April

Appreciating Ourselves, Our School, and the World



Year 1

**APRIL THEME**

**Connecting with Others and Being a Leader**

**APRIL VIrtue & SKills**

**Virtue:**

Compassionate Forgiveness

**Skills:**

Emotion Regulation & Empathy

**MOSAIC BY YEAR**

**MOSAIC Virtues & Skills**

Positive Purpose

Supporting Virtues Supporting Skills

 1) Constructive Creativity 1) Emotional Regulation

 2) Helpful Generosity 2) Communication

 3) Optimistic Future-Mindedness 3) Empathy

 4) Responsible Diligence 4) Social Problem Solving

 5) Compassionate Forgiveness

 and Gratitude

**MOSAIC Virtues & SKILLS By month**

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

 **MOSAIC** APRIL THROUGHLINE

**CONNECTING WITH OTHERS AND BEING A LEADER**

 **How can we incorporate MOSAIC into**

 **our class today?**

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

**MOSAIC in April**

Year 1 Ambassador-Led Curriculum

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

**April Activity 1: Intro to Compassionate Forgiveness**

Day 1: Introduce Theme and Compassionate Forgiveness

Day 2: Apply Compassionate Forgiveness to Life

Day 3: Yes- No-Maybe

Day 4: Gratitude/Forgiveness Venn Diagram and Throughline

**April Activity 2: Combat Stress and Leadership Project**

Day 5: Relaxation Breathing and Positive Thinking

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

Day 7 & 8: Compassionate Forgiveness and Leadership Project

**April Activity 3: Students Taking Action Together**

Day 9: STAT Check-in

**April Activity 4: Bi-monthly Reflection & Feedback**

Day 10: Reflection & Feedback for March/April

**VIRTUE & SKILLS**

Compassionate Forgiveness

&

Emotion Regulation + Empathy

April Activity 1

***Intro to Compassionate Forgiveness***

*Days 1 to 4*

|  |  |
| --- | --- |
| **OBJECTIVE**Students will take a position on “Connecting with Others and Being a Leader,” the new theme of the month. | **MATERIALS*** MOSAIC Journals
* April Throughline
* MOSAIC Projector Displays
	+ Story of Compassionate Forgiveness Option 1-2
	+ Feelings
	+ Gratitude and Forgiveness Venn Diagram
 |
| **TEACHER TIPS**1. ***Warning about sensitive videos:*** *Please determine whether the video for Activity 1, Day 1 is appropriate for your classroom before showing it*
2. *Encourage students to relate theme to their own life and use personal examples during the activities.*
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**“Introduction to Forgiveness” Overview**

**Day 1: Introduce Theme and Compassionate Forgiveness**

**Day 2: Apply Compassionate Forgiveness to Life
Day 3: Yes-No-Maybe**

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

**DAY 1: *Introduce Theme and Compassionate Forgiveness***

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

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

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

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

* Introduce the activity by saying to students, “***This month we will be focusing on the virtue of ‘Compassionate Forgiveness.’”***
* ***“We will begin by learning about a group of people from Lebanon who have been working together to restore peace and reconciliation in their communities through forgiveness.”***
* Ask students, ***“Who can give me a definition of forgiveness?”***
* Take a couple of replies and ensure that students have the idea that Compassionate Forgiveness is a process through which the victim lets go of anger or resentment or a desire for revenge for someone that they feel did something wrong to them or someone they care about. As we discuss later, Compassionate Forgiveness enables people to move on with their own lives.
* Say, ***“We can feel stressed by small things, like being late for school or big things like losing a loved one or being separated from people you love. When we are stressed by small things, we will learn how to cope with that in some ways. But how do we deal with big, unfair things that happen that really should not have happened?”***

* Say to students, ***“Today, we will learn about an organization called the Foundation for Forgiveness and Reconciliation in Lebanon (FFRL). We will see how people found a way to move on after they were harmed. We are going to spend some time trying to understand how they were able to do this.”***
* Next, use the projector to show the class the video on the FFRL (please show the entire video)
	+ Video: [https://vimeo.com/184233179](https://vimeo.com/184233179%29)
	+ Length: 3:05
* **\*\*VIDEO ALTERNATIVE (If unavailable or if you decide not to show video to the class because of its content)\*\***
* Show the **MOSAIC Projector Display: Story of Compassionate Forgiveness (Option 1 or 2)**, and ask for several student volunteers to read the story aloud.
	+ NOTE: There are two stories to choose from for this alternative activity. Several lessons in April will refer back to the Compassionate Forgiveness story you present in this lesson.

