Goal*

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

- Tell students they will be setting a SMART goal that is related to their Positive Purpose.
-  Students should write their responses in their MOSAIC Journals so they can expand on their answers as needed and refer to goals later in the year.
- The **MOSAIC Projector Display: My SMART Goal** is a template.
- See the **MOSAIC Projector Display: My SMART Goal: Example** for a sample. NOTE: This is the sample SMART Goal from Eunice (Year 1 Curriculum).
- The timeframe for all the goals should be by January of this school year.

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

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

(MOSAIC Projector Display)

September Activity 3 My SMART Goal

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

1. Day 11: Set a SMART Goal

The person I want to be is_____.

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

My SMART Goal: By January, I will _____.

2. Day 12: Make a SMART Goal Action Plan

I will take these steps to reach my goal:

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

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

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

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

I will know that I reached my goal because:_____.

After reaching my goal, I will feel: _____.

(MOSAIC Projector Display)

September Activity 3

My SMART Goal: Example

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

1. Day 11: Set a SMART Goal

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

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

My SMART Goal: By January, I will *__write a poem or create artwork to inspire other students my age and younger to reach their dreams.*

2. Day 12: Make a SMART Goal Action Plan

I will take these steps to reach my goal:

1. *__keep a list of things that help me feel inspired when I feel down.*
2. *_ do a first draft of a poem to show my teacher by the end of October.*
3. *__revise my poem/artwork and show to my cousin who is a good writer/artist by December.*

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

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

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

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

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

DAY 12: *SMART Goal Action Plan*

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



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

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

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

(MOSAIC Projector Display)

September Activity 3

My SMART Goal

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

1. Day 11: Set a SMART Goal

The person I want to be is_____.

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

My SMART Goal: By January, I will _____.

2. Day 12: Make a SMART Goal Action Plan

I will take these steps to reach my goal:

1. _____.

2. _____.

3. _____.

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

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

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

I will know that I reached my goal because:_____.

After reaching my goal, I will feel: _____.

(MOSAIC Projector Display)

September Activity 3

My SMART Goal: Example

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

1. Day 11: Set a SMART Goal

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

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

My SMART Goal: By January, I will *__write a poem or create artwork to inspire other students my age and younger to reach their dreams.*

2. Day 12: Make a SMART Goal Action Plan

I will take these steps to reach my goal:

1. *__keep a list of things that help me feel inspired when I feel down.*
2. *_ do a first draft of a poem to show my teacher by the end of October.*
3. *__revise my poem/artwork and show to my cousin who is a good writer/artist by December.*

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

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

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

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

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

DAY 13: *Share SMART Goals & Reflection*

STEP 1. Students Complete and Share Action Plan (5-7 min)

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

STEP 2. Reflect on your plans (6-10 min)

- Ask students to reflect on the reality of reaching their goals and Positive Purpose. Ask them to make a list of how they spend their time, each day, on average over the past week, weekdays and weekend. Ask them to be honest, because you will not have them share the list.
- Ask them to compare how they spend their time, the SMART goals they set, and their Positive Purpose, and reflect on how well their time and goals match up.
- Ask students to share their reflection about the comparison without sharing specifics. Most students find they are not using their time in ways consistent with their goals and Purpose. Use the reflection as a way of reinforcing these messages:
- *“The more you spend your time in ways that are consistent with your goals and Positive Purpose, the more likely you are to achieve what you most want and that will be most satisfying to you. Being a good communicator and good problem solver will always help you be more successful.”*
- If time permits, spend some time reflecting on the September lessons.

- *Example Reflection Questions:*
 - *What have you learned about yourself through the MOSAIC September lessons?*
 - *What have you learned about your classmates through the MOSAIC September lessons?*
 - *What have you learned about the world through the MOSAIC September lessons?*
 - *How have your ideas about Positive Purpose changed over the course of middle school?*
 - *How have your goal-setting skills changed over middle school?*

FOLLOW UP

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

October

What Kind of Person do I Want to Be?



YEAR 3

OCTOBER THEME

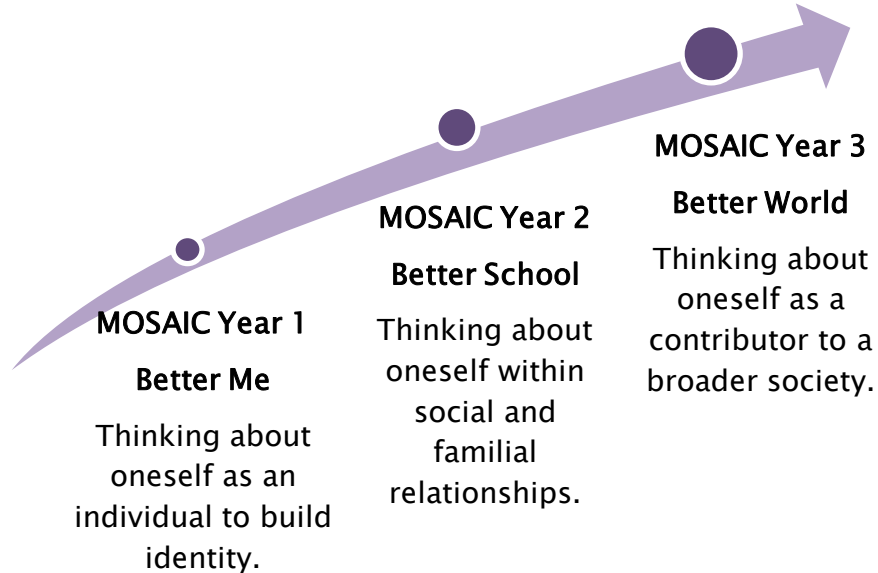
What Kind of Person
do I Want to Be?

OCTOBER VIRTUE & SKILLS

Virtue:
Virtue Identification

Skills:
Skill Identification

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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

MOSAIC OCTOBER THROUGHLINE

WHAT KIND OF PERSON DO I WANT TO BE?

How can we incorporate MOSAIC into our class today?

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

MOSAIC in October

Year 3 Curriculum

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

October Activity 1: Introduction to Theme

Day 1: October Theme

Day 2: Four Skills Definitions

Day 3: Four Skills Skit

Day 4: Most Important Skill

Day 5: MOSAIC Virtues

October Activity 2: Virtue and Skills Logos

Day 6-9: Create Virtue and Skills Logos

October Activity 3: Leadership

Day 10: Problem Solving Leaders

Day 11: Leaders in my Class

Day 12: My Student Leadership Qualities

October Activity 4: Ambassador Elections

Day 13: Introduction to MOSAIC Ambassadors

Day 14: Ambassador Election Preparation

Day 15: Ambassador Presentations and Vote

Day 16: Ambassador Announcements

October Activity 5: Bi-Monthly Feedback

Day 17: Reflection & Feedback for September/October

October Activity 1

Introduction to Theme

Days 1 to 5

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

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

MATERIALS

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

October Activity 1 Tips

1. The MOSAIC Skills and Virtues will be a review for students have had MOSAIC in previous years.
2. Many schools have designated October as an anti-bullying month, and designate a week in October as a “Week of Respect.” See how you can incorporate the October Theme into your school’s anti-bullying and/or “Week of Respect” activities.
3. This month, you are going to hold elections for Ambassadors in your classrooms. In Year 3, Ambassadors’ will assist their teachers throughout all lessons, and your STAT lessons will be more extended and have more options than the Year 1 and 2 sequence.

“Introduction to Theme” Overview

Day 1: October Theme

Day 2: Four Skills Definitions

Day 3: Four Skills Skit

Day 4: Most Important Skill

Day 5: MOSAIC Virtues

Day 1: October Theme

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

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

STEP 2. Show Video (4-5 min)

- Say to students, *“In October, we are going to think about how we can become Upstanders.”*

Video: Inspiring Upstanding

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

(Video = 3 minutes with another 45 seconds of credits)

Summary of the Video

This video is a visual experience with no real script. It is student-created and features students with words written on their faces describing their feelings of being bullied, disrespected, teased, and left out. After this, students show how you can help- by sitting with them, including them, texting them, laughing with them, etc. The video shows the responsibility we all have for noticing those around us and standing up for them.

STEP 3. Upstander Discussion (3-4 min)

- The goal of this discussion is to get students thinking about what habits they can form to be “Upstander.”
- Say, *“What did you find most moving about the video?”*

- *Example Discussion Questions—these can be asked of the whole class or discussed by students in subgroups and reported out (Try to ask 2 or 3):*
 - *Do people who are bullied, left out, teased, and ignored have a Positive Purpose?*
 - *What skills do you need to be an Upstander?*
 - *Why would someone see something wrong and not be an Upstander? What makes it hard to be an Upstander?*

STEP 4. MOSAIC Skills Review (4 mins)

- Say, *“Look at the MOSAIC Projector Display with the Four MOSAIC Skills. I will assign you to four groups, one for each skill, and you will have 3 minutes to come up with an answer to this question:*
 - *Why is the skill you were assigned important for being an Upstander?
Select one group member to share your answers.”*
- Have students work in groups and after 3 minutes, have them report out. While the groups are reporting, have students write the responses in their MOSAIC Journals. After all the groups have presented, ask, *“Does anyone who was not in the group want to add any ideas about how a skill is important for being an Upstander?”*

MOSAIC Skills Defined

1) Communication

- Listening to others
- Letting people know what you think

2) Emotion Regulation

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

3) Empathy-

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

4) Problem Solving-

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

October Activity 1

MOSAIC Skills

Communication

- Listening to others
- Letting people know what you think

Emotion Regulation

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

Empathy

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

Problem Solving

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

Day 2: Four Skills Definitions

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

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



STEP 2. How Skills Support Being an Upstander (3-4 min)

- Explain, *“In the news and in MOSAIC, too, we often see individual winners and heroic Upstanders being celebrated, so we think that being an Upstander is something we can do on our own.*

But this is not true. Being an Upstander requires cooperation, support, and collaboration from friends, families, and teachers. No one succeeds completely on their own.”

- Consider giving examples from your own experience
- Lead a reflective discussion about how people help others get better at things.

Example Discussion Questions:

- *Who is good at helping you learn new things? How do they do it? (Be sure to differentiate between teaching and supporting.)*
 - *How did you get better?*
 - *Who supported you or helped you?*
 - *Did you practice?*
 - *Who can you work this year to become more of an Upstander?*
- Distinguish between a “Bystander” and an “Upstander.”
 - *“A bystander and an upstander observe the same events. But a bystander takes no action. An upstander tries to make a positive change, even when it is hard to do.”*

STEP 3. Introduce “Four Skills Skit” (7-10 min)

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

- 1) **Communication**- Listening to others; Letting people know what you think
 - 2) **Emotion Regulation**- Dealing with everyday feelings like sadness, anger, happiness, or anxiety/worry
 - 3) **Empathy**- Putting yourself in someone else's shoes to understand how they see the world
 - 4) **Problem Solving**- Thinking through a problem carefully and making a decision and a plan
- Form 4 groups so that all skills can be covered.
 - You can assign skills to the groups or have students choose.
 - Provide "Four Skills Skit" Instructions:
 - *1. Write a short role-play (skit) that shows two different endings to a common problem in our school.*
 - Ending 1: What happens when the student in the skit doesn't use a MOSAIC skill?*
 - Ending 2: What happens when the student does use a MOSAIC skill?*
 - *2. You can use the suggested problems or make your own.*
 - Circulate to help students identify common problems students face.
 - Help students consider alternative endings.
 - Students can complete their skit during Day 3.

MOSAIC OCTOBER THROUGHLINE

WHAT KIND OF PERSON DO I WANT TO BE?

How can we incorporate MOSAIC into our class today?

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

October Activity 1

MOSAIC Skills Skit

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

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

Common Problems in Middle School

Communication: How to stand up for someone who is being picked on or bullied but avoid a fight.

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

Empathy: How to show respect to students who are different from you.

Problem Solving: How to get a friend of yours to act toward his or her Positive Purpose when he or she is not.

Day 3: *Four Skills Skit*

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

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

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

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

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

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

Example Discussion Questions:

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

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

Day 4: *Most Important Skill*

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

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



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

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

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

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

○ *Example:*

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

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

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

Day 5: *MOSAIC Virtues*

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

- Ask students, *“In MOSAIC, we focus on both skills and virtues. Who remembers what a virtue is?”*
- Ask for two or three responses. Reinforce that *“A virtue is a good quality, or character trait, that someone has. It is the ideal or best way to act.”*
- Ask students to explain why MOSAIC focuses on Positive Purpose and the five supporting Virtues.
- Highlight, *“Finding our Positive Purpose gives life meaning (or focus).”*
- And, *“We need five Virtues to find our Positive Purpose and work toward it.”*

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

- Show the **MOSAIC Projector Display: MOSAIC Virtues** to introduce/remind students about the five virtues they learn about in MOSAIC.
- Have students work in small groups to match definitions to the words. Remind students who are experienced with MOSAIC to give newcomers a chance to share their responses.
 - *Optional:* Make this into a game by offering a feasible reward to the group that completes the activity first and gets all the answers correct.
- Review answers to **MOSAIC Projector Display: MOSAIC Virtues** (Answer Key below)
- Explain, *“All of these virtues work together to make a person the best person he or she can be; these virtues also make a classroom or a school the best it can be!”*

ANSWER KEY

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

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

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

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

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

STEP 3. Discuss Virtues (5-7 min)

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

Example Discussion Questions (Can do as a whole group, small groups, or pair share)

- *How do the MOSAIC virtues and skills work together to help you become an Upstander?*
- *When have you found it hard to show Compassionate Forgiveness?*
 - *What is an example of when you were Constructively Creative?*
 - *How do you get yourself to be Responsibly Diligent when the task is hard or you want to give up?*
- *How many of you expect to graduate high school? College? Have a happy and healthy life? What makes it hard to be Optimistically Future Minded sometimes?*
- *Tell about a time that you were Helpfully Generous to someone else.*

FOLLOW UP



- Be sure to post the Throughline Sheet in your MOSAIC classroom and integrate it into your non-MOSAIC classes!
- See the following materials for follow up:
 - **Article/Video: Deliberate Practice**
<http://www.makeuseof.com/tag/want-become-expert-something-try-deliberate-practice/>
 - This article summarizes research on deliberate practices and includes a video about Kobe Bryant's work ethic.

