December

*Giving Back to Ourselves, School, and World*

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Year 1

**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 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** DECEMBER THROUGHLINE

**GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD**

**How can we incorporate MOSAIC**

**into our class today?**

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

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**MOSAIC in December**

Year 1 Curriculum

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

**December Activity 1: Introduction to Helpful Generosity**

Day 1: Helpful Generosity

Day 2: Helpful Generosity Story: A Dish of Ice Cream

Day 3: Virtue Word Search

Day 4: Helpful Generosity Theme and Virtue Definition Web

**December Activity 2: i-Messages**

Day 5: Introduce i-Messages

Day 6: Brainstorm for i-Messages Role Play

Day 7: i-Messages Role-Play Practice (Act!)

Day 8: i-Messages Role-Play (Act!)

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

Day 9: Review November Idea and Action Plan

Day 10: Solidify the Action Plan

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

Day 12: Practice Presentations

**December Activity 4: Bi-Monthly Feedback**

Day 13: Reflection & Feedback for November/December

**VIRTUE & SKILLS**

Helpful Generosity

&

Communication + Social Problem Solving

December Activity 1

***Introduction to***

***Helpful Generosity***

*Days 1 to 4*

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will take a position on “Helpful Generosity” the new theme of the month. | **MATERIALS**   * Video/Internet Connection * Projector * MOSAIC journal/notebook * MOSAIC Projector Display:   + Helpful Generosity Quote   + A Dish of Ice Cream   + Helpful Generosity Word Search (and Answer Key)   + Theme & Virtue Definition Web |
| **TEACHER TIPS**   1. *If it seems as if at least some of your students had difficulty listening and taking notes during the video clip, explain that it can be challenging to listen and take notes at the same time, but this is a skill they will need for college and for jobs, as well as for middle and high school. Even if it was hard now, they will have more chances for practice in MOSAIC and they will get better and better at it. They can also practice at home when they watch television or a video.* | |

**“Introduction to Helpful Generosity” Overview**

**Day 1: Helpful Generosity**

**Day 2: Helpful Generosity Story: A Dish of Ice Cream**

**Day 3: Virtue Word Search**

**Day 4: Helpful Generosity Theme and Virtue Definition Web**

**Day 1: *Helpful Generosity***

**STEP 1. Introduce “Helpful Generosity” with Unsung Hero Video** *(5-6 min)*

* Introduce the activity by saying to students, ***“This month we will be focusing on the theme of Giving Back to Ourselves, and the virtue of Helpful Generosity.”***
* Remind students that, ***“Helpful Generosity can be described as giving to things (like money/games/fun) or to others without expecting anything in return; giving love, kindness, time, appreciation, or help to others; doing small favors and kind acts 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 or cyberbullying.”***
* Emphasize that this description is *not* intended to be the only definition of helpful generosity, but rather a starting point from which the students can develop their own working definition.
* ******Say to students, ***“We will begin by watching a video. Please take out your MOSAIC Journals. As you are watching the video, please write down the emotions that you think the man in the video feels from the actions that he takes. You will be asked to share this with the class after the video.”***
  + Play the video titled **“**Unsung Hero”: <https://www.youtube.com/watch?v=uaWA2GbcnJU>. Video length is 3:05.

**Alternative Activity (IF VIDEO IS INACCESSIBLE)**

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

**STEP 2. Facilitate MOSAIC Circle** *(5-6 min)*

* Introduce the 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 by saying, ***“Now let’s gather in a circle where you can see everyone in the class.”***
  + Remind students of the MOSAIC Circle norms determined in November: “***MOSAIC Circle norms should include:***
    - * ***What is said in the MOSAIC circle stays in the MOSAIC Circle***
      * ***One person talks at a time.***
      * ***Right to pass- students 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.”***
        + Suggestion: incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.
        + Suggestion: depending on the needs of your classroom, it may be helpful to incorporate “Speaker Power” tools, such as a talking stick.
* Say to students, ***“Today, we will each share one emotion that we wrote down during the video, what was happening in the video when we wrote it down, and why we think we felt that way.”***
  + *Example response:*
    - *“I felt inspired when the little girl in the video showed up in her school uniform because this little girl, who had many difficulties, was able to go to school and gain an education through the helpful generosity of the man in the film.”*