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

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

(MOSAIC Projector Display)

**April Activity 1**

**Story of Compassionate Forgiveness**

**Option 1**

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

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

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

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

(MOSAIC Projector Display)

**April Activity 1**

**Story of Compassionate Forgiveness**

**Option 2**

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

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

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

**DAY 2: *Apply Compassionate Forgiveness to Life***

**STEP 1. Review Forgiveness** *(1 min)*

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

**STEP 2. Play Video** *(3-5 min)*

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

**ALTERNATIVE TO VIDEO (if not available)**

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

* Say, ***“Listen to this quote… ‘Today I decided to forgive you. Not because you apologized, or because you acknowledged the pain you caused me, but because my soul deserves peace.’- From Najwa Zebian”.***
* Facilitate a group discussion by asking questions like:
	+ ***What do you think this quote means?***
	+ ***Do you think it was easy to forgive without an apology?***
	+ ***Why do you think forgiving gives our souls peace?***

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

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

 *Example Discussion Questions:*

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

\*\*\*OPTIONAL\*\*\* Activity for Applying Compassionate Forgiveness to Students’ Lives

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

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

(MOSAIC Projector Display)

**April Activity 1**

**Feelings**



**DAY 3: *Yes-No-Maybe***

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

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

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

* Read any of the statements below, or create your own to be as relatable to the group as possible:
	+ *Yes-No- Maybe Questions*
		- ***It is important to be forgiving in order to connect with others.***
		- ***I feel that I am able to understand the needs of others and the feelings they experience.***
		- ***If someone is truly sorry and asks for forgiveness, I will forgive them no matter what they have done.***
		- ***It is impossible to have a good relationship with others without forgiving them for everything they have done wrong.***
		- ***How I feel about someone depends more on their past actions than their present actions.***
		- ***Forgiveness is an important part of showing leadership.***
		- ***Create your own!***

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

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

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

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

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

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

* Review the structure of a MOSAIC Circle:
	+ Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
	+ Explain to students, ***“We will now be using a MOSAIC Circle. In a MOSAIC Circle, we will respond to a specific question, and everyone in our class will get a turn to share their thoughts and feelings.”***
	+ Ask students to, ***“Recall the norms of a MOSAIC Circle:***
		- * ***What is said in the MOSAIC circle stays in the MOSAIC Circle***
			* ***One person talks at a time***
			* ***Right to pass- you do not need to answer the question if you do not want to.***
			* ***No dialogue- MOSAIC Circle is not a time for discussion; it is a time to share your own thoughts and feelings.”***
			* Suggestions:

Incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.

It may be helpful to incorporate “Speaker Power” tools, such as a talking stick.

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

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

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

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

***2) Practice empathy when others have upset us.***

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

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

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

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

**FOLLOW UP**

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

(MOSAIC Projector Display)

**April Activity 1**

**Gratitude and Forgiveness Venn Diagram**

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

**COMPASSIONATE GRATITUDE**

**COMPASSIONATE**

**FORGIVENESS**

**BOTH**

What does it mean in your own words?

What does it mean in your own words?

How are they

the same?

**VIRTUE & SKILLS**

Compassionate Forgiveness

&

Emotion Regulation + Empathy

April Activity 2

***Combat Stress and Leadership Project***

*Days 5 to 8*

|  |  |
| --- | --- |
| **OBJECTIVE**Students will be able to practice the skills of regulating their emotions with relaxation techniques, showing empathy and compassionate forgiveness to those who have hurt them.  | **MATERIALS*** Digital Projector/Computer
* MOSAIC Journals
* MOSAIC Projector Display:
	+ Stress Thermometer
 |
| **April Activity 2 Tips**1. Encourage students to practice their relaxation skills throughout the day, and especially during testing situations!
2. When doing breathing and journal entry Day 5-7, ask students to lead the activities, ask students to share their experiences using slow breathing, and ask for examples of positive journal entries.
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**“Combat Stress and Leadership Project” Overview**

**Day 5: Relaxation Breathing and Positive Thinking**

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

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

**DAY 5: *Relaxation Breathing and Positive Thinking***

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

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

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

* Show **MOSAIC Projector Display: Stress Thermometer**
* ******Say to students, ***“You may remember the stress thermometer from our MOSAIC lessons in March. We are going to use this thermometer to measure our stress levels again in this activity. I would like you to imagine a time you were stressed, upset, or frightened about something. Sometimes, just imagining a stressful event can make us feel a bit stressed. Please write down, in your MOSAIC Journals, the level of stress you feel right now, when thinking about this time, from 0-10, with 0 being no stress at all and 10 being such high stress you can hardly stand it.”***
* Explain to students the importance of slowing down, say, ***“By just breathing slowly, it tells your body to calm down, which tells your brain to think less stressful thoughts. Your body can’t be stressed when you are breathing slowly!”***
* Ask students to sit comfortably in their seats. Explain that for the next few minutes, we will try out slow breathing as an experiment.
	+ **Option 1:** Show this video, and say, ***“Close your eyes if you feel comfortable or stare at a spot on the wall, and follow the instructions from the video.”***
		- Show Video:
		- <https://www.youtube.com/watch?v=lnXrXX0m-NE>
		- Length: 2:30
	+ **Option 2:** Guide students through slow breathing following this script:
		- Say, ***“Lean back in your chair, stare at a spot on the wall, and try to make your body feel comfortable. Now, try to follow my count when you are breathing. Breathe in slowly 1-2-3-4-5, and breathe out slowly 1-2-3-4-5. Breathe in 1-2-3-4-5, breathe out 1-2-3-4-5.”***
		- NOTE: When counting, count a full second between each number, one trick is to say “Mississippi” (or “Jersey City”!) in your head between each number.
		- Continue this breathing sequence for the next 2 minutes.
		- Then say***, “Refocus and look around: up, down, and all around the entire room.”***