October Activity 1

MOSAIC Virtues

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

Helpful Generosity

A. Thinking “outside the box”

B. Giving to things (like money/games/fun) to others without expecting anything in return

C. Finding new solutions to problems

Optimistic Future-mindedness

D. Being dependable (people can count on you)

E. Moving on after something bad happens

F. Giving love, kindness, time, appreciation, or help to others

Responsible Diligence

G. Working hard and getting your work done

H. Thinking about how your actions affect other people

I. Setting goals for your future

Compassionate Forgiveness

J. Sticking with it and not giving up, even if times are hard

K. Having a hopeful outlook or being optimistic

L. Looking at something in a different way from most others

Constructive Creativity

M. Not holding a grudge against others

October Activity 2

Virtue and Skills Logos

Days 6 to 9

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

Students will think more deeply about the MOSAIC skills and virtues by creating logos.

MATERIALS

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

October Activity 2 Tips

1. Activity 2 involves a logo contest that can be organized across your grade level.
2. See <http://www.istockphoto.com/vector/company-core-values-outline-icons-for-websites-or-infographics-gm672185366-123212463> for some examples of logos.

“Virtues and Skills Logos” Overview

Days 6 to 9: Use approximately 3 lessons to have students create Virtue and Skills Logos.

Day 6-9: *Virtue and Skill Logos*

STEP 1. Define “Logo”

- *“A logo is a visual symbol that explains something in few or no words. Many things you buy have logos.”*
- Ask, and have someone draw, or get a picture from the internet:
 - *What is the Nike logo?*
 - *What is the Coca-Cola logo?*
 - *What is an example of a car logo that you know?*
 - *What are some team logos that you know?*
 - *What is the logo of the United States? (American Flag, Uncle Sam, Eagle)*
 - *What are some other examples of logos you know?*

STEP 2. Provide Logo Contest Instructions

- *“We are going to participate in a contest with other MOSAIC classes to see who can create the logo for each one of these 6 virtues that are very important to our school.”*
 - *Positive Purpose*
 - *Responsible Diligence*
 - *Helpful Generosity*
 - *Constructive Creativity*
 - *Compassionate Forgiveness*
 - *Optimistic Future-Mindedness*
- Before deciding on a virtue to focus on, ask your class to define each of the virtues and provide as many synonyms as they can.

STEP 3. Students Create Virtue Logos

- You can have teams within a given class work on different virtues, you can have the whole class work on one virtue, they can vote on the virtue that they wish to work on, you can coordinate with other MOSAIC classes, etc. The logo should be the size of a piece of chart paper, but the initial design can be created on pieces of 8.5 by 11 inch paper.
- Be sure to focus on the group rules and have students rate the group's inclusiveness and participation. Judging of the logos can involve the student council and a group selected from grade levels other than that of students submitting a logo. Winning logos can be displayed in prominent locations, such as the main office, cafeteria, principal and vice-principal's office, and other high visibility areas.

STEP 4. Students Create Skills Logos

- Repeat the activity in the same way for the 4 MOSAIC skills:
 - Empathy
 - Communication
 - Emotion Regulation
 - Social Problem Solving

STEP 5. Share and Reflect

- Arrange to have students share their logos as appropriate and give them an opportunity to reflect on the process in their MOSAIC Journals.

October Activity 3

Leadership

Days 10 to 12

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

Students will identify leaders and consider their own leadership qualities.

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils
- ❖ Internet (Optional)
- ❖ MOSAIC Projector Displays:
 - Problem Solving Leaders
 - Who Are You?
 - MOSAIC Skills and Virtues
 - My Student Leadership Qualities

October Activity 3 Tips

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

“Leadership” Overview

Day 10: Problem Solving Leaders

Day 11: Leaders in My Class

Day 12: My Student Leadership Qualities

Day 10: *Problem Solving Leaders*

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

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

STEP 2. Introduce Leadership (3-5 min)

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

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

STEP 3. Explain “Problem Solving Leaders” Activity (2-3 min)

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



- Tell students to write down their list of leaders in their journals.
- If needed, list examples of leaders on the board.

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

- Highlight students who are following your MOSAIC norms for group work.
- Help students see that leaders in the school can be found at all levels of the school community (counselors, classroom teachers, support staff, security, students, etc.)

October Activity 3

Problem Solving Leaders

Directions: As you think about leaders in your class, your school, and elsewhere, think about what makes people good, problem-solving leaders.

Problem Solver with Helpful Generosity

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

Problem Solver with Responsible Diligence

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

Problem Solver with Compassionate Forgiveness

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

Problem Solver with Optimistic Future-mindedness

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

Problem Solver with Constructive Creativity

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

Day 11: *Leaders in My Class*

STEP 1. Students Interview Classmates (7-8 min)

- Show **MOSAIC Projector Display: Who are You?**
- *“As part of the process of understanding leaders in your class/advisory, you are going to do interviews with at least two of your classmates. Pick someone you don’t know so well, and ask each other the question in the Projector Display.”*
- *“Repeat the process with another classmate or two as time allows.”*
- Post **MOSAIC Projector Display: MOSAIC Virtues and Skills** so that students can refer to it as they ask about question #6.

MOSAIC Virtues

- Constructive Creativity
- Helpful Generosity
- Optimistic Future-Mindedness
- Responsible Diligence
- Compassionate Forgiveness

MOSAIC Skills

- Communication
- Emotion Regulation
- Empathy
- Problem Solving

October Activity 3 Who Are You?

Identity and Purpose Interview

1. What motivates you?	2. What are you good at? <i>Consider: Art, music, dance, cooking, science, reading, poetry, writing, athletics, building, fixing, talking to others, helping others, relaxing, singing, outdoors stuff, agriculture, etc.</i>
3. How do peers influence you?	4. When and with whom are you at your best?
5. Who do you turn to when you need help?	6. What is your strongest MOSAIC virtue and skill?

October Activity 3 MOSAIC Virtues and Skills

MOSAIC Virtues

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

MOSAIC Skills

- Communication
- Emotion Regulation
- Empathy
- Problem Solving

Day 12: My Student Leadership Qualities

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

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

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

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



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

- Have students share their work from the **MOSAIC Student Handout: My Student Leadership Qualities**
- Encourage students to offer opinions about their classmates' leadership qualities. And offer your own suggestions!

- Ask students if they have leadership experiences, or know of classmates' leadership experiences, outside of school that they would like to share.
- Optional: Round-Robin Sharing format
 - Students share in their seated order (or have students stand in a circle).
 - Student A starts with a leadership quality he or she has. Student B either agrees with A or adds another quality. Student C either agrees with what was said by A or B or adds another quality.
 - This continues until all kids have a chance OR if time runs out.
 - The teacher can list the qualities on the board as they come up, and check off ones that are agreed with by other students.

FOLLOW UP

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

October Activity 3

Problem Solving Leaders

Directions: As you think about leaders in your class, your school, and elsewhere, think about what makes people good, problem-solving leaders.

Problem Solver with Helpful Generosity

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

Problem Solver with Responsible Diligence

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

Problem Solver with Compassionate Forgiveness

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

Problem Solver with Optimistic Future-Mindedness

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

Problem Solver with Constructive Creativity

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

(MOSAIC Projector Display)

October Activity 3

My Student Leadership Qualities

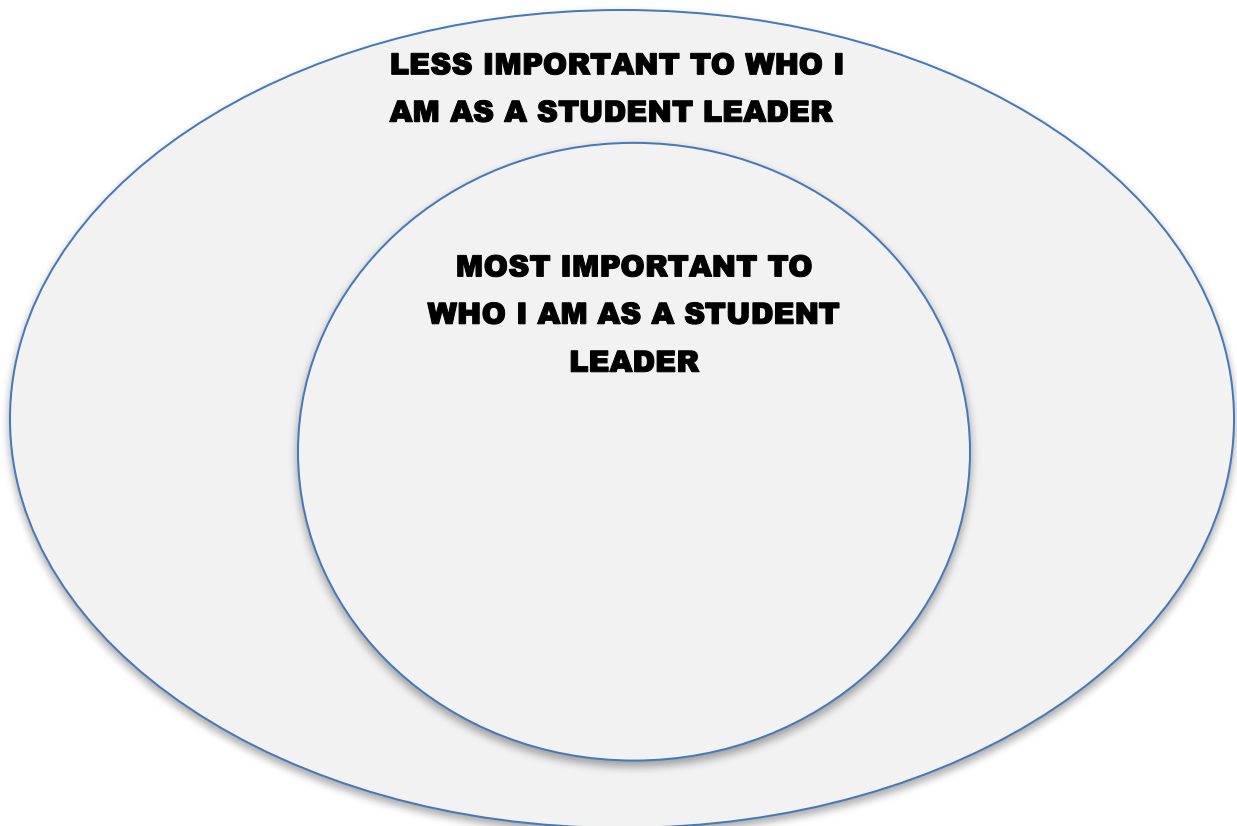
Instructions: How are you a leader in this school? Which leadership Virtues and Skills do you have right now? Which ones are you working on? (Cut out and organize or write below.)

MY VIRTUES

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

MY SKILLS

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



October Activity 4

Ambassador Elections

Days 13 to 16

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

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

MATERIALS

- ❖ Optional: Internet
- ❖ MOSAIC Journals
- ❖ Pens/pencils
- ❖ Class list
- ❖ MOSAIC Projector Displays:
 - Ambassador Checklist
 - What do I want in a Leader?

October Activity 4 Tips

1. Ambassador elections, particularly for current 8th graders who had opportunities to be Ambassadors during the previous year, may vary by school. Some variations will be noted in the instructions below.

“Ambassador Elections” Overview

Day 13: Introduction to MOSAIC Ambassadors

Day 14: Ambassador Election Preparation

Day 15: Ambassador Presentations and Vote

Day 16: Ambassador Announcements

Day 13: *Introduction to MOSAIC Ambassadors*

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

- Use the introduction script below to explain the nature of the Ambassador Program. Allow students to ask any questions they have.
- *“Our school thinks it is important to hear what students think and make changes based on their ideas. This is the idea of a democracy.”*
- *“In a democracy, there are leaders who are selected to represent other people. These leaders represent other people in their group. This week we will select 2 Ambassadors for our MOSAIC class* (Note: Some schools elect one Ambassador; some elect one and have the other selected by the teacher from the nominees).”
- *“The Ambassadors will be leaders who represent us. They share their opinions and learn our opinion, so they can act as our voice for issues and decisions going on in the school.”*
- *“Ambassadors will help lead classroom discussions starting in November. Some of these discussions will be about topics that are important to our school so we can make suggestions for improvement.”*
- *“If you are chosen to be an Ambassador for our class, you will go to Ambassador Training meetings to learn about leadership and how to be a great Ambassador. You will help with a school-wide Positive Purpose Project to make the school better for everyone and share your project at a celebration in June.”*

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

- Show students the timeline for the Ambassador Election Process
 - (Optional: **MOSAIC Projector Display: MOSAIC Ambassador Election Process**)
 - Show students the **MOSAIC Projector Display: Ambassador Checklist** and ask them to use it to help them consider whether or not they want to run for Ambassador.

Ambassador Election Process Overview

Day 13

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

Day 14

- Students interested in running prepare a statement.
- Share these statements with classmates for feedback and improvement.

Day 15

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

Day 16

- Ambassadors are announced

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

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

October Activity 4

MOSAIC Ambassador Election Process

Day 13

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

Day 14

- Students interested in running prepare a statement.
- Share these statements with classmates for feedback and improvement.

