April

Appreciating Ourselves, Our School, and the World



Year 2

**APRIL THEME**

**Connecting with Others and Being a Leader**

**APRIL VIrtue & SKills**

**Virtue:**

Compassionate Forgiveness

**Skills:**

Emotion Regulation & Empathy

**MOSAIC BY YEAR**

**MOSAIC Virtues & Skills**

Positive Purpose

Supporting Virtues 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**

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| --- | --- | --- | --- |
| **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 2 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 Oprah’s Story

Day 2: Apply Compassionate Forgiveness to Life

Day 3: Respectful Debate

Day 4: Gratitude/Forgiveness Venn Diagram and Throughline

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

Day 5: Power Posing and Self-Talk

Day 6: Oprah’s Compassionate Forgiveness

Day 7 & 8: Compassionate Forgiveness and Leadership Project

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

Day 9: STAT Check-in

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

Day 10: Reflection & Feedback for March/April

April Activity 1

***Intro to***

***Compassionate Forgiveness***

*Days 1 to 4*

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| --- | --- |
| **OBJECTIVE**Students will take a position on “Connecting with Others and Being a Leader,” the new theme of the month. | **MATERIALS*** MOSAIC Journals
* April Throughline
* MOSAIC Projector Displays:
	+ The Story of Oprah
	+ Gratitude and Forgiveness Venn Diagram
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| **April Activity 1 Tips:**1. 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 Oprah’s Story**

**Day 2: Apply Compassionate Forgiveness to Life
Day 3: Respectful Debate**

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

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

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

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

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

* Say, ***“We can feel stressed by small things, like being late for school or big things like losing a loved one or being separated from people you love. When we are stressed by small things, self-talk and power posing can be very helpful. But how do we deal with big, unfair things that happen that really should not have happened?”***
* ***“For the next few lessons, we are going to talk about someone who was harmed by another person, group, or country.”***
* ***“This person found a way to move on after they were harmed. We are going to spend some time trying to understand how they were able to do this.”***
* Say to students, ***“Today, we will learn about the story of Oprah Winfrey. Raise your hand if you have heard of Oprah.”***
* Ask for a few student volunteers to share what they know about Oprah.
* Next, show the **MOSAIC Projector Display: The Story of Oprah**, and ask for several student volunteers to read the story aloud

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

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

(MOSAIC Projector Display)

**April Activity 1**

**The Story of Oprah**

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

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

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

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

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

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

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

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

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

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

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

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

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

*Example Discussion Questions:*

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

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

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

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

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

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

**DAY 3: *Respectful Debate***

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

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

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

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

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

**STEP 3. Brainstorm** *(3-4 min)*

* Divide class into two teams and assign teams to one opinion for the debate topic.

* Tell students, ***“You have 3 minutes to write down as many examples as you can to support your position.”***
* Circulate and help the teams select a note-taker and a speaker. Help the teams come up with examples to support their position.

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

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

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

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

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

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

* Review the structure of a MOSAIC Circle:
	+ Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
	+ Explain to students, ***“We will now be using a MOSAIC Circle. In a MOSAIC Circle, we will respond to a specific question, and everyone in our class will get a turn to share their thoughts and feelings.”***
	+ Ask students to, ***“Recall the norms of a MOSAIC Circle:***
		- * ***What is said in the MOSAIC circle stays in the MOSAIC Circle***
			* ***One person talks at a time***
			* ***Right to pass- you do not need to answer the question if you do not want to.***
			* ***No dialogue- MOSAIC Circle is not a time for discussion; it is a time to share your own thoughts and feelings.”***
			* Suggestions:
			* Incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.
			* It may be helpful to incorporate “Speaker Power” tools, such as a talking stick

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

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

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

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

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

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

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

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

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

**FOLLOW UP**

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

(MOSAIC Projector Display)

**April Activity 1**

**Gratitude and Forgiveness Venn Diagram**

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

**COMPASSIONATE GRATITUDE**

**COMPASSIONATE**

**FORGIVENESS**

**BOTH**

What does it mean in your own words?

What does it mean in your own words?

How are they

the same?

