December

*Giving Back to Ourselves, School, and World*

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Year 2

**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 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.***

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

Day 1: Demonstrating Helpful Generosity

Day 2: Helpful Generosity Story: Friends

Day 3: Yes-No-Maybe

Day 4: Giving Back and Helpful Generosity Definition Web

**December Activity 2: i-Messages**

Day 5: Review i-Messages

Day 6: Brainstorm for Role-Play

Day 7: Role-Play Practice

Day 8: Present Role-Plays

**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” and the new theme of the month, “Giving Back to Our School.” | **MATERIALS**   * Internet * Projector * MOSAIC Journals * MOSAIC Projector Displays:   + Generosity Quote   + “Friends”   + Definition Web |
| **TEACHER TIPS**   1. Encourage students to think broadly about the concepts of “Helpful Generosity” and “Giving Back. 2. It may be helpful to make (or have students make) decorative signs that say “Yes”, “No” and “Maybe” to use during the Yes/No/Maybe activities in December and throughout the year. ” | |

**“Introduction to Helpful Generosity” Overview**

**Day 1: Demonstrating Helpful Generosity**

**Day 2: Helpful Generosity Story- Friends**

**Day 3: Yes-No-Maybe**

**Day 4: Giving Back and Helpful Generosity** **Definition Web**

**Day 1: *Demonstrating Helpful Generosity***

**STEP 1. Show ‘On the Road’ Video** *(5-6 min)*

* Introduce the activity by saying, ***“This month we will be focusing on the theme of Giving Back to Our School, and the virtue of Helpful Generosity.”***
* Remind students, ***“Helpful Generosity can be described as giving to things (like money/games/fun) or to others without expecting anything in return.”***
* Emphasize, ***“This description is not the only definition of Helpful Generosity. It is a starting point from which you can develop your own definition.”***
* ******Explain, ***“We will begin by watching a video. Please take out your MOSAIC Journals. As you are watching the video, please write down the emotions that you think the boy with a disability and his family in the video feel from the actions the team takes. You will be asked to share this with the class after the video.”*** 
  + Play the video: **“**On the Road: Middle School Football Players Execute Life-Changing Play”
    - <https://youtu.be/0Ejh_hb15Fc?list=PLvzOwE5lWqhTvIvHYvTvDKsqBqZ8fMoI4>
    - Video length is 3:21.

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

* + If you cannot access the video, use **MOSAIC Projector Display: Generosity Quote** and read one 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** *(5-7 min)*

* Review the structure of a MOSAIC Circle, first introduced in November*:*
  + Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
  + Remind students of the MOSAIC Circle norms determined in November, norms should include:
    - * What is said in the MOSAIC circle stays in the MOSAIC Circle.
      * One person talks at a time (depending on the needs of your classroom, it may be helpful to incorporate “Speaker Power” tools, such as a talking stick).
      * Right to pass- students do not need to answer the question if they do not want to.
      * No dialogue- MOSAIC Circle is not a time for discussion, it is a time to share your own thoughts and feelings.
        + Suggestion: incorporate non-verbal communication tools into your MOSAIC Circle norms, such as snapping when you agree with something.
* Say to students, ***“Today, we will each share one 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 team agreed to do whatever it took to help the one teammate score a touchdown because they did what they believed in even if it could have lost them the game or initially angered their coaches and families.”

**STEP 3. Debrief in a MOSAIC circle** *(2-5 min)*

* Facilitate a discussion debrief from MOSAIC circle.

*Example Discussion Questions:*

* + ***Were there any parts of the video that were shared the most in our MOSAIC Circle today? Why do you think that was?***
  + ***Were the feelings connected to these parts 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 the MOSAIC circle, what do you think it means to be helpfully generous?***

Directions: Choose one quote to discuss as a class.

(MOSAIC Projector Display)

**December Activity 1**

**Helpful Generosity Quote**

(MOSAIC Projector Display)

**December Activity 1**

**Helpful Generosity Quote**

“When you win and the other fellow loses, what do you see? A losing face. There is great joy in losing and making the other person win and have a happy face. Who will be the happiest person? The one who brings happiness to others.”  
― Swami Satchidananda

“Look inside yourself; there is always something special you can do today! Look around yourself; there is always someone special to do it for! Don't spare what you have to share, show you care and dare not to make it rare!”   
― [Israelmore Ayivor](http://www.goodreads.com/author/show/7023141.Israelmore_Ayivor), [*Daily Drive 365*](http://www.goodreads.com/work/quotes/43558601)

**Day 2: *Helpful Generosity Story: Friends***

**STEP 1. Read Story “Friends”** *(7-10 min)*

* Ask for several student volunteers to take turns reading the story, “Friends” by Jem Burch.
  + You can show the **MOSAIC Projector Display: Friends, by Jem Burch** or provide copies for the students to read.