**STEP 3. Facilitate Debriefing Discussion about Video** *(3-4 min)*

* *Discussion Questions:* 
  + ***Which parts of the video were shared the most in our MOSAIC Circle today? Why do you think that was?***
  + ***Were the feelings your classmates expressed the same or different? Why do you think this was?***
  + ***What feelings were shared most often in our MOSAIC Circle? Why do you think this was?***
  + ***Thinking about today’s MOSAIC circle, what are some examples of your fellow students being helpfully generous?***

(MOSAIC Projector Display)

**December Activity 1**

**Helpful Generosity Quote**

“Do all the good you can,

By all the means you can,

In all the ways you can,

In all the places you can,

At all the times you can,

To all the people you can,

As long as ever you can.”

— John Wesley

**Day 2: *Helpful Generosity Story: A Dish of Ice Cream***

**STEP 1. Read Story, A Dish of Ice Cream** *(6-7 min)*

* Ask for several student volunteers to ***“Take turns reading the story, ‘A Dish of Ice Cream’”***
* Display **MOSAIC Projector Display: A Dish of Ice Cream,** which can also be found at this link: <http://www.livin3.com/5-motivational-and-inspiring-short-stories>

**STEP 2. Reflect on Story** *(8-9 min)*

* Facilitate a discussion connecting the story to helpful generosity.
  + *Example Discussion Questions:*

* + - ***Did anything about this story surprise you?***
    - ***How did the boy show helpful generosity to the waitress?***
    - ***Have you ever been in a position where you showed helpful generosity to someone else? What happened?***
* NOTE: In order to complete the discussion within the allotted lesson time, consider these strategies:
  + - * Provide a box for students to write responses there wasn’t time to say out loud.
      * Designate a spot on the board where you list the names of students who do not get a chance to participate in one lesson so everyone knows which students will be first to be called on in the next lesson.

(MOSAIC Projector Display)

**December Activity 1**

**A Dish of Ice Cream**

A Dish of Ice Cream

In the days when an ice cream sundae cost much less, a 10 year old boy entered a hotel coffee shop and sat at a table. A waitress put a glass of water in front of him.

“How much is an ice cream sundae?”

“50 cents,” replied the waitress.

The little boy pulled his hand out of his pocket and studied a number of coins in it.

“How much is a dish of plain ice cream?” he inquired. Some people were now waiting for a table and the waitress was a bit impatient.

“35 cents,” she said brusquely.

The little boy again counted the coins. “I’ll have the plain ice cream,” he said.

The waitress brought the ice cream, put the bill on the table and walked away. The boy finished the ice cream, paid the cashier and departed.

When the waitress came back, she began wiping down the table and then swallowed hard at what she saw.

There, placed neatly beside the empty dish, were 15 cents – her tip.

**Day 3: *Virtue Word Search***

**STEP 1. Introduce Virtue Word Search** *(3-4 min)*

* Display **MOSAIC Projector Display: Helpful Generosity Word Search**
* ******Ask students to ***“Work as individuals and write down all the words you find that describe Helpful Generosity.”***
* NOTE: If available, make copies of the Projector Display and allow students to circle the words directly on the page.