Day 15

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

Day 16

- Ambassadors are announced.

October Activity 4 Ambassador Checklist

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

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

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

Day 14: Ambassador Election Preparation

STEP 1. MOSAIC Leaders Reflection (5-8 min)

- Have students complete the Ambassador Checklist by showing the **MOSAIC Projector Display: Ambassador Checklist**.
- Have students complete the questions on the **MOSAIC Projector Display: What Do I Want in a Leader?** as a way to think about who they might vote for in the Ambassador Elections.

STEP 2. Students Running for Ambassador Write Statement (7-10 min)



- Advise students who are running for Ambassador to write a 1-2 sentence statement about why they would make a great Ambassador. Advise students to select one or two qualities to highlight from the checklist.
- Have them run the statements by students who are not running, as well as possibly other candidates, to get feedback to improve them.

October Activity 4

What Do I Want in a Leader?

For each of these leadership qualities, think about students in your school who are examples of these, to help you decide on who might be a good Ambassador for your class:

1. Who do you think is a good leader?
2. Who wants to make your school and community better?
3. Who is compassionate and shows concern for others?
4. Who communicates well with others?
5. Who is helpful in solving a problem or getting something important done?
6. Who forgives others easily and does not hold grudges?

Day 15: Ambassador Presentations & Vote

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

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

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

- Collect ballots. Announcements happen on Day 16.
- Selection process:
 - Teachers will select:
 - One Ambassador who receives the most student votes

AND
 - One Ambassador based on student votes who is the opposite gender of the Ambassador with the most votes.
 - NOTE: Teachers have choice to select an Ambassador here who could benefit from this opportunity but did not receive the highest number of votes.)
 - NOTE: If your school has chosen alternative election methods, follow the procedure that is approved for your school.

Day 16: *Ambassador Announcements*

STEP 1. Announce Ambassador(s) (1-2 min)

- Indicate how the rest of the school and community will be informed about who is an Ambassador from your class/advisory.

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

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

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

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

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

- Remind students that participating in discussions will be just as important as being an ambassador.
- Have Ambassadors take notes on any topics students mention, so these topics can be suggested in November.
- *Example Discussion Questions:*

- *What MOSAIC norms have we already set that will help all of us work together on the Students Taking Action Together projects?*
- *What topics are you interested in discussing for Students Taking Action Together (STAT)?*

FOLLOW UP

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

October Activity 5

Bi-monthly Reflection & Feedback

Day 17

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

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

MATERIALS

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

October Activity 5 Tips

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

“Bi-Monthly Reflection & Feedback” Overview

Day 17: Reflection & Feedback for September/October

Day 17: Reflection & Feedback for September/October

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

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

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

- Prompt students to provide feedback about the activities from September and October.
- Say, *"In September, we focused on Positive Purpose and on setting SMART goals. We completed "Who Am I?" grids and got to know each other better."*

Discussion Questions:

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

Discussion Questions:

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

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

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



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

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

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

(MOSAIC Projector Display)

October Activity 5 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

You are preparing your college applications. Your first choice college has an essay question that asks, “What are your most important character traits?”

How might you use what you learned in MOSAIC so far to talk about yourself in this essay?

Bi-Monthly Teacher Feedback

School_____

MOSAIC Year (Grade Level): _____

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

Not very much

Somewhat

Very much

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

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

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

November

Making Ourselves, School, and World Better



YEAR 3

NOVEMBER THEME

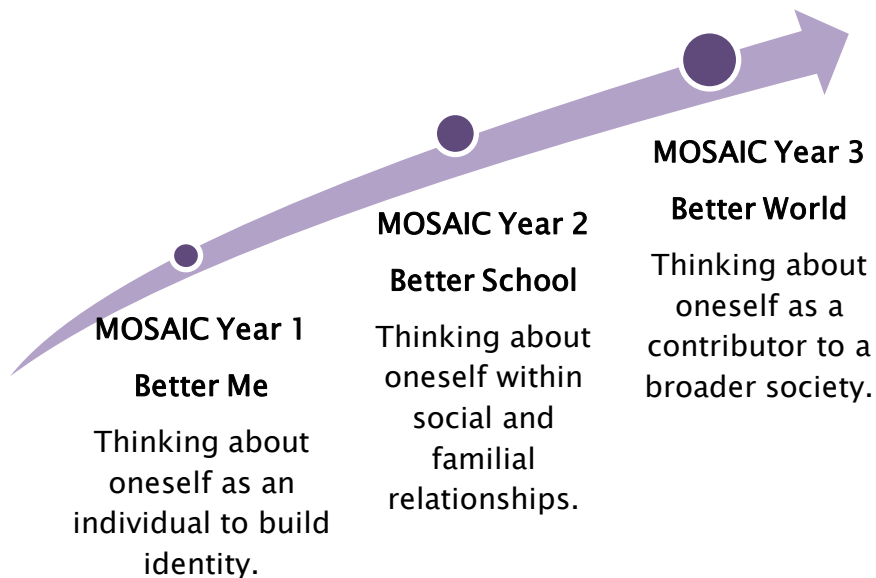
Making Ourselves,
School, and World Better

NOVEMBER VIRTUE & SKILLS

Virtue:
Constructive Creativity

Skills:
Social Problem Solving &
Communication

MOSAIC BY YEAR



MOSAIC in November

Year 3 Curriculum

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

November Activity 1: Introduction to Constructive Creativity

Days 1 to 2: Constructive Creativity Activities

Day 3: What Does it Mean to be a Great Community or Country and to be Constructively Creative?

November Activity 2: Career Planning

Days 4 to 7: My Career Interests: Mapping a Path

Days 8 to 9: Creating Your Resume

November Activity 3: Students Taking Action Together

Day 10 to 14: STAT: Guns in the United States

November Activity 1

Introduction to Constructive Creativity

Days 1 to 3

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

OBJECTIVE

Students will be introduced to theme and virtue by what it means to be a great community and what it means to be constructively creative.

MATERIALS

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

November Activity 1 Tip

1. Use your judgment to divide activities across Days 1 and 2.

“Constructive Creativity” Overview

Days 1-2: Constructive Creativity Activities

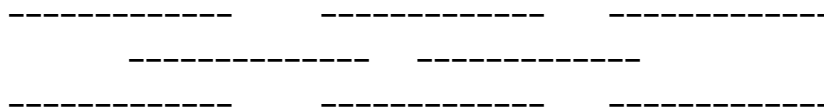
Day 3: What Does it Mean to be a Great Community or Country and to be Constructively Creative?

Days 1-2: *Constructive Creativity Activities*

STEP 1. Introduce Constructive Creativity

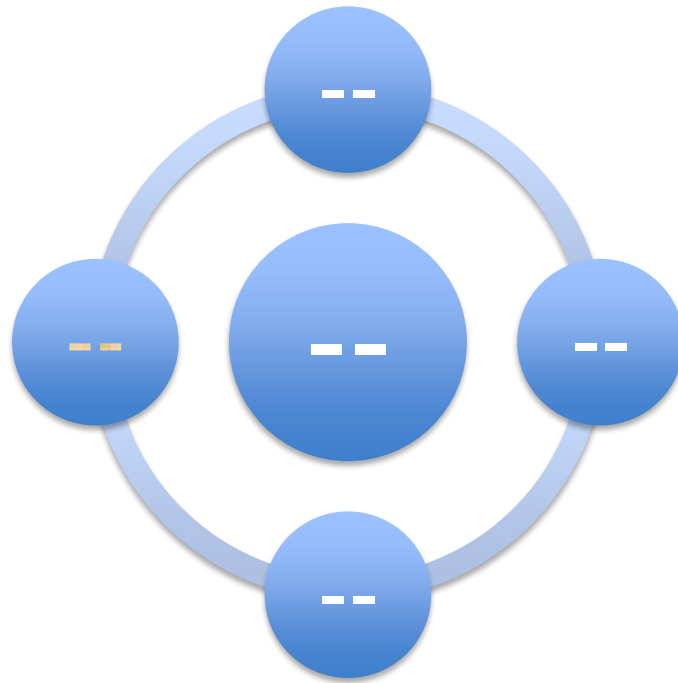
- Introduce the activity by saying to students, *“This month we will be focusing on the theme of ‘Making Ourselves/School/World Better’ and the virtue of Constructive Creativity. Who remembers Constructive Creativity from last year?”*
- Remind students as needed that, *“Constructive Creativity can be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

STEP 2. Facilitate Brainstorming Pictures



- Draw this picture or something like it on a board or a piece of poster board or large post-it for the students. Ask them to call out anything that they think this picture could be. No one should comment on anyone else’s idea.
- Give students a few minutes.
- When responses are dying down, ask, *“How many of you had ideas that you did not share?”*
- Explain, *“You were ‘brainstorming,’ and in brainstorming, any answer is a good answer. There are no wrong answers. Whatever you see, you should say. This gives others ideas and then they get*

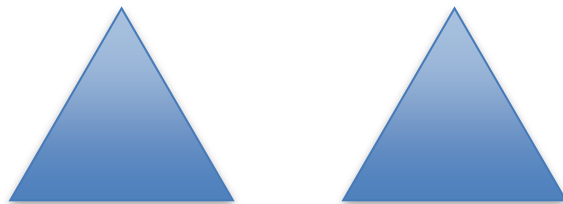
*more creative and help everyone else get more creative.
Brainstorming is very important for Constructive Creativity.”*



- Draw something like this picture and repeat the task.
- You should see less hesitation in responding. This is the kind of activity that is a good way to open up lessons in any classes- show a shape, take a common object like a pencil or ruler or chair and ask how many different things it could be. It can be the equivalent of a “Do Now.”
- Brainstorming frees up students’ thinking for whatever they are going to be dealing with next and makes them more Constructively Creative.

STEP 3. Facilitate Brainstorming Triangles

- Give each pair of students a piece of paper. Show them 2 equally sized triangles.



- Ask them to draw as many ways as they can think of to arrange two triangles so that they are touching one-another in any way, and to give each picture a title. Give them 90 seconds and no more.
- Ask each group how many they were able to generate. Ask what they found challenging about the task.

STEP 4. Show Constructive Creativity Video

- Show this video (1 min. 20 sec)
<https://youtu.be/VPbjSnZnWP0>

Video Summary

This video is titled, *Creativity Requires Time*, and it illustrates the difference between giving students a short time limit and a longer time to be creative. The message for the students is that they need to give themselves the time to be creative and not just think of the first things that come to their minds. They need to keep thinking! The longer they think, usually, the more creative their ideas will be.

STEP 5. Repeat Triangles Task

- Ask students to repeat the triangle task with a fresh piece of paper and give them 5 minutes.
- Allow them to use the other side of the page if needed. Have them compare the results and see (a) how many more they were able to do and (b) how much more creative their titles were.

As time allows:

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

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

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

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

Day 3: *What Does it Mean to be a Great Community or Country and to be Constructively Creative?*

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

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

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

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

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



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

STEP 4. Share Ideas and Create Class Definitions

- Ask the Ambassadors to lead the discussion: *“What are some ideas that you came up with in your individual definition webs?”* Ask about Constructive Creativity, Community, and Country.
- Have the Ambassadors summarize the themes that come up from their ideas; supplement as necessary.
 - *Example: “It seems like the group pictures Constructive Creativity as being able to imagine many possibilities; the best*

Community is safe, clean, and friendly; the best Country has jobs for everyone, shows respect for people, and is fair.”

- Ask students to, *“Work together to create class definitions of being the best community and country and Constructive Creativity.”* Ask the Ambassadors to join in student groups and help them work together to come up with their definitions.
- Instruct students to, *“Copy these definitions in your MOSAIC Journals to refer back to.”*



STEP 5. Introduce the Throughline Sheet

- Say to students, *“During the rest of this month, we will be learning tools to be constructively creative and be our best selves. This month’s Throughline sheet reminds us to use these tools and notice how they show up in the content and interactions that we have in other classes.”*
- Select a student to read the Throughline sheet aloud and post it in a visible place in the classroom.
- Student says, *“November Throughline: Making ourselves, school, and world better. How can we incorporate MOSAIC into our class today?”*
 - *Think about how this class will help you meet your career goals.*
 - *Remember there is more than one way to solve any problem.*
 - *Find ways to use your strengths in our class today.*



FOLLOW UP

- Throughout the month, provide specific labeled praise for students who show Constructive Creativity (in your MOSAIC class and in your other classes).
- If your students seem to be concerned about the gap they perceive between a great community or country and what they observe in their community or country, consider making this a topic for a Students Taking Action Together discussion using the PLAN problem solving framework,

either in Advisory, Home Room, or as part of Social Studies. The PLAN framework for STAT is available at www.secdlab.org/stat.

- If conflicts or problems come up in your MOSAIC class, ask students what they would do if they were acting as their Best Community.

MAKING OURSELVES, SCHOOL, AND WORLD BETTER

How can we incorporate MOSAIC into our class today?

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



(MOSAIC Projector Display)

November Activity 1

Best Community and Creativity Definition Web

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

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

November Activity 2

Career Planning

Days 4 to 9

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

OBJECTIVE

Students will be able to identify a career field and be exposed to creating a resume.

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils/crayons/markers
- ❖ Projector
- ❖ Internet (optional)
- ❖ MOSAIC Projector Displays:
 - Learning about Careers
 - My Resume (Optional: Print as a Handout)

November Activity 2 Tips

1. For students who have completed exercises like the career inventory before, encourage them to be open to shifting career interests. Let students know they are not signing up for a lifelong career right now, but they are exploring their interests so they can see what kinds of careers they can aim for!