**STEP 2. Reflect on Story** *(5-8 min)*

* Facilitate a discussion connecting the story to Helpful Generosity, using one or two of the discussion questions below, or using your own prompt.

*Example Discussion Questions:*

* + - ***How did Laura show Mai helpful generosity?***
    - ***Have you ever been “the new kid” or helped “the new kid”? Can you tell the class about this?***
    - ***Have you ever been in a position where you showed Helpful Generosity to someone else? What happened?***

Friends

(MOSAIC Projector Display)

**December Activity 1**

**Friends**

Stone Soup Magazine, May/June 2016

By Jem Burch

Our new house is small and nondescript. It has two bedrooms and one bathroom, and a tiny backyard with sparse grass. Along the perimeter is an ugly, pink cinder-block wall lined with thorny, bristling rose bushes. Inside there is the table and the rug on the floor and three chairs. There is a small couch and a bamboo plant in a large round glass jar. My room has only my bed and the small desk with a lamp that casts a greenish glow across the hardwood floors. There is one window by the desk, and when I look out of it, I can see the grass and the sky and the large maple tree fingering the breeze in the yard next to ours. In the late afternoon the tree casts looming shadows on the grass.

I miss our home in Vietnam. It was cozy and comfortable, and outside I could see the papaya tree with the large green fruits hidden under its broad leaves. We never got to harvest the fruit this year. We stayed as long as we could. But the end of the war chased us away, and we fled to America. The journey on the ship was long and arduous. We were crowded together with many other families, waiting... And now, here we were, in a whole new country, with no knowledge of this place.

I shrink in my seat, trying to make myself seem as small as possible. This is school, where I am the odd one out, where I am alone. I know nothing. I want to fade into the background, or drift out the door back home. But where is home? Home is not here. Home is Vietnam. I don’t care about the war. I want to be home.

I am happier than I have been in a long time.

“We have a new student today,” my teacher says, beckoning me forward. Shyly, I stand up and walk to the front of the room in awkward silence. “Everyone, please say hello to Mai.” Ms. Nelson smiles encouragingly. I look up at her, pleading with my eyes to let me leave this room. She seems to understand and nods faintly. I rush back to my seat, my cheeks red, trying to ignore the stares of other students.

“Class,” Ms. Nelson says, “please open your silent-reading books.”

I look across the room. Students are opening their books and reading in silence. I stare down at my desk. I have no book. I don’t know English. The whole world is shattering around me, and I am watching—helpless—from afar. Ms. Nelson notices me. She quietly walks over and squats beside me. “Do you have a book?” she whispers, her voice kind. I look at her mutely. Tears well up in my eyes. Ms. Nelson sympathetically pats my shoulder and looks around the classroom. “Hmm...” she says. “Ah—Laura? Do you mind helping Mai?” The girl sitting at the desk next to me turns her head. She smiles when she sees me, and Ms. Nelson helps scoot her desk closer to mine. Satisfied with the arrangement, our teacher walks away.

“Hi,” Laura whispers with a kindly smile. “I’m Laura.” She says each word slowly and clearly.

I grin and point to my chest. “Mai.” I like this girl. She understands me.

She smiles back, her eyes shining happily. “Welcome to school.”

Laura shows me her book. I look down at the letters dancing across the page. I frown and shake my head and point to the words. “Hmm.” Laura appears thoughtful. She raises her hand, and Ms. Nelson walks over to her. They whisper for several minutes, and finally Ms. Nelson nods. With a smile, she walks back to her desk, pulls out a green slip of paper, and gives it to Laura. Laura stands up and beckons for me to follow. I walk out of the door behind her, and in silence we move down the hall.

Laura halts at a door and opens it. I stop and shake my head, but she beckons to me with a smile. Curiosity draws me forward, and I let the door close as I step over the threshold. I am awed by what I see. Shelves and shelves of books—tons and tons of them, all lined up neatly in rows. Each one is like an opening into a different world; I long to sit down in one of the comfortable cushy beanbag chairs and stay there forever, poring over the stories. In Vietnam, I used to sit in the chair by the bookshelf with a story and read until darkness obscured the pages.