******

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

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

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

(MOSAIC Projector Display)

**April Activity 2**

**Stress Thermometer**

****

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

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

* Say to students, ***“In difficult situations, when something hurtful happens, it is normal to feel stressed. And, in these moments, regulating our stress can help us to move on. This is not easy, and so we need to practice regulating our stress, like working out at the gym. That’s why we have been practicing regulating our stress this week. Every day this week, you will get to choose one of the three calming skills we have learned so far in MOSAIC. These choices are: 1) slow breathing, 2) positive thinking, and 3) calming imagery.”***
* ***“First, think of something stressful in your life, and write down your Stress Thermometer number, from 0-10, in your MOSAIC Journal for how stressed you are feeling right now.”***
* ***“Next, choose which type of relaxation skill you want to use, and write down your choice in your MOSAIC Journal.”***
* ***“If you chose to practice slow breathing, you will close your eyes and count your breath in your head, counting in for 5 and out for 5. If you chose to practice positive thinking, you will do a quick write in your MOSAIC Journal – 1 positive thing that happened to you yesterday, or will happen to you today and why this event happened. If you chose to practice calming imagery (this is the skill we practiced in March), you will close your eyes, and imagine this stressful thing, either a picture of this thing, or the words that you wrote, inside a bubble that is floating in front of you. Now, picture yourself blowing that bubble away from you. Watch it float away.”***
* ***“For the next 2 minutes, follow the procedure to practice the skill you chose.”***

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

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

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

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

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

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

* Say, “***Now, you are going to create an individual project that shows how Compassionate Forgiveness can be a bridge to leadership. Your goal is to show the story you watched (or heard) by either (1) a written expression, such as a rap, song, or poem; or (2) a visual expression, such as a drawing or collage.”***
* ***“In your project, think about the history involved and the feelings these individuals might have had, the choices they made, and the leadership they have shown by moving forward and helping other people who may be experiencing hardship.”***
* ***“Your project could be literal (you could show the story step by step). Or, your project could be abstract, showing the feelings and thoughts you experience when you learned about the organization. Take two minutes and write your idea down in your MOSAIC Journal.”***
	+ ******NOTE: This project is designed to offer students an opportunity to express what they have learned through multiple intelligences.
* OPTIONAL: Students can brainstorm at home to give them more time in class to work on the project.

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

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

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

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

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

**FOLLOW UP:**

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

April Activity 3

**Students Taking**

**Action Together**

Day 9

**VIRTUE & SKILLS**

Compassionate Forgiveness

&

Emotion Regulation + Empathy

|  |  |
| --- | --- |
| **OBJECTIVE**Students will review their progress on their STAT, Action Plan and decide how to finish. | **MATERIALS*** Chart paper or board space
* STAT Materials (as needed)
* MOSAIC Projector Display:
	+ PLAN
 |
| **April Activity 4 Tips**1. Ambassadors will lead a STAT Check-in on Day 9. Look ahead to prepare them for this day.
2. Meet with your Ambassadors before Day 9 to help them coordinate leading the activity.
3. In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in***underlined green*** font.
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 **“STAT” Overview**

**Day 9: STAT Check-in**

**DAY 9: *STAT Check-in***

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

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

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

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

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

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

(MOSAIC Projector Display)

**April Activity 3**

**PLAN**

**Problem Description**

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

**List Options**

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

**Action Plan**

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

**Notice Successes!**

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

**VIRTUE & SKILLS**

Compassionate Forgiveness

&

Emotion Regulation + Empathy

April Activity 4

***Bi-monthly Reflection & Feedback***

*Day 10*

|  |  |
| --- | --- |
| **OBJECTIVE**Students will reflect on the previous month’s MOSAIC lessons and collectively provide feedback.  | **MATERIALS*** Projector
* MOSAIC Journals
* MOSAIC Teacher Handout:
	+ Bi-Monthly Feedback
 |
| **April Activity 4 Tips**1. Completing the **MOSAIC Teacher Handout: Bi-Monthly Feedback** and sharing with your school’s MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom.  |

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

**Day 10: *Reflection & Feedback for March/April***

**Day 10: *Reflection & Feedback for March/April***

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

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

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

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

*Discussion Questions:*

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

*Discussion Questions:*

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

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

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

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

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

(MOSAIC Projector Display**)**

**April Activity 4**

**MOSAIC Reflection**

***Write your answer in your MOSAIC Journal:***

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

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

(MOSAIC Teacher Handout)

**Bi-Monthly Teacher Feedback**

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

 Not very much Somewhat Very much

1. **What did you like best about MOSAIC over the past two months (e.g., activities, student growth moments, etc.)?**
2. **What would you like to change about the MOSAIC program from the past two months?**
3. **What support(s) would help you teach MOSAIC most effectively?**