“Career Planning” Overview

Days 4 to 7: My Career Interests: Mapping a Path

Days 8 to 9: Creating Your Resume

Days 4 to 7: *My Career Interests: Mapping a Path*

STEP 1. Discuss Job Versus Career

- Ask students, *“Raise your hand if you remember having a discussion last year about the difference between a ‘job’ and a ‘career.’”*
- Call on a couple of students to share their recollections and then ask another student.
 - NOTE: Jobs and careers can be described as:
 - Job: *“Shorter term; you might have a lot of jobs in one career; example might be a summer job”*
 - Career: *“Gradually progressing toward lifelong goals; takes planning and skills”*

STEP 2. MOSAIC Circle Writing: Career and School

- Go around to each student, in the style of a MOSAIC circle, and ask them to write the answer to this question in their MOSAIC journal and then respond to this question (they must write their answer but they can pass on sharing it). Keep a list of students’ responses on a board or display as you will need it for the next part of this lesson.
 - *What are one or two careers you would like to have?*
- Go around again and ask them to write the answer to this question in their MOSAIC journal and then respond to this question:
 - *How does doing well in school fit with the career you are thinking about?*
- Go around one final time and ask them to write the answer to this question in their MOSAIC journal and then respond to this question:
 - *How are the careers you are interested in connected to your Positive Purpose?*

STEP 3. Debrief and Reflect

- Ask students,
 - *“What did you hear regarding the connection between school and your future career?”*
 - *“Is it only grades that matter? What else matters about school?”*
 - *“How close do you think the connection should be between your career and your sense of purpose? Should you only have a career connected to your purpose?”*
- Tell students, *“What you do in and out of school tells a story about you. Your grades are part of the story but they are not the whole story. For example, your leadership activities are very important. In the next MOSAIC classes, you will spend time learning more about the careers you are interested in and then you will learn how to tell your story by writing a resume.”*

STEP 4. Learning More About Careers

- Say, *“For this class and the next two classes, you will have the entire time to do research on one or two careers you are interested in. Use the Internet and school library and other sources- including out of school time to find answers to these questions, which you will submit in writing.”*
- Show the MOSAIC Projector Display “Learning about Careers” or provide it as a handout.

Learning about Careers Questions

- 1. What are the qualifications to have the careers I am interested in? What schooling is necessary? What kinds of experience?*
- 2. What are the steps in this career? Are there levels of responsibility? For example, in the military, one rises through the ranks toward more responsibility and authority.*

- 3. What kind of person seems to fit well with this career?*
- 4. What does the typical work day look like?*
- 5. Where does the work take place? Who do you work with?*
- 6. What are three things I learned about this career that I did not know before?*
- 7. What are two questions I have now about this career that I did not have before?*
- 8. What is the one thing I have to focus on now that I did not realize before, if I really want this career?*

- Note: Provide a deadline for the responses, collect them, and provide some feedback individually and/or to the group.
- Encourage students researching similar careers to work together and share information. You may want to build in a discussion about how to search for information, if they seem unsure.

November Activity 2

Learning about Careers

1. What are the qualifications to have the careers I am interested in? What schooling is necessary? What kinds of experience?
2. What are the steps in this career? Are there levels of responsibility? For example, in the military, one rises through the ranks toward more responsibility and authority.
3. What kind of person seems to fit well with this career?
4. What does the typical work day look like?
5. Where does the work take place? Who do you work with?
6. What are three things I learned about this career that I did not know before?
7. What are two questions I have now about this career that I did not have before?
8. What is the one thing I have to focus on now that I did not realize before, if I really want this career?

Days 8-9: *Creating Your Resume*

NOTE: On Day 10, you will be helping your student Ambassadors to lead the class in the Students Taking Action together lesson sequence. Please set aside time to meet with the Ambassadors and review the lesson plans and their responsibilities.

STEP 1. Introduce Resume Format

- Explain, *“Resumes are documents that tell the story of how qualified you are for important opportunities. This can be a job, a career, a scholarship, an internship, or a college application.”*
- *“You usually will have to complete some kind of application, often online, but much of the information will come from your resume. And many places will want to see your resume. Even if they don’t ask, you often want to have one and share it because it tells your story in ways that you want people to know.”*
- Ask students, *“Last year, we discussed that to reach our goals, we often have to fill out many applications for many things. A lot of the time, we may not get any response. Most of the time, we will get rejected. That’s to be expected.”* [If possible, here, share an example from your own life, related to jobs, career, college.]
- *“To reach your goals, you need Responsible Diligence, Optimistic Future-Mindedness, and Constructive Creativity to tell your story well.”*

STEP 2. Reflect on Resume

- Show the **MOSAIC Projector Display: My Resume** and tell students, *“Let’s take turns reading out loud parts of the Resume, so you know what the parts are.”*
- After reading the Projector Display, instruct students to, *“Take 2-3 minutes to write a short journal entry in your MOSAIC Journals about one thing that surprised you about what is being asked in the Resume and two things you need to begin thinking about and planning for, based on this review of the resume.”*



- Ask students, *“Who wants to share their MOSAIC Journal reflections?”*

Example Discussion Questions:

- *“What skills and virtues from MOSAIC might relate to what you say about yourself in your Resume?”*
- *“What is special about you that would make you a great person to be selected for many things?”*

STEP 3. Draft Resume

- Display **MOSAIC Projector Display: My Resume**, or, ideally, give students a handout of the My Resume outline.
- Give them a sheet of paper and ask them to begin completing the Resume as if they were applying for a first step toward the career path they are interested in. It may be for a summer job, an internship, or college.
- Let them know that this is something they can and should complete on their own time. Arrange for/encourage them to share their responses with peers and/or your student Ambassadors to get feedback. Offer to or arrange to collect their responses to give them feedback.

FOLLOW UP

- Encourage students to investigate their chosen careers by interviewing adults or researching online.
- Continue to connect students’ current actions and plans to their career aspirations.
- Where possible, draw connections between what students are learning in their various classes and how those topics are important for career, citizenship, or other contexts.

(MOSAIC Projector Display)

November Activity 2

My Resume

Note: This format is based on <https://careerkids.com/pages/my-first-resume>. The web site contains an online version of this resume and can be used as a source of career information.

My Contact Information

My name:

My address:

My email address:

My phone number:

My School

School Name:

My Grade level:

Town:

State:

Past Schools (If you have attended other schools in the past, list them here, most recent first):

Past School Name #1

Town:

State:

Past School Name #2

Town:

State:

My goal in applying for this position and why I think I am suitable (no more than 2-3 short sentences):

My Interests (Note: Here are some examples. You should choose between 3-5 interests that will tell people something about you as a person.)

- I like to use computers for school and home work.
- I like to play team sports.
- I like playing individual sports.
- I enjoy reading and writing
- I like drawing, art or music.
- Friends often tell me secrets and ask my advice
- I like to set up garage sales, lemonade stands and sell cookies or other items for fundraising events.

Responsibilities I Have Had (Note: Here are some examples. You should choose 2-3 that have been the most important. Those interested in selecting you want to know that you have shown responsibility. Note that they may ask you if they can contact someone who can tell them about what you did, so you must be truthful.)

- I help watch younger siblings or babysit for others.
- I do volunteer work through church, scouts, helping elderly neighbors, or other ways.
- I do well in school while having many outside activities and interests.
- I behave in a way that sets a good example for friends, siblings and children younger than me.

My Best School Skill? (Note: Here are some examples. Choose one or two only. This allows you to say something about your skills that might not be reflected in your grades)

- I do well in math and science.
- I do well in reading and writing
- I do well in social studies.
- I do well in many different subjects.

Special Achievements (Think about the different activities in your life. What have you done that makes you feel good about yourself? Have you won an award? Made something special? Reached a goal? List them below. Include the years you reached the achievements or won the awards. For example, being a student or youth leader of any kind.)

- 1.
- 2.
- 3.

Jobs or Volunteer Activities (There are many different kinds of jobs for young people. They can range from mowing a neighbor's lawn, babysitting, or volunteering to work at a craft fair or being a buddy or tutor in your school. Complete the following blanks if you have worked. Leave them blank if you haven't.)

Job Title 1 (such as food server, babysitter):

Name of person or organization for which you worked:

Phone Number of person or organization for which you worked:

Month and year you worked (if it's ongoing, you can type in something like May 2008 - Current):

Job Title 2 (such as food server, babysitter):

Name of person or organization for which you worked:

Phone Number of person or organization for which you worked:

Month and year you worked (if it's ongoing, you can type in something like May 2008 - Current):

November Activity 3

Students Taking Action Together

Days 10 to 14

VIRTUE & SKILLS
Constructive
Creativity
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

- ❖ Chart paper or board space
- ❖ MOSAIC Projector Displays:
 - PLAN
 - Guns in the United States

November Activity 3 Tips

1. On Day 10, you will be helping your student Ambassadors to lead the class in the Students Taking Action Together. Please set aside time to meet with the Ambassadors and review the lesson plans and Ambassador handouts before you start these lessons
 2. Starting on Day 10, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in underlined green font.
-

Days 10 to 14: Help Ambassadors break up STAT lessons across these days.

NOTE: Days 10-14 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 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!******

DAYS 10-14: STAT: *Guns in the United States*

STEP 1. Introduce PLAN Problem Solving Model

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

STEP 2. Discuss How We Will Use PLAN This Year

- Say to students: *“Our theme this month is ‘Making Our Community and World Better.’ There are many social issues and problems that citizens need to learn more about, have opinions about, and take action on. Students in middle schools are citizens of our school and community and as much citizens as anyone else in our country. So this year, we are going to learn more about a few social issues and think about ways we might want to help.*
- *“When we do this, it will be with the goal of Students Taking Action Together—learning and working together to solve problems better than any one of us could do by ourselves, and not just leaving the problems for adults or officials to figure out. Your great ideas count!!”*
- *“Our Ambassadors will help lead us in these discussions.”*
- Optional: Watch Kid President: How to Change the World at <https://www.youtube.com/watch?v=4z7gDsSKUmU> (can stop at 2:50)

STEP 3. Review PLAN Problem Solving

- *We will use the PLAN method to analyze social issues and develop ways of responding to them.*
- *Problem Description: We have to use our Responsible Diligence and Empathy to learn more about a particular issue or problem before we decide on what might be done about it.*
- *List of Options: Once we have learned more about the issue, we will use our Constructive Creativity and Emotion Regulation to brainstorm many possible ways to solve the problem as we can think of in the time we have.*
- *Action Plan: We will look at the positives and negatives of our ideas, make a decision about one or two best ideas to try, and use our Helpful Generosity and Communication and Social Problem Solving skills to make a plan for what we can do to put our ideas into action.*
- *Notice Successes: After we carry out our idea, we will review what happened with Optimistic Future Mindedness and Compassionate Forgiveness. What went well, what didn't, and what can we learn from what worked so we can use it in the future.*
- *We will not always use all of the PLAN steps for every issue or problem we look at. Sometimes our goal will just be to get us to think about many sides of an issue, or to start to think about new ways to solve problems.*
 - Option: If your students know PLAN well, you can just mention each PLAN step and ask THEM to tell you what MOSAIC skills and virtues they associate with each one.

STEP 4. Ambassadors: Present Facts about Guns in the United States

- Ambassadors say, *“Today, we are going to start to look at guns in schools and in society.”*
- *“Between 1979 and 1996, over 75,000 American children have been killed and 375,000 children have been wounded by guns. 1,875 of these children were under 5 years old. Half of the victims of gun*

violence are Black but they are much less than half of the population. More children have been killed and wounded by guns in the United States than American soldiers were killed and wounded during the war in Vietnam over the same time.”

- “John F. Kennedy, Robert Kennedy, and Rev. Dr. Martin Luther King, Jr. were all killed by guns. “

STEP 5. Ambassadors: Lead Discussion about Second Amendment

- Ambassadors say, “One reason guns are an issue in the United States is the Second Amendment to the Constitution.”
- “The amendment reads: ‘A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.’”
- Ask the class: “What does this amendment mean to you?”

More Discussion Questions

- This was written in 1789. What might have been some reasons why this was written into the Constitution? How is the United States different now than it was in 1789?
- Why is the right to own guns so important to Americans?
- In April 2013, the state of Connecticut (where the Newtown school shooting occurred) passed the country's toughest gun control law. The law's provisions included a first-in-the-nation statewide dangerous weapon offender registry, a ban on the sale of large-capacity magazines, universal background checks for gun sales, and a ban on assault weapons. What do you think of the law?
- What can and should schools do to keep students safe?
- Ask, “Would armed guards in schools make schools safer against gun-related attacks?”

- See MOSAIC Projections for the positions of the National Rifle Association (NRA) and the National Education Association's (NEA) response.
- What do you think?

STEP 6. Ambassadors: Ask Classmates to do Research

- Spend the rest of the time today, and our next MOSAIC class, looking up one of these articles [listed on MOSAIC Projector Display: Guns in the United States] so that you can share something about what you have learned in the class after that. Plan on sharing for no more than 2 minutes. You can make a handout or some other presentation aid if you wish to.
- Ambassadors should divide the articles and take a look at them to be familiar, and should offer—along with the teacher—to help any students who are having trouble or don't understand something they are reading.

STEP 7. Class Shares Research on Guns in United States

- Ask the class in advance who is ready to present. Give students time to share. You should be able to do 6 students and have time for a brief discussion. You may be able to do another round of 6 presentations for the next class.

STEP 8. Ambassadors: Lead “Agree-Disagree-Not Sure”

- Ambassadors: Before we start to think about what can be done about the problem, it's important to be clear about our own position and also hear from our classmates.
- Ambassadors read the following in a “Yes-No-Maybe” (or, “Agree-Disagree-Not Sure”) format. Have students go to a different part of the room based on their response, share briefly, and have one person report out on the group's views of Agreement, Disagreement, Uncertainty.