“Come over here,” Laura whispers, and I follow her as if in a trance. She sits down at a desk, and I sit down beside her. She picks up a small pencil and a clean sheet of paper and begins to draw the alphabet. I watch her, awed by the fluidity of her motions, how quickly and easily she moves. I trace each letter with my finger as she writes them, and she tells me about the sounds they make. I learn fast. By the time the allotted amount of time is up, I can understand seven simple words and can say the entire alphabet. I am happier than I have been in a long time.

The week progresses. Every morning, instead of reading, Laura and I head to the library where she teaches me more and more words. I marvel at Laura’s patience and kindness. I drink up the new words like a small plant. I love them all. Earth. Moon. Flower. Bat. Car. Jump. Violet. When every lesson is done, I want to jump and scream and shout. But I don’t. I don’t want to shatter the lovely whispering quiet of the library.

One day moves into another, and finally it is Friday. I skip to the bus stop, and wait. It pulls up, letting out a stream of noxious exhaust, and I hop on, choosing my customary seat in the back. The bus turns away from the curb. Three stops later, Laura hops on and sits down beside me. We exchange smiles.

School begins, and Laura and I head to the library for the lesson. We sit down at the usual desk, and she immediately shows me a sentence. “Can you read this?” she asks.

I look at the letters. They float in my mind like birds circling above my head. I try to catch each one by the tail as it flies past; I trace the letters with my fingertip. And then my heart skips a beat. I can see the words. I understand their meaning. I smile happily and look up into Laura’s hazel eyes. “Yes.” I answer her question. Then I look down at the paper again and with the pencil I circle the six words: Do you want to be friends? “Yes.”

**Day 3: *Yes-No-Maybe***

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

* Designate 3 separate spaces/areas in the room, one for “Yes”, “No”, and “Maybe”
  + TIP: Create Yes-No-Maybe signs, or have students make them, and tape them to sections of the room.
* Tell students, ***“I will ask you some questions. For each question, you can answer yes, no or maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”*** Try to get to at least two questions.
* Once students have picked their section, say, ***“Please discuss within your group why you chose this response.”***
* Next say, ***“Please pick one person from your section to summarize your group’s discussion and share with the class.”***
* Part of what we want students to learn is about respectful disagreement and that it takes constructive creativity to see the same thing in different ways.

**STEP 2. Play!** *(6-10 min)*

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

*Yes-No-Maybe Questions*

* + - ***Most students in this school thank school staff or let them know they are appreciated.***
    - ***I feel thankful when someone is generous towards me.***
    - ***You can’t always be generous or you’ll have nothing left for yourself.***
    - ***It is an act of Helpful Generosity to smile at someone in the hall who seems sad.***
    - ***Most students would share their belongings if someone in class forgot his materials, even if they are not friends {or, don’t know each other well… they will likely “know” everyone in their class by December if MOSAIC has been successful!!!}.***
    - ***Do you think people going through hard times can also be generous? (Follow up by asking “How?”)***
* ***I don’t think people need to be thanked when they just do the right things or do their jobs.*** 
  + - ***I have recently done something generous in school or saw a generous act that brightened my day.***
    - Create your own!

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

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

**Day 4: *Giving Back and Helpful Generosity Definition Web***

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

* Say to the students, “***Today we will use our ideas of our best selves to create two definitions as a class; (1) what it means to give back and (2) what Helpful Generosity means.”***

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

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

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

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

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

* As a large group, ask students to share their brainstorms.
* Summarize the themes that come up from their ideas.
* Ask students to collectively create one sentence for each term that you agree to be the class definition of “giving back” and “Helpful Generosity.”

******

* Instruct students to copy these definitions in their MOSAIC Journals to refer to later.

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

* ****Say, ***“During the rest of this month, we will be learning tools to act with Helpful Generosity, like how to use communication. This month’s Throughline sheet reminds us to use these tools and notice how they show up in other classes throughout the school day.”***
* End the class by selecting a student to read the Throughline sheet (displayed in a visible place in the classroom) aloud.
* End the class by selecting a student to read the Throughline sheet aloud and posting it in a visible place in the classroom. Student says, ***“December Throughline: How can we incorporate MOSAIC into our class today?***

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

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

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

**FOLLOW UP**

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

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

(MOSAIC Projector Display)