**STEP 2. Pick One Word** *(2-3 min)*

* Ask students to ***“Pick one word from the word search and describe to your neighbor why you think that word describes Helpful Generosity.”***

**STEP 3. Reflect on Similarities and Differences** *(3-4 min)*

* 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.”***

(MOSAIC Projector Display)

**December Activity 1**

**Helpful Generosity Word Search**

**Directions:** Find all the words listed below related to helpful generosity. The words might appear horizontally or vertically.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| G | I | V | I | N | G | V | F | C | K | O |
| A | R | S | I | D | O | M | V | A | I | A |
| Q | D | O | N | A | T | E | N | R | N | O |
| E | V | F | Y | B | F | J | T | I | D | T |
| G | E | N | E | R | O | U | S | N | N | H |
| E | M | P | A | T | H | Y | U | G | E | E |
| H | U | M | B | L | E | N | B | I | S | R |
| U | T | D | X | I | L | T | N | J | S | S |
| Y | J | S | R | H | P | O | B | E | R | H |
| N | A | E | R | D | F | B | Q | A | S | M |
| M | Q | U | R | V | U | M | X | W | H | P |
| W | O | H | Y | P | L | H | F | I | Y | E |
| F | A | V | O | R | S | Z | S | U | J | F |

**WORDS:**

GIVING

EMPATHY

KINDNESS

HUMBLE

HELPFUL

DONATE

OTHERS

FAVORS

CARING

GENEROUS

**WORD SEARCH ANSWER KEY (For Teachers)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| G | I | V | I | N | G | V | F | C | K | O |
| A | R | S | I | D | O | M | V | A | I | A |
| Q | D | O | N | A | T | E | N | R | N | O |
| E | V | F | Y | B | F | J | T | I | D | T |
| G | E | N | E | R | O | U | S | N | N | H |
| E | M | P | A | T | H | Y | U | G | E | E |
| H | U | M | B | L | E | N | B | I | S | R |
| U | T | D | X | I | L | T | N | J | S | S |
| Y | J | S | R | H | P | O | B | E | R | H |
| N | A | E | R | D | F | B | Q | A | S | M |
| M | Q | U | R | V | U | M | X | W | H | P |
| W | O | H | Y | P | L | H | F | I | Y | E |
| F | A | V | O | R | S | Z | S | U | J | F |

**WORDS:**

GIVING

EMPATHY

KINDNESS

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DONATE

OTHERS

FAVORS

CARING

GENEROUS

**Day 4: *Helpful Generosity Theme and***

***Virtue Definition Web***

**STEP 1. Introduce the Activity** *(1 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.”***

**STEP 2. Review Theme and Virtue Web Directions** *(1-2 min)*

* Show the **MOSAIC Projector Display: Theme and Virtue Definition Web** and review the directions, including each instruction within the 2 by 2 square.
* Read the projector display instructions: “***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 write answers for Helpful Generosity where there is a (2.) in each box.”***

**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 draw the 2 by 2 square in your notebooks or on a sheet of paper and to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”***

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

* As a large group, say to students, ***“Let’s share our brainstorms”***
* Summarize the themes that come up from their ideas
* Say to students that, ***“Collectively, let’s create one class definition of ‘giving back’ and one class definition of ‘Helpful Generosity.’”***
* ******Instruct students to ***“Copy these definitions in your MOSAIC journals to refer back to.”***

**STEP 5. Introduce the Throughline Sheet** *(3-4 min)*

* Say to students, ***“During the rest of this month, we will be learning ways to act with Helpful Generosity and empathy. We will be talking more about what empathy is soon! This month’s Throughline sheet reminds us to use these ways and notice how they show up in the content and interactions that we have in other classes.”***

****

* End the class by selecting a student to read the Throughline sheet 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.

**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 write answers for Helpful Generosity where there is a (2.) in each box.