Yes/Agree-No/Disagree-Maybe/Unsure Prompts

- *Guns are necessary to protect citizens from people who would threaten them with weapons.*
- *Some states should allow teachers to bring guns into the classroom to protect students.*
- *It should be a requirement for guns to have technology that would only allow their registered owners to use them.*
- *Since criminals has such an easy time getting guns, people should not have a hard time getting them.*
- *I believe background checks and mental health screening should be required before someone can legally buy a gun.*
- *Weapons that shoot multiple rounds and other automatic and semi-automatic weapons should not be sold.*
- *We will prevent gun violence better through building character and virtues than by trying to limit who and when people can buy guns.*
- *In April 2013, the state of Connecticut (where the Newtown school shooting occurred) passed the country's toughest gun control law. The law includes a statewide registry of offenders who have used dangerous weapons, universal background checks for gun sales, and a ban on assault weapons and the sale of large-capacity magazines. I believe in this approach.*

STEP 9. Ambassadors: Facilitate Discussion

- Lead a group discussion about these questions:
 - *Do you know anyone who was injured or killed by guns? How has that affected your opinion about guns availability?*
 - *Do you believe that having armed guards in school makes them safer from attacks? Or safer overall?*

STEP 10. Ambassadors: Lead Brainstorm List of Options (PLAN Step 2)

- Brainstorm a list of options (Step 2 of PLAN). Ambassadors can write student responses on board to keep track of suggestions.
 - *What do you think are the best ways we can keep our school and community safe from gun violence?*

STEP 11. Facilitate “One Thing I Learned” for November Reflection

- Refer to the Summary of Lessons sheet on the first page of the month’s curriculum in order to review this past month’s list of activities.
- Teachers ask students to, “*Write down in your MOSAIC Journal, one thing you learned this month and one way you intend to use what you’ve learned.*”
 - NOTE: It may not be possible to complete this during Day 14. Do your best to find some time to have students reflect on the November MOSAIC activities before the end of the month.



November Activity 3 PLAN

Problem Description

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

List Options

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

Action Plan

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

Notice Successes!

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

(MOSAIC Projector Display)

November Activity 3 Guns in the United States

Choose one article to research and present to the class.

<http://timelines.latimes.com/deadliest-shooting-rampages/>

This article lists where many of the worst shootings in America have taken place. Find one of these and learn more about it.

<http://www.npr.org/2015/12/03/458361243/the-students-perspective-on-gun-violence-in-schools>

Read this to understand student perspectives on gun violence in schools and colleges.

<http://www.businessinsider.com/14-stunning-facts-that-show-how-gun-violence-hurts-american-kids-2017-7/#every-other-day-a-child-kills-or-wounds-another-person-in-an-accidental-shooting-8>

This article provides 14 updated statistics on guns, gun violence, and its impact.

(MOSAIC Projector Display)

November Activity 3

Guns in the United States, Continued

The National Rifle Association's School Shield Proposal, as summarized by *The Guardian*:

<https://www.theguardian.com/world/2013/apr/02/nra-unveils-plan-armed-guards>

The National Rifle Association has unveiled its recommendations for placing at least one armed guard inside every school campus in the country in proposals that were immediately denounced by gun control advocates as radical and dangerous.

America's most activist gun rights lobby group presented in Washington what it claimed was an "independent" review of school safety standards headed by a former Republican congressman from Arkansas, Asa Hutchinson. The core recommendation of the 225-page report is that school personnel carrying firearms should be placed not only within every school but within every campus in every school.

Hutchinson said that the presence of armed school personnel would cut down the time needed to intercept an active shooter present inside school premises. "One thing you know for sure is that the response time is critical - if you can reduce that

response time, if you have the firearm on the presence of someone in the school, it will save lives."

The NRA's school shield report puts flesh on the bone of an idea first raised by Wayne LaPierre, the pugnacious executive vice-president of the lobby group, who made posting armed guards in all schools the centerpiece of his response to the Newtown school shooting in December. His memorable comment on school safety was that "the only thing that stops a bad guy with a gun is a good guy with a gun".

The NRA's new list of recommendations include changing local state and district laws to allow school personnel to carry guns – the report even has appended a model state law that would do so. It calls on federal funding to be used to encourage the take up of armed school guards and their training, which would involve between 40 to 60 hours of induction into the use of weapons – with the NRA offering its services as a training institution.

Hutchinson said that a range of guns could be deployed by the new armed school personnel, from handguns, to shotguns and even AR-15s, the semi-automatic assault rifles of the type used by the Newtown shooter with such devastating effect.

(MOSAIC Projector Display)

November Activity 3

Guns in the United States, Continued

The National Education Association’s position, summarized from <https://feaweb.org/educators-oppose-nra-plan-for-guns-in-schools>

WASHINGTON—NEA President Dennis Van Roekel issued the following statement in response to the National Rifle Association’s National School Shield Emergency Response Program to put more guns on school grounds:

“The senseless tragedy in Newtown, Conn., and all those before it, should force lawmakers and communities to come together to ensure that all students have an opportunity to learn in safe environments. We are disappointed that the NRA leadership has chosen not to focus on common sense gun violence prevention measures that must be part of a comprehensive plan to help ensure the safety of our 50 million students.

“We need to have a laser sharp focus on measures that are truly preventive—including greater access to mental health services, increased infrastructure to support facility improvement, and comprehensive training and programs to address issues, like bullying.

Mitigation and prevention, along with common sense laws to prevent gun violence, have to be a part of the plan if we are going to truly help ensure safe learning environments for the nation's students. NEA is leading the way with our 'Bully Free' campaign, which was designed by educators to put more caring adults into the lives of bullied students and prevent tragedies before they occur.

“We are deeply concerned about increasing the presence of guns on school grounds, which has never proven to be a deterrent. A national poll found that educators overwhelmingly support stronger laws to prevent gun violence, rejecting the NRA leaders' idea of putting more guns in schools by arming school employees. Most Americans share these views—parents do not want their five-year-olds to have to walk past someone with a gun to reach their kindergarten class. Armed guards at Columbine and Virginia Tech were unable to prevent those tragedies, however a more robust mental health program and background checks might have made the difference.

“We must move quickly to prevent another senseless tragedy, and Americans are demanding swift action. We urge our elected leaders to put the lives of America's students ahead of politics, shelve this ill-conceived approach and join the rest of the nation as

we call on Congress to pass a real plan that will keep our students safe."

December

*Giving Back to Ourselves, School, and
World*



YEAR 3

DECEMBER THEME

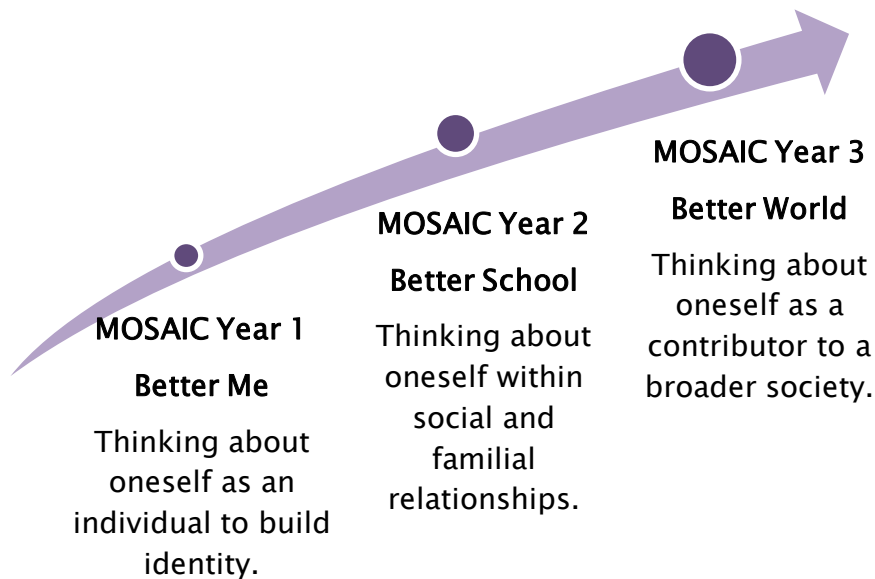
Giving Back to Ourselves,
School, and World

DECEMBER VIRTUE & SKILLS

Virtue:
Helpful Generosity

Skills:
Social Problem Solving &
Communication

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

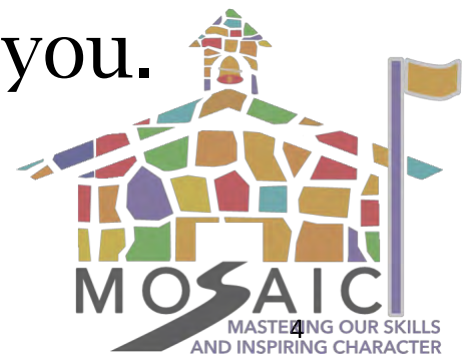
MOSAIC VIRTUES & SKILLS BY MONTH

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

GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

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



MOSAIC in December

Year 3 Curriculum

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

December Activity 1: Introduction to Helpful Generosity

Day 1: Demonstrating Helpful Generosity

Day 2: Yes-No-Maybe

Day 3: Giving Back and Helpful Generosity Definition Web

December Activity 2: i-Messages

Days 4-5: Review i-Messages

December Activity 3: Students Taking Action Together

Day 6: Ambassador Check-in

Day 7: Communicating Our Views to Solve Social Problems

Days 8-10: Social Action Songs and PLAN

Days 11-12: Creating Your Own Social Action Song

December Activity 4: Bi-Monthly Feedback

Day 13: Reflection & Feedback for November/December

December Activity 1

Introduction to Helpful Generosity

Days 1 to 3

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

TEACHER TIPS

1. Since most students will have had one-two years to consider the definition of ‘helpful generosity’ and ‘giving back’, challenge them to think more broadly about these concepts.
-

“Introduction to Helpful Generosity” Overview

Day 1: Demonstrating Helpful Generosity

Day 2: Yes-No-Maybe

Day 3: Giving Back and Helpful Generosity Definition Web

Day 1: *Demonstrating Helpful Generosity*

STEP 1. Show ‘Helping Middle School Students’ Video (5-6 min)

- Introduce the activity by saying, *“This month we will be focusing on the theme of ‘Giving Back to Our Community and the Wider World,’ and the virtue of Helpful Generosity.”*
- Ask students to define Helpful Generosity. As needed, remind students that, *“Helpful Generosity can be described as giving things (like money/games/fun) or time or help to others without expecting anything in return.”* Tell them that, *“Later, you will develop your own definition.”*
- Explain, *“We will begin by watching a video. Please take out your MOSAIC Journals. As you are watching the video, please write down one feeling you noticed in either the volunteers or the middle school students, and something that occurs to you that you can do to help others in the school, the community, or the wider world now. You will be asked to share this with the class after the video.”*
 - Play the video: “Helping Middle School Students: City Year”
 - LINK:
https://youtu.be/pWBRKP3K_cA?list=PLvzOwE5IWqhTvlvHYvTvDKsqBqZ8fMol4
 - Video length is 2:35.
 - NOTE: Video can also be found on MOSAIC December curriculum webpage on the www.secdlab.org website.
 - The video is about how City Year unites young volunteers from all backgrounds for a full year of service as tutors and role models, working to transform schools and communities across the nation. It visits one middle school in Queens, New York and shows the attention and devotion City Year mentors deliver to students and how the students feel to receive this.



Alternative Activity (IF VIDEO IS INACCESSIBLE)

- If you cannot access the video, use **MOSAIC Projector Display: Generosity Quote** and ask students to read the quotes. Ask

students to write down the emotions that they think they would feel if they followed the advice given in each quote.

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

- Review the structure of a MOSAIC Circle, first introduced in November:
 - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
 - Remind students of the MOSAIC Circle norms determined in November, norms should include:
 - What is said in the MOSAIC circle stays in the MOSAIC Circle.
 - One person talks at a time (depending on the needs of your classroom, it may be helpful to incorporate “Speaker Power” tools, such as a talking stick).
 - Right to pass- students do not need to answer the question if they do not want to.
 - No dialogue- MOSAIC Circle is not a time for discussion, it is a time to share your own thoughts and feelings.
 - Suggestion: incorporate non-verbal communication tools into your MOSAIC Circle norms, such as snapping when you agree with something.
- Say to students, *“Today, we will each share one feeling that we noticed in the video and one idea for helping others that we wrote down during the video.”*

STEP 3. Debrief from MOSAIC Circle (2-5 min)

- Facilitate a discussion debrief from MOSAIC circle.

Example Discussion Questions:

o What feelings seemed to come up most in the MOSAIC Circle? Why do you think this was?

o What action did you hear mentioned in our MOSAIC Circle that you had not thought of and that you might be interested in trying?

o What do you feel you learned about being helpfully generous from the video and MOSAIC Circle?

December Activity 1

Helpful Generosity Quotes

Directions: Choose one quote to discuss as a class.

“Everyone can be great because everyone can serve.”

Rev. Dr. Martin Luther King, Jr.

“One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.”

Albert Schweitzer

Day 2: *Yes-No-Maybe*

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

- Designate 3 separate spaces/areas in the room, one for “Yes”, “No”, and “Maybe”
 - TIP: Create Yes-No-Maybe signs, or have students make them, and tape them to sections of the room.
- Tell students, *“We are going to do a Yes-No-Maybe activity. Our Ambassadors 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.”* Have your Ambassadors pick the questions to ask their classmates. 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.”*
 - Have your Ambassadors each go to a different group to try to help as many students share as possible, especially those who are usually reluctant to speak in the groups. Also, ask them to ensure that agreements are respectful.
- Next say, *“Please pick one person from your section to summarize your group’s discussion and share with the class. If there were different reasons within your group why people said Yes, No, or Maybe, please share them.”*
- Part of what we want students to learn is about respectful disagreement and that it takes constructive creativity to see the same thing in different ways.