**December Activity 1**

**Definition Web**

**VIRTUE & SKILLS**

Helpful Generosity

&

Communication + Social Problem Solving

December Activity 2

***i-Messages***

*Days 5 to 8*

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will review the communication skill “i-Messages” and demonstrate their understanding by talking through real-life examples and role-playing. | **MATERIALS**   * Projector * MOSAIC Journals * MOSAIC Projector Displays   + i-Message Review   + i-Message Scenarios |
| **TEACHER TIPS**   1. *Encourage students to create a role-play situation that is meaningful and relatable to their lives.* | |

**“i-Messages” Overview**

**Day 5: Review i-Messages**

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

**Day 7: Role-Play Practice**

**Day 8: Present Role-Plays**

**Day 5: *Review i-Messages***

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

* Say to the students, ***“In order to give back to our school and community and influence the changes we want to see, we have to show Helpful Generosity toward our school community through the way we communicate our ideas to others and express how much we care. Today, we will talk about ways of communicating to better help us get what we want.”***
* Remind students that this lesson is used as a review from last year’s lesson on i-Messages to help them further strengthen their ability to communicate their thoughts and emotions.
* Ask two or three students to share situations where it was helpful for them to share what they were thinking and feeling in order to make a point or get what they wanted.

*Example*: Calmly explaining to your mom why you are mature enough to go somewhere alone or stay out past your usual curfew.

**STEP 2. Review the Four Types of i-Messages** *(3-5 min)*

* Say, “***As you have learned in MOSAIC last year, an i-Message is exactly what it sounds like: It is a sentence that communicates what you are thinking or feeling because it starts with “I.” We are going to go over the four general ways you can start off your i-messages, and then review when using certain i-Messages may be more helpful than others.”***
* Share the 4 types of i-Messages:
  1. **I am for this**: You want the person you’re talking with to know about your beliefs, attitudes, or likes
  2. **I need**: You want someone to act differently
  3. **I feel**: Someone is getting in the way of your needs and you want them to know what is bothering you
  4. **I don’t want to**: You want to say “no” to someone

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

* Show the **MOSAIC Projector Display: i-Message Review** and go over the examples.

TIP: Hide the i-Messages if possible so that students can first share how they might approach each conflict situation in their real lives.

* Conclude by asking students what they think u-Messages might be and why those don’t help keep situations calm?
  + Explain, ***“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.”***
  + *Example:*
    - “You don’t care about what I think.” vs. “I feel like a lesser part of the class when you don’t call on me to share.”

|  |  |
| --- | --- |
| **Type 1: I Am For This**  ***Use when****: You want the person you’re talking with to know about your beliefs.*  Situation: You’re out with a friend who says a racial slur about someone passing by under her breath. You’re shocked that she said this and feel uncomfortable.  Example I-Message: ”**I believe in** getting to know people for who they are instead of what they are.” | **Type 2: I Need**  ***Use when****: You want someone to act differently.*  Situation: You’re in an after-school club that you usually like, but you notice that lately one group of students stopped participating and only whispers secrets to each other.  Example I-Message: “Mr. Smith, I have been feeling down on myself during this club. **I need** the other students to share more to feel included.Can you help me?” |
| **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: You’re in gym class and it’s your turn to do a layup while you learn basketball skills. Right when you’re about to shoot, someone yells to make you fumble in front of everyone.  Example I-Message: “**I feel** disrespected when you yell and mess me up.” | **Type 4: I Don’t Want To**  ***Use when****: You want to say no to someone.*  Situation: You’re feeling overwhelmed with your responsibilities at home and school when your favorite teacher asks if you could run for student council president. You know that you have no time, but don’t want to let down the teacher.  Example I-Message: “I would love to do it, but **I don’t want to** take time away from homework and taking care of my little brother.” |

(MOSAIC Projector Display)

**December Activity 2**

**i-Message Review**

**Day 6: *Brainstorm for Role Play***

**STEP 1. Present Role Play Task-** *(4-6 min)*

* The goal of this role-play activity is to get students to practice i-Messages so that they are able to use i-Messages outside of the classroom.
* Say, ***“December’s theme is about “Giving Back to Our School.” In what ways has this school helped you so far?”***
* Have a few students share.
* Share your own thoughts about what they school has done for you.
* Summarize the student responses and connect them to the role-play activity: ***“There are many ways that we can give back to our school. We can give back to our school is to try to make it a better place to be for all students. Two ways we can do this are by being an Upstander or by including other students.”***
* Explain***, “We are going to prepare some role-plays to practice using i-Messages. Remember, being in a role-play is just like pretending to be an actor or actress playing a character on TV.”***

**STEP 2. Brainstorm in Small Groups**

* Place students in groups of 3-5 students depending on your class size.
* Show the **MOSAIC Projector Display: i-Message Scenarios** and provide instructions:
* “***First, you will choose a scenario from the Projector Display. Then, you will choose characters. Finally, you will prepare a role-play that uses i-Messages to convince peers what action they should take.”***
* Circulate and assist students in choosing characters and identifying how to use i-Messages in their role-play.