(MOSAIC Projector Display)

**December Activity 1**

**Theme & Virtue Definition Web**

**MOSAIC** DECEMBER THROUGHLINE

**GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD**

**How can we incorporate MOSAIC**

**into our class today?**

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

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|  |  |
| --- | --- |
| **OBJECTIVE**  Students will learn to communicate through i-Messages and demonstrate understanding by talking through real-life examples and role-playing. | **MATERIALS**   * Video/Internet Connection * Projector * MOSAIC journal/notebook * MOSAIC Projector Display:   + i-Messages Introduction   + i-Messages Scenarios   + PLAN |
| **TEACHER TIPS**   1. *The PLAN problem solving model—which was introduced in the November STAT and will be used in all STAT activities—is used during this lesson with the first 2 steps—Problem Description and List of Options—covered in detail. Future months will cover the other steps in detail.* 2. *Encourage students to have fun with the role-plays and create situations that they have personally experienced or may encounter in the future.* | |

December Activity 2

**i-Messages**

Days 5 to 8

**VIRTUE & SKILLS**

Helpful Generosity

&

Communication + Social Problem Solving

**“i-Messages” Overview**

**Day 5: Introduce i-Messages**

**Day 6: Brainstorm for i-Messages Role Play**

**Day 7: i-Messages Role-Play Practice (Act!)**

**Day 8: i-Messages Role-Play (Act!)**

**Day 5: *Introduce i-Messages***

**STEP 1. Connect i-Messages to the Monthly Theme** *(2-3 min)*

* Tell students, ***“You will be learning about something called i-Messages today (and, no, not the kind you’re probably thinking of!)***
* Say, ***“In order to be helpful and generous to others, you have to be able to tell other people what you are thinking and feeling while remaining in control. Today, we will talk about ways that will help you keep calm in many different situations and show helpful generosity through open communication.”***
* Call on two or three students to ***“Please share a situation where it was helpful or would have been helpful for you to know how to stay calm. It can be an everyday thing or a serious or difficult time. What were you thinking and feeling in those moments?”***

**STEP 2. Introduce the 4 Types of i-Messages** *(3-4 min)*

* Say, ***“In difficult moments, communicating clearly is an important part of staying calm. An i-Message is exactly what it sounds like: It is a sentence that communicates what you are thinking or feeling that starts with the word, ‘I.’”***
* Say, ***“There are 4 types of i-Messages:***
  + ***I am for this: You want the person you’re talking with to know about your beliefs, attitudes, or likes***
  + ***I need: You want someone to act differently***
  + ***I feel: Someone is getting in the way of your needs and you want them to know what is bothering you***
  + ***I don’t want to: You want to say ‘no’ to someone”***

**STEP 3. Review Sample i-Messages Present** *(4-5 min)*

* Using the **MOSAIC Projector Display: i-Message Introduction**, review the sample i-Messages by saying, ***“Use this Projector Display as a guide to the types of i-Messages and when to use them!”***
* Proceed to review the sample i-Messages with the class.

**STEP 4. Discuss the Benefits of i-Messages** *(3-4 min)*

* Conclude by asking students: ***“For the examples we looked at, why do you think i-messages would be helpful? How might the situation go badly if i-messages were not used?”***
  + *Examples (to use if you do not get clear answers):*
    - “Starting off with ‘You’, or telling a person what she is doing wrong may make her feel attacked or hurt. Starting off the sentence with ‘I’, or how you are feeling at the moment may make her understand your perspective more easily.”
    - “**You** don’t care about our friendship” vs. “**I** feel disappointed when you keep canceling your plans with me” will tend to result in two very different reactions.
* Encourage students to continue thinking of ways to use i-Messages: ***“You don’t have to answer now, but what are some likely situations over the next day and week in which you could use i-Messages?”***

**FOLLOW UP**

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

*Directions: Use this Projector Display as a guide to the types of i-Messages and when to use them!*

(MOSAIC Projector Display)