STEP 2. Action! (6-10 min)

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

Yes-No-Maybe Questions

- *Does it make a difference to smile at others whether you know them or not?*
- *Should people who are poor work harder and be more responsible and not rely on handouts from others?*
- *Does it make a difference to give a compliment to others for small things that you appreciate?*
- *Does it feel good to you when you help others?*
- *Do you have to be in college to be helpfully generous to others in your school?*
- *Do you think people going through hard times can also be generous? (Follow up after sharing by asking “How?”)*

STEP 3. Reflect on Similarities and Differences (2-5 min)

- After you have completed the questions you have time for, let students take a seat and review answers that stood out.
- Ask students, *“Was there anything that surprised you during the activity?”*
- Point out that, *“You had many different thoughts and there was not a single right answer.”*

Day 3: *Giving Back and Helpful Generosity Definition Web*

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

- Say to the students, “*Today we will create two definitions as a class; (1) what it means to give back and (2) what Helpful Generosity means. Even if you have done this before, it’s worth doing again because our ideas change as we get older.*”

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

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

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



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

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

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



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

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



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

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

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

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

FOLLOW UP

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

GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

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



December Activity 1

Definition Web

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

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

1. Giving Back
2. Helpful Generosity

December Activity 2

i-Messages

Days 4 to 5

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

TEACHER TIPS

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

“i-Messages” Overview

Day 4-5: Review i-Messages

Days 4-5: Review i-Messages

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

- Say to the students, *“No matter how much we might want to be Helpfully Generous and give back to our school and community and influence the changes we want to see, we have to communicate in respectful ways that show we truly want to be of service and helping. A key part of respectful communication is something some of you may remember from past MOSAIC lessons: i-Messages. We are going to focus on the most important part of this for you to remember and use always.”*

STEP 2. Present i-Messages (3-5 min)

- Say, *“As you have learned in MOSAIC in past years, an i-Message is exactly what it sounds like: It is a sentence that communicates what you are thinking or feeling because it starts with ‘I.’ It’s especially helpful when you are upset or angry and don’t want to escalate conflict. i-Messages help people be more willing to listen to you and respond without becoming defensive. “*
- Explain how i-Messages work:
 - *Begin with the word, “I.”*
 - *Share how you feel.*
 - *Follow by saying what the situation is.*
 - *Tell why you feel that way.*
 - *Example:*
 - *The situation is one in which you repeatedly text message someone you know well and get no responses.*
 - *Here is an i-Message way of responding: “I feel hurt when you don’t answer my text messages because I feel like I have done wrong or maybe you are upset at me.”*
 - Ask, *“What would be a way of responding that is more likely to escalate the problem, instead of allowing you to get your message across?”*

- After taking a few responses, ask, *“Why do you think i-Messages can be helpful?”*
- Share the formula for an effective i-Message:

I feel _____
 when you _____
 because _____

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

- i-Messages are a great way to explain yourself when you are upset. When you use i-Messages, people are more willing to listen to you and respond to your requests without becoming defensive. i-Messages encourage open discussion and can help a conflict become resolved quickly and easily.
- Here are some examples to practice with the class:

1. One of your friends often borrows things from you and doesn't return them.

I feel _____
 when you _____
 because _____

2. Your closest friend is telling others about your personal life.

I feel _____
 when you _____
 because _____

3. Your teacher hasn't called on you all week, even though you've raised your hand.

I feel _____
 when you _____
 because _____

4. Someone in your family keeps making noise while you are trying to study

I feel _____
 when you _____
 because _____

STEP 4. Demonstrate i-Messages (10-15 min)

- Distribute practice sheets or use the **MOSAIC Projector Display: i-Message Scenarios** to have students practice in small groups. Ambassadors can circulate with you and give students helpful feedback.
 - Have student groups perform role-plays, practicing giving one-another i-Messages.
 - At the end, have a discussion with all students asking them to provide feedback on what they felt went best with their use of i-Messages.

STEP 5. Reflect (1-3 min)

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

Example Reflection Questions:

- *How did your team work together during your group work?*
- *What ways did you see others using Helpful Generosity during your group work?”*
- *When do you think you could use i-Messages this week?*

FOLLOW UP

- In MOSAIC and in your other classes, encourage students to use i-Messages when communicating their opinions.
- Following these lessons, for the rest of the school year, model the use of i-Messages and label the message.
 - Example: *“I feel respected when you listen to my directions and follow them because it shows me you want our class to function well as a team. That was an i-Message!”*

December Activity 2

i-Message Scenarios (2 pgs.)

1. When you are in groups in class, one student keeps interrupting you and other students. How can you use an i-Message to be an Upstander and speak to the student about this?

I feel _____ when you _____ because _____

2. You're in an after-school club that you usually like, but you notice that lately one group of students has stopped talking to you. How can you use an i-Message to address this problem?

I feel _____ when you _____ because _____

3. One student posted inappropriate pictures online of another student. How can you use i-Messages to be an Upstander when you talk to both of these students?

I feel _____ when you _____ because _____

4. A fight broke out during field day and the principal just announced that the entire grade now has lunch detention as a result of the bad behavior. How can you use i-Messages to talk to the principal and stand up for your whole grade? How can you use i-Messages to talk to the students who were involved in the fight?

I feel _____ when you _____ because _____

5. Two friends are discussing their plans to skip next period and sneak out of school. A third friend overhears them. How can the third friend use i-Messages to be an Upstander in this situation?

I feel _____ when you _____ because _____

6. You notice that a new student in the school usually does not have a place to sit during lunch. You want to bring him or her to your lunch table but your friends do not want to. How can you use i-Messages to convince your friends to include the new student at your table?

I feel _____ when you _____ because _____

December Activity 3

Students Taking Action Together

Days 6 to 12

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will use the PLAN problem-solving framework to discuss important issues presented in selected song lyrics and create their own social action song.

MATERIALS

- ❖ Chart paper or board space
- ❖ *MOSAIC Projector Displays*
 - Using PLAN to Analyze Songs
 - Song Lyrics and Backgrounds

December Activity 3 Tips

1. Meet with your Ambassadors before Day 6 to help them coordinate leading
 2. This month's STAT is focused on listening to and generating social action songs. Audio speakers and music streaming capacity will greatly enhance the lessons.
 3. Additionally, you may want to put up a poster of PLAN in your classroom so you can refer to it while you are using the MOSAIC Projector Display for other content.
 4. At the end of the activity, students will begin working on their own social action songs. They will need time outside of MOSAIC class to finish these. Additionally, Ambassadors from all classes in your grade that are doing MOSAIC can work together at meetings to determine how classmates can perform their songs- possibly in an assembly or after-school concert.
-

“Students Taking Action Together” (STAT) Overview

Day 6: Ambassador Check-in

Day 7: Communicating Our Views to Solve Social Problems

Days 8-10: Social Action Songs and PLAN

Days 11-12: Creating Your Own Social Action Song

NOTE: Days 6-12 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 *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 with your Ambassadors before the lesson, and that you support them in any way that they need!******

DAY 6: Ambassador Check-in

STEP 1. Help Ambassador Prepare Update/Progress Report

- Prior to this class, please help Ambassadors prepare to give a brief update/progress report on the Positive Purpose Project or other projects they may be engaged in at the school.
- Their report can include:
 - What is currently being worked on?
 - What questions do Ambassadors have that the class can give them help with?
 - How can members of the class be helpful at this point in the project?
 - Anything else you would like to communicate to the class about the Positive Purpose (or other) Project?
 - What questions do any class members have about the Project?

STEP 2. Ambassadors Present Update/Progress Report

- Ambassadors present their Update/Progress Report to class
- Ambassadors seek input from classmates about Positive Purpose (or other) Project.

Day 7: Communicating Our Views to Solve Social Problems

STEP 1. Introduce Social Action Songs

- Say, *“Over many years, people have used music- especially songs—to protest unfair conditions or call attention to social problems. Can anyone think of a song they know that is a kind of protest song?”*
- Take one or two responses.
- Continue: *“For the next few classes, we will watch and study some protest and social action songs and understand what they were communicating about and how they did it. Those writing the songs were giving i-Messages about their feelings and views and depended on their audience to be good listeners and to watch them perform their words to know if they were sincere. Saying or singing words without showing you mean them takes away from your message, which is why it takes special singing skills to show your feelings through audio alone.”*
- *“Can some of you share musical performers that you feel communicate their messages in a sincere and powerful way? How do they do it? Write down your examples in your MOSAIC notebooks.”*
- When students are finished writing, take three or four responses.



STEP 2. Using PLAN to Analyze Songs

- Say, *“When we look at the songs, we are going to use our PLAN Problem Solving Model. Who can help us review PLAN?”* Show MOSAIC Projector Display: PLAN if needed.
- Take a few responses and then summarize by saying, *“PLAN stands for Problem Description, List of Options, Action Plan and Notice Successes.”*

NOTE: You may want to put up a poster of PLAN in your classroom so you can refer to it while you are using the MOSAIC Projector Display for other content.

STEP 3. Watch “We are all Mexicans”

- Show the music video for “We are all Mexicans” organized by Emilio Estefan:
 - LINK: <https://www.youtube.com/watch?v=9So7iSDgxIQ>
 - Length: 3:02
- Explain, *“As we learn from the web site of this song, the U.S. border with Mexico can be an increasingly tense area and Mexican immigrants become targets of hate and discrimination, Cuban-American musician/producer Emilio Estefan organized some of the most powerful Latinos in music to record this song and video. “We Are All Mexican” is a celebration of all the wonderful Mexican-Americans and their significant contributions to American culture. The song itself is in Spanish, and features mariachi trumpeting of traditional Mexican musical traditions, as well as Spanish-style classical guitar playing, showing the sorts of often-unrecognized and unacknowledged musical contributions Latinos have brought to the U.S. Additionally it celebrates Latin American stars like Pitbull, Wyclef, Gloria Estefan, Eva Longoria, Carlos Santana, Perez Hilton alongside allied artists like Whoopi Goldberg and Kathy Griffin, all of whom proclaim, ‘We Are All Mexican.’”*

STEP 4. Use PLAN to Analyze “We are all Mexicans”

- Ambassadors lead whole group discussion using PLAN to analyze “We are all Mexicans.” Following the **MOSAIC Projector Display: Using Plan to Analyze Songs**, Ambassadors say:
 - “(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”
 - “(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”
 - “(A) Now the A- Is there an action plan? If so, what is it?”

- *“(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”*

December Activity 3

Using PLAN to Analyze Songs

Problem Description

- What problem is the song addressing? What feelings are being communicated by the song?”

List Options

- What suggestions are being made for solving the problem?

Action Plan

- Is there an action plan? If so, what is it?

Notice Successes!

- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”

Day 8: Social Action Songs and PLAN

****NOTE: As an alternative, You can have students watch the songs before class and then have more time for discussion in class.****

STEP 1. Show Song By Bob Marley and the Wailers

- Say, *“we are going to listen to two more songs and for each one, we will reflect using PLAN in small groups led by your ambassadors.”*
- Show, ‘Get Up, Stand Up’ Bob Marley Video:
 - LINK: <https://www.youtube.com/watch?v=F69PBQ4ZyNw>
 - Length: 4:11 (stop video at this time)
 - **MOSAIC Projector Display: Get Up, Stand Up Lyrics**

STEP 2. Show Song By Raye Zaragoza and Provide Background

- Say, *“We are going to watch a video for a song called ‘In the River’ by Raye Zaragoza, but first let’s learn a little about the background of this song.”*
- Show **MOSAIC Projector Display: “In The River” Background From Song’s Website**
- Now show “In the River” Video:
 - LINK: <https://www.youtube.com/watch?v=l4eosRdP5gQ>
 - Length: 3:55

STEP 3. Reflecting on Songs with PLAN in Small Groups

- Ambassadors now lead small group discussions about songs using the PLAN guideline introduced on Day 7 on **MOSAIC Projector Display: Using Plan to Analyze Songs:**
 - *“(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”*

- “(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”
- “(A) Now the A- Is there an action plan? If so, what is it?”
- “(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”

(MOSAIC Projector Display)

December Activity 3

"Get Up, Stand Up" Lyrics (2 pgs.)

'Get Up, Stand Up'

Written By Bob Marley and Peter Tosh

Get up, stand up, stand up for your rights!

Get up, stand up, stand up for your rights!

Get up, stand up, stand up for your rights!

Get up, stand up, don't give up the fight!

Preacher man, don't tell me

Heaven is under the earth

I know you don't know

What life is really worth

It's not all that glitters is gold

'Alf the story has never been told

So now you see the light, eh!

Stand up for your rights. Come on!

Get up, stand up, stand up for your rights!

Get up, stand up, don't give up the fight!

Get up, stand up, stand up for your rights!

Get up, stand up, don't give up the fight!

Most people think,

Great God will come from the skies

Take away everything

And make everybody feel high

But if you know what life is worth

You will look for yours on earth

And now you see the light

You stand up for your rights. Jah!

Get up, stand up! (Jah, Jah!)

Stand up for your rights! (Oh-hoo!)

Get up, stand up! (Get up, stand up!)

Don't give up the fight! (Life is your right!)

Get up, stand up! (So we can't give up the fight!)