April Activity 2

***Combat Stress and***

***Leadership Project***

*Days 5 to 8*

**VIRTUE & SKILLS**

Compassionate Forgiveness

&

Emotion Regulation + Empathy

**VIRTUE & SKILLS**

Compassionate Forgiveness

&

Emotion Regulation + Empathy

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| **OBJECTIVE**Students will be able to practice the skills of regulating their emotions with relaxation techniques, showing empathy and compassionate forgiveness to those who have hurt them.  | **MATERIALS*** Digital Projector/Computer
* MOSAIC Journals
* MOSAIC Projector Displays:
	+ Stress Thermometer
	+ Lebron’s Story
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| **April Activity 2 Tips**1. Encourage students to practice their relaxation skills throughout the day, and especially during testing situations!
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**“Combat Stress and Leadership Project” Overview**

**Day 5: Power Posing and Self-Talk**

**Day 6: Oprah’s Compassionate Forgiveness**

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

**DAY 5: *Power Posing and Self-Talk***

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

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

**STEP 2. Lebron’s Self-Talk** *(2-3 min)*

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

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

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

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* Tell students, ***“On the same stress thermometer scale of 0-10, write down the level of stress you feel now.”***
* Ask students to raise their hands for each of the following: if their stress number 1) went down, 2) went up, or 3) stayed the same.
	+ As time permits, ask why students think this exercise did or did not change their stress levels.
* Tell students, ***“You will be practicing your upright posture and self-talk every day this week so that you can get used to this way of calming yourself down. To be able to use this way of calming yourself during a stressful moment, you need to practice. This is just like how you need to practice dribbling a basketball before a big game so that you can perform well during the game.”***
* NOTE: When practicing positive self-talk and power posing every day this week, ask students to lead the activities, share their experiences, and ask for examples of positive self-talk.

(MOSAIC Projector Display)

**April Activity 2**

**Lebron’s Story**

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

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(MOSAIC Projector Display)

**April Activity 2**

**Stress Thermometer**

**DAY 6: *Oprah’s Compassionate Forgiveness***

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

* Say, ***“Staying upset about things that happened in the past can hold you back from becoming your best self.”***
* Ask, ***“Have you ever held a grudge or held onto resentment or anger towards someone who hurt you?”***
* Have 2 or 3 students share whether holding onto the anger or resentment was helpful or harmful.
* Say to students, ***“In difficult situations, when something hurtful happens, it is normal to feel stressed. And, in these moments, regulating our stress can help us to move on. This is not easy, and so we need to practice regulating our stress, like working out at the gym. That’s why we have been practicing regulating our stress this week. Every day this week, you will get to choose one of the two calming skills we have learned so far in MOSAIC. These choices are: 1) power pose or 2) positive self-talk.”***
* ***“First, think of something stressful in your life, and write down your Stress Thermometer number, from 0-10, in your MOSAIC Journal for how stressed you are feeling right now.”***
* ***“Next, choose which type of relaxation skill you want to use, and write down your choice in your MOSAIC Journal.”***
* ***“If you chose to practice self-talk, you will speak to yourself in third person say encouraging statements to yourself. If you chose to practice a power pose, you may stand up or sit in that position to feel stronger.”***
* ***“For the next 2 minutes, follow the procedure to practice the skill you chose.”***
* ****** *(After 2 minutes)* ***“Now, write down in your MOSAIC Journal your stress thermometer (show handout) number for how you feel right now.”***

**STEP 2. Review Oprah’s Story** *(1 min)*

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

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

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

**STEP 4. Discuss Compassionate Forgiveness as a Bridge to Leadership**

*(2-3 min)*

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

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

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

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

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

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

**FOLLOW UP**

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

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| **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
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| **April Activity 4 Tips**1. Meet with your Ambassadors before Day 9 to help them coordinate leading the activity.
2. In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in***underlined green*** font.
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**VIRTUE & SKILLS**

Compassionate Forgiveness

&

Emotion Regulation + Empathy

April Activity 3

**Students Taking**

**Action Together**

Day 9

**“Students Taking Action Together” Overview**

**Day 9: *STAT Check-in***

**Day 9: *STAT Check-in***

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

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

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

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

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

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

**Problem Description**

(MOSAIC Projector Display)

**April Activity 3**

**PLAN**

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

**List Options**

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

**Action Plan**

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

**Notice Successes!**

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

April Activity 4

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

*Day 10*

**VIRTUE & SKILLS**

Compassionate Forgiveness

&

Emotion Regulation + Empathy

|  |  |
| --- | --- |
| **OBJECTIVE**Students will reflect on the previous month’s MOSAIC lessons and collectively provide feedback.  | **MATERIALS*** Projector
* MOSAIC Journals
* MOSAIC Teacher Handout:
	+ Bi-Monthly Feedback
 |
| **October Activity 5 Tips**1. Completing the **MOSAIC Teacher Handout: Bi-Monthly Feedback** and sharing with your school’s MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom.  |

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

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

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

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

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

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

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

*Discussion Questions:*

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

*Discussion Questions:*

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

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

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

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

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

(MOSAIC Projector Display**)**

**April Activity 4**

**MOSAIC Reflection**

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

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

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

(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?**