**December Activity 2**

**i-Message Introduction**

|  |  |
| --- | --- |
| **Type 1: I Am For This**  ***Use when****: you want the person you’re talking with to know about your beliefs, attitudes, or likes.*  Situation: One of your friends is mad at you for not coming to her house on the weekend. You told her that you have to help your mom, but she doesn’t understand and said you have to make more times for your friends.  Example i-Message: ”**I believe family is the most important relationship** and I have to be there for them first, but I will try to make more time afterwards to hang out with you.” | **Type 2: I Need**  ***Use when****: You want someone to act differently.*  Situation: You have been quiet for the past week, hoping your friends will ask you what is wrong. Instead, it seems like they don’t even notice.  Example i-Message: “When I get quiet, **I need you to ask me how I’m doing** because it’s hard for me to say when something is wrong.” |
| **Type 3: I Feel**  ***Use when****: Someone is getting in the way of your needs and you want them to know what is bothering you.*  Situation: One of your friends keeps interrupting you when all of your friends are together.  Example i-Message: “When you interrupt me, I stop talking and **I feel like no one cares about what I think**.” | **Type 4: I Don’t Want To**  ***Use when****: You want to say no to someone.*  Situation: All of your friends are going to a place that makes you feel uncomfortable. You really want to be with them, but know it could lead to something bad for you.  Example i-Message: “I want to hang out with everyone, but **I don’t want to go to that place**. Can we meet up somewhere else?” |

**Day 6: *Brainstorm for i-Messages Role Play***

**STEP 1. Present Role Play Task** *(1-2 min)*

* Say to the students, ***“Today we will be preparing for role plays, to show each other how to use i-Messages in real life situations. Remember, a role play is just like acting in a TV show—we each have a character and try to think and feel just as he or she would.”***
* Say, “***We will work in small groups and each group will decide on a conflict situation to present.”***

**STEP 2. Break Students into Small Groups** *(1 min)*

* Say, ***“We are now going to pair up with a partner.”***
* Arrange students in groups of 2 students or allow students to pick independently.

**STEP 3. Read and Choose Conflict Situation** *(2-3 min)*

* Present conflict situations using the **MOSAIC Projector Display: i-Message Scenarios** by having students take turns reading the scenarios.
* Instruct students to ***“Work in your pairs to select a problem scenario that was presented in the projector display.”***

**STEP 4. Define the Problem (P)** *(4-5 min)*

* Ask students to ***“Think about the scenario you have chosen and use the Problem Description (P) step from the P-L-A-N problem-solving steps, introduced in November Activity 3, SCA.”***

* As a refresher, the **MOSAIC Projector Display: P-L-A-N** can be shown to the class. In short, P stands for ‘Problem Description,’ L stands for ‘List Options,’ A stands for ‘Action Plan,’ and N stands for ‘Notice Success.’
  + ***“Some questions that might help you to define the problem include:*** 
    - ***How do you know there is a problem?***
    - ***What is the problem?***
    - ***How would you feel in that situation?***
    - ***How would you think in that situation?***
    - ***How do you think other kids in the situation would feel?”***

******

* Describe Problem: Say to students, ***“You have 1 minute to describe the problem in your own words in your MOSAIC journals or on a piece of paper. Ready-set-go!”***
* Set a timer for 1 minute.
* Say, ***“In your pairs, come to agreement on which problem description that each of you wrote best describes the scenario.”***
* Give the groups 1-2 minutes to decide on the best-fitting problem description.

**STEP 5. List Options (L) and Pick i-Message for Role Play** *(4-5 min)*

* ******Tell students, ***“While thinking about the problem you have described, use the List Options (L) step from the P-L-A-N problem solving steps, to list options of different i-Messages you can use for that problem.”***
* Set a timer for 1 minute.
* Say to students, ***“In your pairs, decide on the i-Message that best fits the problem you have described.”***

(MOSAIC Projector Display)

**December Activity 2**

**i-Message Scenarios**

**Directions**: Read each example situation and try to create an i-Message. There are no right or wrong answers. Support your choices and have a class discussion to see what the group thinks!

1. **For the third weekend in a row, your friend has cancelled your plans at the last minute. You’re feeling sad and lonely.**

Example answer: I feel like you don’t have any consideration for my feelings, when you cancel our plans.

1. **You notice that lately your mom has been spending most of her time taking care of your younger siblings instead of you. You want her to change.**

Example answer: I know you have a lot to do, but I need you to spend more time with me after school.