Stand up for your rights! (Lord, Lord!)
Get up, stand up! (Keep on struggling on!)
Don't give up the fight! (Yeah!)
We sick an' tired of-a your ism-skism game
Dyin' 'n' goin' to heaven in-a Jesus' name, Lord
We know when we understand
Almighty God is a living man
You can fool some people sometimes
But you can't fool all the people all the time
So now we see the light (What you gonna do?)
We gonna stand up for our rights! (Yeah, yeah, yeah!)
So you better
Get up, stand up! (In the morning! Git it up!)
Stand up for your rights! (Stand up for our rights!)
Get up, stand up!
Don't give up the fight! (Don't give it up, don't give it up!)
Get up, stand up! (Get up, stand up!)
Stand up for your rights! (Get up, stand up!)
Get up, stand up!
Don't give up the fight! (Get up, stand up!)
Get up, stand up!
Stand up for your rights!
Get up, stand up!
Don't give up the fight!

(MOSAIC Projector Display)

December Activity 3

“In the River” Background From the Song’s Web Site

Raye Zaragoza, “In the River”

In the wake of the scandal of the Dakota Access Pipeline—a government-funded oil pipeline being routed through sacred Sioux land—many protest songs have surfaced. This one in particular stands out, a heartfelt song by Native American artist Raye Zaragoza, who said in an interview, “I wrote ‘In The River: A Protest Song’ one morning when I couldn’t stop crying. I was reading more and more about what is happening to my brothers and sisters up at Standing Rock, and had a complete emotional breakdown. It has shaken me to my core knowing that people think it’s okay to destroy sacred burial grounds for a pipeline, and that they are treating the water protectors so horribly.”

The Sioux tribe in North Dakota is adjacent to the route of the pipeline, which will carry crude oil through four states. While proponents of the pipeline argue for the economic benefits, the pipeline also comes with the risk of water contamination and other major problems for the Sioux people. Additionally, water protectors and protesters believe the police have reacted to them with discrimination and violence. As Raye sings, “We’re fighting for our right / To keep the future bright / And protect the ones we love / In the river is our sisters and our brothers.”

Days 9-10: Social Action Songs and PLAN (cont.)

****NOTE: As an alternative, You can have students watch the songs before class and then have more time for discussion in class.****

STEP 1. Show “Songs of Freedom” By Santana and Buddy Miles

- Say, *“We will now listen to two songs by Carlos Santana and work in pairs to reflect on these songs, followed by a group discussion led by our Ambassadors. The first song is called “Songs of Freedom.”*
- Show, ‘Songs of Freedom’ Video by Carlos Santana and Buddy Miles:
- LINK: <https://www.youtube.com/watch?v=mARxHwzachU>
 - Length: 4:55
 - MOSAIC Projector Display: ‘Songs of Freedom’ Lyrics

STEP 2. Show “It’s a Jungle Out There” By Santana and Buddy Miles

- Say, *“Let’s listen to the second Carlos Santana social action song, ‘It’s a Jungle Out There’”*
- Show, ‘It’s a Jungle Out There’ Video by Carlos Santana:
- LINK: <https://www.youtube.com/watch?v=GK5eAeGRJXk>
 - Length: 4:32
 - MOSAIC Projector Display: ‘It’s a Jungle Out There’ Lyrics

STEP 3. Reflecting on Songs with PLAN in Pairs

- Students break into pairs or trios to discuss the PLAN questions from **MOSAIC Projector Display: Using Plan to Analyze Songs**, found on Day 7, related to the two Santana songs:

- “(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”
- “(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”
- “(A) Now the A- Is there an action plan? If so, what is it?”
- “(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”

STEP 4. Share Reflections With Class

- Ambassadors lead class discussion sharing reflections on PLAN prompts related to Carlos Santana songs.

(MOSAIC Projector Display)

December Activity 3

"Songs of Freedom" Lyrics

"Songs of Freedom"

Written By Carlos Santana and Buddy Miles

Everybody tells me, we love your songs
Your soul is precious, but it just ain't good enough
You need a single to help you through
Program directors, they all make the rules
I said, you're kidding, you're putting me on
What about the Constitution, freedom of expression
Listen to the music, just feel the sound
Love is the motion, that's what makes the world go around

Sing, Songs of Freedom
Bring joy to the world
Sing, Songs of Freedom
Bring joy to the world

Everybody listen, stop and take some time
To understand the world situation
There is no meaning in fighting the way we do
Let's come together and forgive each other

Sing, Songs of Freedom
Bring joy to the world
Sing, Songs of Freedom
Bring joy to the world

(MOSAIC Projector Display)

December Activity 3

“It’s a Jungle Out There” Lyrics

“It’s a Jungle Out There”
Written By Carlos Santana

I just gotta get away
Can't stand it
Children suffer every day
Tell me baby
What's it for
Fighting daily
For the turf
We're still killing each other
In the name of the Lord
There's a brand new graffiti
With blood on the walls
Peace, are you that far away?
Now you can feel it
Other people's pain
Love can heal it
Gentle as the rain
Oh, the United Nations drag their feet on the floor
All they do is spend your money
They don't tell you what for
Peace, what price we have to pay
Peace, there's gotta be a better way
People tell me it's useless to look for a way
I believe that tomorrow starts right here, today
Peace, are you that far away
Peace, there's gotta be a better way
Peace, are you that far away
Peace, there's gotta be a better way
Peace, peace
There's gotta be a better way
Peace, peace oh oh oh peace

Days 11-12: Creating Your Own Social Action Song

STEP 1. Introduce Student's Creating Own Social Action Song

- Explain to students that for the next two lessons they will create their own social issue/social action/protest song.
- They will be asked to review classic songs and modify them to update them, or to serve as inspiration for students to create their own songs.

STEP 2. Introduce Student's Creating Own Social Action Song

- Ask students to look up one or more of the following songs:
 - “Ain’t Going to Let Nobody Turn Us Around”
 - “Keep On Walking to the Freedom Land”
 - “We Shall Overcome”
 - “If I Had a Hammer”
 - “Turn, Turn, Turn”
 - “This Land Is Your Land”
 - “Blowin’ in the Wind”
 - “Get on Your Feet!”
 - Or others you want to suggest or find on this or other protest song lists:
<http://www.npr.org/2012/10/05/162384391/el-pueblo-unido-more-latin-american-protest-songs>
- Say, “*Pick one song and change the words to make them address a current issue or problem you care about (some already address these problems) or create your own song. Incorporate as much of PLAN as possible.*”
- Have students work individually or in pairs.

- Students will likely need to work on this outside of MOSAIC class time in order to complete a song.

STEP 3. Ambassador’s Plan Performance

- In addition to doing the assignment along with everyone else, each Ambassador will divide the class into two groups of students and will work with them to determine who will perform their revised/new songs and how they will perform them. This performance could take place in the school or community.
- Ambassadors can coordinate with other Ambassadors from different Year 3 classrooms to see if it can become an assembly, an evening concert at school, a community concert, something broadcast, etc.

STEP 4. Ambassador’s Lead Reflection

- These planning conversations can be part of a final reflective lesson, during which you allow at least 5 minutes to ask questions like:
 - *“Which song moved you the most? Why?”*
 - *“What do you feel you learned about the skills and virtues of the people who wrote and/or performed these songs?”*
 - *“Why do you think songs, and music, have been used throughout time for protest and to get people to think differently about social issues?”*
 - *“How do you think other forms of artistic expression, besides music, have been or can be used to raise social issues and express disagreements with social conditions or actions of people in power? Share any examples you might know about.”*

- Some examples almost all students will be aware of are the Statue of Liberty and the Liberty Bell, even if it does not come to their minds immediately. Also, be sure to ask them about examples of artistic expression in their communities, such as murals, posters, etc.

December Activity 4

Bi-Monthly Reflection & Feedback

Day 13

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

December Activity 4 Tips

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

“Bi-Monthly Reflection & Feedback” Overview

Day 13: Reflection & Feedback for November/December

Day 13: Reflection & Feedback for November/December

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

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

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

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

Discussion Questions:

- *What were some things you liked about MOSAIC in November?*
- *How could those November lessons be better?*
- Say, *"In December we focused on the theme of Giving Back to Ourselves, and the virtue of Helpful Generosity. We read stories about Helpful Generosity, practiced using i-Messages, and worked with song lyrics for social action as part of our Students Taking Action Together lessons."*

Discussion Questions:

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

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

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



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

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

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

December Activity 4

MOSAIC Reflection

Write your answer in your MOSAIC Journal:

You know that one of your friends has a prescription for stimulant medication to help them in school. One day you overhear this friend offering to sell their medication to another classmate. You don't know the reason your friend has made this decision, but you are worried. What should you do?

Bi-Monthly Teacher Feedback

School_____

MOSAIC Year (Grade Level): _____

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

Not very much

Somewhat

Very much

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

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

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

January

Planning For The Future



YEAR 3

JANUARY THEME

Planning For The Future

JANUARY VIRTUE & SKILLS

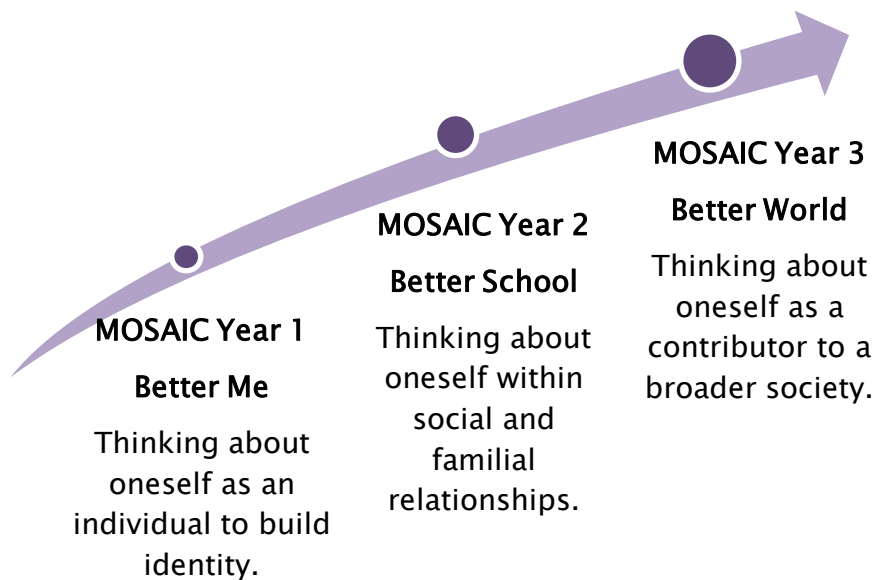
Virtue:

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 3 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

Days 2-3: Ambassador Check-in and If You Were President

Day 4: Optimistic Future-Mindedness Definition Web

January Activity 2: Empathy Role-Play

Days 5-6: How Would You Feel?

Day 7: Prepare for Respect Role-Plays

Day 8: Role-Plays

January Activity 3: Students Taking Action Together

Days 9-12: Building Your Belief That Taking Action Can Succeed

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 Life of the Dalai Lama
 - 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. *Ambassador Check-in: Prior to Day 2, please help Ambassadors prepare to give a brief update/progress report on the Positive Purpose Project.*
-

“Intro to Optimistic Future-Mindedness” Overview

Day 1: Introduce Theme and Virtue

Days 2-3: Ambassador Check-in and If You Were President

Day 4: Optimistic Future-Mindedness Definition Web

Day 1: *Introduce Theme and Virtue*

STEP 1. Introduce “Optimistic Future-Mindedness”

- 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.”*

STEP 2. Show Dalai Lama Video

- Say, *“We will begin by watching an interview with the Dalai Lama, talking about the importance of optimism at the end of a two day interactive dialogue with United States Institute of Peace Youth Leaders at his residence in Dharamsala, India on May 4, 2016.”*
- You can read more about his life on the MOSAIC Projector Display: **The Life of the Dalai Lama.**
- *“As you are watching the video, please write what you think is the Dalai Lama’s main message about optimism.”*
- Have students watch the video and take notes.

<https://www.youtube.com/watch?v=vptQDPHbhYc&list=PLD5951F087FEFDCBE&index=1>

(Video Length 1:16)

Alternative Activity (IF VIDEO IS INACCESSIBLE)

- If you cannot access the video, use MOSAIC Projector Display: **The Life of the Dalai Lama**

STEP 3. Review Structure of MOSAIC Circle

- Review the structure of a MOSAIC Circle:
 - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
 - Explain to students, *“In order to discuss the interview 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

- Say to students, *“Today in our MOSAIC Circle, we will each share what we think is the main message of the Dalai Lama about optimism.”*

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 their sense of Optimistic Future-Mindedness.
- Notice when your students appear pessimistic about their success or their future. Try to not let these comments go unchallenged, or at least unexplored.
- Consider asking students if they remember reading Robert Frost's poem, *The Road Less Traveled*, and what that poem has to do with Optimistic Future-Mindedness.

January Activity 1

The Life of the Dalai Lama

The Dalai Lama was born Lhamo Thondup on July 6, 1935 in Taktser, China, northeast of Tibet, to a peasant family. He was the fifth of 16 children—seven of whom died at a young age.

After several months of searching for a successor to the 13th Dalai Lama and following many significant spiritual signs, religious officials identified him, renamed him Tenzin Gyatso, and proclaimed the 14th Dalai Lama. At age 15, after much training and education, he assumed political power of Tibet. The People's Republic of China invaded that same year. Fearing assassination, he and thousands of followers fled to Dharamsala in northern India, where they established an alternative government.

Since then, the Dalai Lama has taken numerous actions in hopes of establishing an autonomous Tibetan state within the People's Republic of China. However, the Chinese government has shown no signs of moving toward peace and reconciliation with Tibet. He and his supporters have been in a constant state of threat. But the Dalai Lama has not given up hope. He has conducted hundreds of conferences, lectures and workshops worldwide, as part of his humanitarian efforts. He was awarded the Nobel Peace Prize in 1989. Despite this, the government of China has continued to oppose the Dalai Lama and democracy in Tibet, even up to the present.

Even after many years of threat and hardship, the Dalai Lama has continued to believe in the power of hope, optimism, and compassion.