1. **Your friend’s brother in high school has asked you to smoke with him once before and you said you were feeling sick to get out of it. He just asked you again on a different occasion.**

Example answer: No thanks, I decided that I don’t want to.

1. **You told your sister to stop messing with you, and she’s actually left you alone this week. You want to let her know that you noticed the change.**

Example answer: I like the way you listen to me and appreciate you for changing.

1. **Every time you’re partners with your friend in school, you end up doing all of the work. You want to let him or her know without damaging your friendship.**

Example answer: When you don’t start working on our projects at the same time as me, I feel nervous that I will have to finish everything on my own.

1. **Make up or ask for examples that you think are relevant to your students!**

**Problem Description**

(MOSAIC Projector Display)

**December Activity 2**

**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.

Reward yourself for your positive efforts.

**Day 7: *i-Messages Role-Play Practice (Act!)***

**STEP 1. Explain and Provide Brainstorming Time** *(4-5 min)*

* Instruct students: ***“Let’s practice our role plays so we’ll be ready for the next meeting where you will present.”***
* Tell class, “***With your partner from the previous day, discuss and select the different roles that each of you can play in the scenario that you selected during the last class.”***
* ******Then say, ***“Once each group member has selected a role, write a brief script that includes each group member saying something related to the problem scenario as well as the i-Message you selected.”***
* Walk from group to group to provide students with consultation.

**STEP 2. Provide Practice Time** *(2-3 min)*

* Tell the class that, ***“Once you have selected roles and written out your script, practice acting out the scenario.”***

**STEP 3. Provide Revision Time** *(3-4 min)*

* Proceed to say, ***“After practicing the role-play, you might find that there are a few things you could change to improve the script. Briefly discuss what you might like to change.”***
* ******Then say, ***“As a group decide on and write down the changes you are making to the script.”***

**STEP 4. Practice Revised Sketch** *(3-4 min)*

* Finally, say, ***“Now, let’s practice the revised script one more time before presenting to the class during our next class.”***
* Continue to walk from group to group to provide students with consultation and feedback.

**Day 8: *i-Messages Role-Play (Act!)***

**STEP 1. Introduce Group Role-Plays** *(1 min)*

* Say, ***“Now we will act out our role-plays.”***
* Say, ***“Each group will present for one to two minutes. It is possible that not all groups will be able to present given the time constraints.”***
* Explain that ***“While one group is presenting, half of the class will look for how i-Messages were effectively presented and the other half will look for how to make constructive, positive improvements.”***

**STEP 2. Perform Group Role-Plays** *(6-8 min)*

* Students act out their role plays in front of the class.

**STEP 3. Discuss performances** *(2-3 min)*

* After the performances, ask the students: ***“What were the strengths of the performances and the i-Messages, and what are ways the groups could have made them better?”***

**STEP 4. Reflect on the Entire Process** *(3-4 min)*

* Say, ***“This activity was designed to equip you with a new skill that will help you to generously communicate with others and present problems creatively, clearly, and constructively using the PLAN Problem Solving Model.”***
* Ask students to ***“Reflect on how your teams worked together to agree on ideas and establish roles.”***
* *Example Reflection Question*:
  + ***How did you have to be helpful, generous, and creative problem solvers to make things work?***

Days 9 to 12

December Activity 3

**Students Taking Action Together Series**

***Students Taking Action Together***

**VIRTUE & SKILLS**

Helpful Generosity

&

Communication + Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will review their November STAT, discuss the importance of presentation and present their Action Plan to outside individual or entity. | **MATERIALS**   * Chart paper or board space * Ambassador Handouts (3)   + Plan   + STAT Bringing Action Plan to Life   + STAT: Presentation Script |
| **December Activity 3 Tips**   1. Meet with your Ambassadors before Day 9 to help them coordinate leading the activity. 2. You will need to print a hard copy of Ambassador Handouts for your Ambassadors. 3. You will need to arrange the group or person that your class will present their suggestions to, after Day 12. Options include: a buddy classroom, a counselor or specials teacher, a school administrator, or the Student Council. It will be helpful to plan ahead! 4. When teaching about Elevator Pitches, you may find it useful to review and/or show the following videos about effective pitches:    1. <http://abcnews.go.com/GMA/video/shark-tank-tips-perfect-elevator-business-pitch-26100482>    2. <https://www.youtube.com/watch?v=uyxfERV5ttY>   In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in***underlined green*** font. | |

**“Students Taking Action Together Series” (STAT) Overview**

**Day 9: Review November Idea and Action Plan**

**Day 10: Solidify the Action Plan**

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

**Day 12: Practice Presentations**

**DAY 9: *Review November Idea and Action Plan***

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

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

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

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

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

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

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

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

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

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

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

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

(MOSAIC Projector Display)

**December Activity 2**

**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.

Reward yourself for your positive efforts.

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

(Ambassador Handout)

**December Activity 3**

**STAT: Bringing Action-Plan to Life**

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

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

**STEP 4**. Bringing Action Plan to life:

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

**DAY 10: *Solidify the Action Plan***

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

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

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

* Continue group discussion about how their action plan would come to life until you have reached a solid action plan. Ambassadors remind class about where they left off last time, and continue by asking the following questions:
  + ***What materials would we need?***
  + ***When and where would we work on this?***
  + ***Who would we need to help us?***
  + ***How would we see if it’s working (for example, helping to address the problem of 6th grade students transitioning to middle school)?***

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

* Help students think about the importance of how they present their ideas to authority figures and individuals outside of their group.
* Say, ***“Although only a couple of students from this class will be giving the presentation to the outside person or group, it is important for all students to feel comfortable explaining our idea. This is part of what it means to be a leader and successful in college or jobs. You need to be able to speak to others about ideas you believe in. And you need to be prepared in case other team members are not able to carry out the presentation, for whatever reason. Today, we are going to talk about the importance of being prepared for a presentation.”***
* Give an example from your own life. For example: ***“In order to get this job as a teacher, I had to interview with \_\_\_\_\_. I had to be prepared, be passionate about helping students, and express my love for being creative.”***

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

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

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

(Ambassador Handout)

**December Activity 3**

**STAT: Making Action-Plan Come to Life**

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

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

**STEP 4**. Bringing Action Plan to life:

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

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

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

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

**STEP 2. Watch Example and Discuss** *(3-5 minutes)*

* Watch this video clip which gives a negative example of a class presentation:
  + Video Title: Effective Presentations Bad Example
  + LINK: <https://www.youtube.com/watch?v=Y1qDNTG9lg0>
  + Time: 0:00-0:28 NOTE: the full video is 2:30 seconds, but only the first 28 seconds are needed.
* Have Ambassadors lead a discussion with the class.
  + *Example Discussion Questions:*
    - ***What did not work in the video?***
    - ***When listening to the person in the video make a presentation, what did you think could be improved?***
    - ***Sometimes students have trouble focusing in class. What about a teacher’s presentation makes it hard for you to listen?***
* Ambassadors say, ***“Now we are going to talk about what does work during presentations.***

**\*\*\*\*\*Alternative Activity (IF VIDEO IS INACCESSIBLE)\*\*\*\*\***

* If you are unable to use this clip, start a discussion by saying, ***“Talk about the worst presentation experience you have had. It can either be a presentation you did or something that was presented to you.”***

**STEP 3. Facilitate Think-Pair-Share About “What Works”** *(3-5 min)*

* Ambassador facilitates think-pair-share about a previous time when a presentation went well. Ambassador says, ***“Take one minute to think about a time that you did a good job of presenting an idea to an authority figure, like an older relative or teacher, and you were successful in getting what you wanted.”***
* Ambassador says, “***Now turn to the person next to you, and share with each other about the time you were successful in presenting to an authority figure. Take one minute to discuss.”***
* Ambassadors conduct a group discussion about what worked in the past.
* *Example Discussion Questions*
  + - ***Why do you think the person granted you permission?***
    - ***Think about your favorite lesson in school. Why was the idea so interesting to you?***
  + Common “What Works”
    - Articulating your words clearly
    - Being passionate about the topic
    - i-Messages
      * If the students do not bring up this example say, ***“We talked about i-Messages earlier in the month during MOSAIC.”*** Review, as needed.