Days 2-3: *Ambassador Check-in and If You Were President*

NOTE: Prior to this class, please help Ambassadors prepare to give a brief update/progress report on the Positive Purpose Project.

STEP 1. Ambassador Check-in

- Ambassadors should present a progress report on the Positive Purpose Project. Help Ambassadors present, as necessary.
- Their report may include:
 - What is currently being worked on?
 - What questions do you have that the class can give you help with?
 - How can members of the class be helpful at this point in the project?
 - Anything else you would like to communicate to the class about the Positive Purpose Projects?
 - What questions do any class members have about the Project?

STEP 2. Introduce “If You Were President” Statement

- Tell students, *“Part of Optimistic Future Mindedness is to believe that important problems in society can be solved and that you can have a role in solving them.”*
- *“Use the rest of the class today to prepare a brief statement for the class on why you should be elected President in 2047. I realize that there might be a lot that you are not sure of, but being Optimistically Future-Minded, you still have important ideas to share.”*
- *“Your statement should include:*
 - *How will you be qualified? What will you have done to become qualified?*
 - *What is your position on one or two important issues, such as the environment, jobs, immigration, education, health care, and taxes?”*

STEP 3. Students Share Statements

- *“Today, we are going to share your statements. First, we will go around and have you share the qualifications you expect to have to be President and how you will have gotten these qualifications.”*
- As students share, help make the point that education is essential, which requires them to plan on college and beyond. Also, be sure they understand that being President requires a global perspective, which means knowing about other cultures and countries and having an interest in traveling.
- *“Next, I would like to hear about your positions on important issues. Who would like to share? What issue would you like to talk about?”*
- Take a couple of comments on that issue, then ask, *“Who would like to share about another issue?”* Repeat as time allows. Collect student statements so you can read and comment on them.

STEP 4. Facilitate Reflection

- End by helping students reflect:
 - *“How well prepared do you feel to address some of the important issues you wrote about and that we discussed?”*
 - *“Who can you speak with to help understand some of these issues better, not only now but over the next 30 years?”*
 - *“Where else can you look for information that you can trust?”*

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 get older, your ideas about yourself may change and the ideas of your classmates can 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(s) 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).

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

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” and Pros and Cons.

MATERIALS

- ❖ Paper/Journals
- ❖ Pens/Pencils
- ❖ MOSAIC Projector Displays
 - Feelings A to Z
 - Respect Situation
 - PLAN

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

Days 5-6: How Would You Feel?

Day 7: Prepare for Respect Role-Plays

Day 8: Role-Plays

Days 5-6: *How Would You Feel?*

STEP 1. Ambassadors Facilitate Feelings Vocabulary Discussion

- Have Ambassadors select a word from the **MOSAIC Projector Display: Feelings A-Z**. (Repeat this process for at least three words.)
- Have them ask, “*What does it mean?*”
- Then, have them ask, “*What are some examples of times you have felt this way?*”
- Have them follow up with, “*How can you tell when others are feeling this way?*”

Make sure that point is made, or emphasized: in order to be empathic with others, you need to understand how they are feeling.

STEP 2. Optional: Feelings Charades

- Optional: Set up a feelings charade game.
 - Students are given a feeling to enact and others try to guess what it is
 - Then students discuss how they might have portrayed that feeling differently.
 - One Ambassador names a student. The other Ambassador picks a feeling from the Projector Display and whispers it to the student to enact.
- Say, “*Okay, we will have [student’s name] act out the facial expression and body language of his or her emotion word, and the rest you will guess what emotion the student is acting out.*”
- After each student acts out an emotion, ask the class if anyone would like to show another way to model that feeling. Continue with as many examples as you can, as time allows.

STEP 3. Summarize Feelings Charades

- Say to students, “*As you have shown, there often are several ways to express the same emotion. To be empathic, we have to*

find the clues that can help tell us how someone else might be feeling. It might not be the same way we would feel in the same situation.”

- *“Empathy is understanding how someone else is feeling, even if we might not be feeling the same way if we were in the same situation.”*

STEP 4. Feelings Discussion

- This discussion may be best done as a pair-share or small group activity with sharing out.
- *Which feelings from the MOSAIC Projector Display: Feelings A-Z do you think are most related to the MOSAIC Virtues? Why?*
 - Compassionate Forgiveness
 - Optimistic Future Mindedness
 - Responsible Diligence
 - Helpful Generosity
 - Constructive Creativity
- *Now list out the emotions that you feel are most likely to be related to failure and not achieving your Positive Purpose or SMART Goals. Why?*

January Activity 2

Feelings A-Z

A Afraid Aggressive
Annoyed Anxious Apathetic
Apologetic Apprehensive
Ashamed Audacious

B Bashful Bold
Bored Brave

C Calm Cautious Cheerful
Comfortable Competent
Confident Confused Curious
Cynical

D Decisive Depressed
Determined Disappointed
Disapproving Disgusted
Distressed

E Ebullient Ecstatic
Embarrassed Energetic Enraged
Enthusiastic Envious Excited
Exhausted

F Friendly Frightened
Frustrated

G Grateful Greedy Guilty

H Happy Helpless
Hopeful Horrified

I Impatient Incompetent
Indecisive Indifferent Innocent
Insecure Inspired Insulted
Intimidated Irritated

J Jealous Joyous

L Lazy Listless Lonely

M Marvelous
Mischievous Miserable
Morose

N Negative Nervous

O Oblivious Optimistic
Overwhelmed

P Paranoid Peaceful
Perplexed Petrified
Proud Puzzled

R Reckless Regretful
Relaxed Restless

S Sad Satisfied Secure Serene
Shocked Shy Silly Skeptical
Sleepy Sluggish Smart
Stimulated Stupefied Subdued
Sullen Surprised Suspicious
Sympathetic

T Tense Tentative
Timid Tranquil Trusting

U Uncomfortable
Undecided

W Wary Whimsical Worried

Z Zealous

Day 7: 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 group or disrespect group. Assign an Ambassador to each group.
- 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 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 decided on a respectful or disrespectful way of thinking about the situation, ask them to take one minute to list all the options they can think of to show in a role play, 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...

You had a difficult weekend and did the best you could on an assignment. When you get it back, the teacher says, "You did not put in much effort on this. I am disappointed." You start to explain and the teacher says, "I don't really have time now to hear this. You just have to work harder." You are upset about what happened...

Now, meet in your group and finish the story respectfully or disrespectfully! What would happen if you were the student? If you were the teacher?

January Activity 2

PLAN

Problem Description

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

List Options

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

Action Plan

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

Notice Successes!

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

Day 8: 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.

STEP 3. Reflect on Role Plays

- 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?”*

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 Pro-Con list when weighing choices between different actions, including by authors, artists, scientists, people in history, as well as situations that occur in school or between classmates.

January Activity 3

Students Taking Action Together (STAT)

Days 9 to 12

VIRTUE & SKILLS

Optimistic Future-Mindedness
&
Empathy + Social Problem Solving

OBJECTIVE

Students will reflect on life lessons from respected individuals and come up with their own opinions about the importance of Optimistic Future Mindedness.

MATERIALS

- ❖ Paper/Pencils/MOSAIC Journals
- ❖ Projector/Computer
- ❖ Projector Display:
 - Marian Wright Edelman's 12 Life Lessons

January Activity 3 Tips

1. On Days 9 to 12, you will be helping your student Ambassadors to lead the class in STAT. There are several options for completing this activity, so please look ahead with your Ambassadors to decide on a method. **You also will need handout materials during these lessons**
 2. Starting on Day 9, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in underlined green font.
-

“January STAT” Overview

Days 9-12: Help Ambassadors break up STAT lessons across these days.

REMINDER: Ambassadors script is 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!******

DAYS 9-12: *Building Your Belief That Taking Action Can Succeed*

STEP 1. Ambassadors: Facilitate Discussion about Optimistically Future-Minded Individuals

- Marian Wright Edelman wrote about 12 Life Lessons that have helped her to stay Optimistically Future Minded, and this month in MOSAIC, we would like you to help students consider them.
- Ambassadors say, *“Marian Wright Edelman, long-time civil rights activist and the head of an organization called Save the Children, wrote a book called, ‘Lanterns: A Memoir of Mentors.’ It’s about those individuals who were most influential in her life and who helped her be Optimistically Future Minded and Responsibly Diligent despite the challenges and disappointment in her life and advocacy.”*
- *“The individuals in her book all had to overcome many difficulties, resistance and disagreement in their fight for human rights and justice.”*
- *“Who comes to your mind as people who were Optimistically Future Minded even though what was happening to them in the present might not have been very good?”*
- *“Who never gave up hope for the future?”*
- Take several responses.
- As a prompt, you can say: *“Think about people in your family, people in the background of the countries where your ancestors came from, other people you know or people in history.”*

STEP 2. Ambassadors: Summarize Importance of Optimistic Future-Mindedness

- Ambassadors say, *“What these people learned in life is that in difficult situations, waiting and hoping is not a good strategy. Even when you don’t know the path, taking respectful and thoughtful action is usually the best way to be successful.”*

- *“These people believed that taking action together with others leads to success, though it may take time and require Responsible Diligence and Constructive Creativity.”*

STEP 3. Ambassadors: Introduce 12 Life Lessons Activity

- Ambassadors say: *“Marian Wright Edelman wrote about 12 Life Lessons that have helped her stay Optimistically Future Minded. For our Students Taking Action Together section of our MOSAIC lessons, we are going to think about them together in some different ways, to see how they can guide our actions.”*
- Show the **MOSAIC Projector Display: Mary Wright Edelman’s 12 Life Lessons.**
- Ambassadors can collaborate with the teacher to decide a way to think about the 12 Life Lessons. Below are some ideas for how you can do this:

Suggestions for 12 Life Lessons Activity

1. **Reflect and Share:** Pick 2 Life Lessons and have students do a round-robin of pairs and share their views on the two quotes with three different classmates, then summarize their own beliefs about the two quotes in their MOSAIC Journals.
2. **Rank Order:** Cut out strips with 4, 6, or 8 of the Life Lessons on them so that there is one set for 4-5 students. Ask the groups of students to rank order the quotes in terms of what they believe most strongly. If there is any they don’t believe in, they can exclude it. Have the students share their ordering and justify it. Remind them to use the focal skills this month—empathy and social problem solving—to listen respectfully to each other, wait their turn, and figure out a procedure to accomplish the rankings while involving everyone.
3. **Agree/Disagree/Not Sure:** Pick 2 Life Lessons in a class and do a Agree-Disagree- Not Sure variation of the Yes-No-Maybe activity.
4. **Respectful Debate:** Encourage a respectful, friendly debate in which one group of students argues in favor of one of the quotes

and the other group argues against it. Do the same with another quote, but have the groups reverse roles. Remind them to use their empathy, social problem solving, and communication skills to develop their position and to listen carefully and respond respectfully to what the other group says, even if they disagree.

5. **Interview:** Have students select 2-3 Life Lessons and carry out interviews with staff members in the school to get their opinions about these Life Lessons. Then have students write up the interviews, summarize them, and share them with classmates and perhaps across classes (this will involve time outside of MOSAIC lessons). Extending the interviews to family or community members is another option.
6. **Visual Symbols:** Have your students work in small groups to take all the Life Lessons and create a word cloud of terms that appear most often; or have them create a poster based on the quotes. Or have students create a logo that captures a summary of Marian Wright Edelman's Life Lessons. Post these products in the classroom or hallway and/or find a way to have other classes who are creating artistic products to share and compare what they have done.
7. **Writing Reflection:** Ask students to discuss each of these lessons that Marian Wright Edelman has learned. Which do you agree with? For each one, write a brief paragraph explaining how it has or has not been true in your life. What life lessons would your teacher(s) add to the list?
8. **Group Life Lessons:** Review Marian Wright Edelman's list as a class or in small groups. Write your own list of 12 Life Lessons individually. Share with 2-3 classmates and see what you have in common. Share across groups and see what can be shared as Life Lessons held among all or most students in your class. Post them outside your classroom door and compare them with other classrooms' Life Lessons.

January Activity 3

Marian Wright Edelman's 12 Life Lessons

1. Always remember that you are created the same as anyone else. No man or woman can look down on you and you cannot look down on any man, woman, or child. They were created the same way as you.
2. Don't wait for, expect, or rely on favors. Count on earning them through hard work and responsible diligence.
3. Don't listen to naysayers offering no solutions or take no or but for an answer. Live with Optimistic Future-Mindedness.
4. Don't be afraid to stick your neck out, to make mistakes, or to speak up. Communicate well and proudly.
5. Keep your word and your commitments.
6. Be strategic and focus how you use your time. Don't scatter your energies on many things, or people, that do not add up to a better you and a better world.

7. Be a pilgrim or a prophet in life, and not a tourist. Don't confuse heroism and servant leadership with fame and celebrity.
8. All of us have been put here with a purpose. Open up the energy inside your soul, look deep inside, and try to discern what your purpose is.
9. When you have been wronged by others, don't hold a grudge. Show Compassionate Forgiveness. You will feel much better than if you focus on revenge.
10. Follow the Golden Rule and not silver, iron, bronze, and copper rules (with thanks to Samuel DeWitt Proctor):
 - Golden: Do unto others as you would have them do to you.
 - Silver: Do unto others what they have already done to you.
 - Iron: Do unto others as you fully expect them to do to you.
 - Bronze: Do unto others before they do it to you.
 - Copper: Do unto others and then cut out fast.
11. Whenever you are successful, share the credit. No one succeeds completely on their own. Your effort matters, but so has the effort of others in supporting you, directly or indirectly.
12. Be a good ancestor. Stand for something bigger than yourself. Add value to the Earth during your journey on it. Understand your past, honor what's best, and pledge to do better.

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? | | |