**STEP 4. Apply to “Our Idea”** *(2-3 min)*

* Consider what does and does not work in presentations, and apply to our class’s idea. Say, ***“Thinking about our idea, what would we want to keep in mind when planning our specific proposal?”***
* Guide students to work as a class to fill in the blanks in order to complete the **Ambassador Handout: STAT: Presentation Script** to finalize the presentation preparation. Saying, ***“Let’s use your ideas to fill in the blank on this presentation script to help us prepare to present our idea to \_\_\_\_\_\_\_\_ (the person or group you presented to).”***
  + NOTE: Another option is to print enough handouts for each student and have them individually fill out the Presentation Script
* Say, “***Tomorrow, we will discuss the presentation of our Action Plan. We will do this by finishing/reviewing our presentation script, thinking about what we learned throughout the week about good and bad presentations, and practicing.”***

(Ambassador Handout)

**December Activity 3**

**STAT: Presentation Script**

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

**Our solution is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**One way we think our project will be successful is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

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

**Day 12: *Practice Presentations***

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

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

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

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

**STEP 3. Partner Presentation Activity** *(4-6 min)*

* Split the class into partners and practice presentation.
* Have students partner with the person next to them. One partner should go outside the class (or in the corner of the room) and walk up to the other partner. The person in the chair will be an ‘administrator’ and the person in the hall (or corner) will be the student. When the students walk up to the partner in the chair (the ‘administrator’), the administrator says, “You have one minute to tell me your idea.” Time the activity and tell the students when one minute is up.
* Allow the students to reflect with their partner. (During this time, teachers and ambassadors should observe and walk through the classroom to tell what they saw.) Have students think about:
  + ***How did it feel to tell the idea?***
  + ***What worked?***
  + ***How could you have made it better***
* Say, “***Now rotate roles. The student who was the administrator will now have a chance to give their ‘elevator pitch.”***
* Allow the students to reflect with their partner, thinking about the same questions (see above)
* Conduct a brief group discussion about how the process went. Say, ***“Would anyone like to share something they learned during this activity?”***
* Summarize the purpose of the activity. Say, ***“This activity was great practice for what might happen when you speak with someone who might be interested in learning about our STAT idea. It was also practice for when we present our STAT idea to \_\_\_\_\_\_\_\_ (selected the person or group you presented to). Let’s discuss our plan for when that will happen.”***

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

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

**STEP 5. Wrap Up** *(1 min)*

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

**FOLLOW UP**

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

(Ambassador Handout)

**December Activity 3**

**STAT: Presentation Script**

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

**Our solution is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**One way we think our project will be successful is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

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

December Activity 4

**Students Taking Action Together**

***Bi-Monthly Reflection & Feedback***

Day 13

**VIRTUE & SKILLS**

Helpful Generosity

&

Communication + Social Problem Solving

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

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

**Day 13: *Reflection & Feedback for November/December***

**Day 13: *Reflection & Feedback for November/December***

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

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

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

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

*Discussion Questions:*

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

*Discussion Questions:*

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

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

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

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

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

(MOSAIC Projector Display**)**

**December Activity 4**

**MOSAIC Reflection**

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

*Your twin brother needs a bone marrow transplant, and your marrow is a perfect match for his. You've been asked to be a donor, but you're afraid.*

*Meanwhile, your volleyball team is heading for league championships, and you're the star player. If you agree to be the donor, you won't be able to play in the championships. How would what you learned in MOSAIC this month help you to decide 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?**