(MOSAIC Projector Display)

**December Activity 2**

**i-Message Scenarios**

1. **One student posted inappropriate pictures online of another student. How can you use i-Messages to be an Upstander when you talk to both of these students?**
2. **A fight broke out during field day and the principal just announced that the entire grade now has lunch detention as a result of the bad behavior. How can you use i-Messages to talk to the principal and stand up for your whole grade? How can you use i-Messages to talk to the students who were involved in the fight?**
3. **Two friends are discussing their plans to skip next period and sneak out of school. A third friend overhears them. How can the third friend use i-Messages to be an Upstander in this situation?**
4. **You notice that a new student in the school usually does not have a place to sit during lunch. You want to bring him or her to your lunch table but your friends do not want to. How can you use i-Messages to convince your friends to include the new student at your table?**

**Day 7: *Role-Play Practice***

**STEP 1. Provide Brainstorming and Practice Time** *(15 min)*

* Instruct students to practice their role-plays within their small groups to be ready for the next meeting where they will present altogether.
* Walk from group to group to provide students with consultation

**Day 8: *Present Role-Plays***

**STEP 1. Perform Group Role Plays** *(12-14 min)*

* Have student groups perform role-plays.
* Ask students to provide feedback on the role-play, specifically noting the strengths of their use of i-Messages.

**STEP 2. Reflect** *(1-3 min)*

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

*Example Reflection Questions:*

* + ***How did your team work together during your group work?***
  + ***What ways did you see others using helpful generosity during your group work?”***
  + ***Looking ahead at what might be happening, when can you use i-Messages this week?***

**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!”*

December Activity 3

**Students Taking Action Together**

***Students Taking Action Together***

**VIRTUE & SKILLS**

Helpful Generosity

&

Communication + Social Problem Solving

Days 9 to 12

|  |  |
| --- | --- |
| **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 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!   In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in***underlined green*** font. | |

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

**Day 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?”*** 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 for this year, 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 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.

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 (i.e., helping to address the problem of earning good grades for 7th graders or preparing for high school for 8th graders)?***

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

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

* Ambassadors say, ***“Today, we are going to talk about what does and doesn’t work when making a presentation. Some of you may remember doing this before, but sometimes situations and ideas change. 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 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
    - Couldn’t find the right words to use.

**STEP 2. Watch Example About What Does work** *(5-7 min)*

* Watch several minutes of this video clip of Michelle Obama speaking to a group of female students in the UK. This gives a positive example of a presentation:
  + Video Title: Michelle Obama: A Passionate, Personal Case for Education
  + LINK: <http://www.ted.com/talks/michelle_obama?language=en#t-683505>
  + Time: Start at 6:57-11:40 (4 minutes and 43 seconds)

\*\*\*\*NOTE: If you are unable to use this clip, start a discussion by saying, ***“Talk about the best presentation experience you have had or witnessed.”*** \*\*\*\*

**STEP 3. Discuss the Video and What Works** *(3-4 min)*

* Have Ambassadors lead a discussion with the class.
  + *Example Discussion Questions:*
    - ***What works well in the video?***
    - ***Sometimes students have trouble focusing in class. What about the First Lady’s presentation helped you to pay attention?***
  + Common “What Works”
    - Articulating your words clearly
    - Being passionate about the topic
    - Using confident body language
    - 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.
* Ambassadors fill in the “What Works” list on the **Ambassador Handout: Action Planning Worksheet** based on class discussion.

**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 individual 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.
  + 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.’ Some of you may remember learning about this in MOSAIC last year. Let’s review what an elevator pitch is: 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. That’s an elevator pitch!”*** 
  + 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. Practice Elevator Pitch with Partner** *(4-5 min)*

* Have students partner with the person next to them. One partner will be the administrator, and the other will be the student. The student will have one minute to tell the administrator about their class’s STAT idea. Time the activity and tell the students when one minute is up, and have them switch roles and practice again.

**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.
  + NOTE: If you think your seventh graders could benefit from practicing without the script, or personalizing the script, offer them this challenge.
* 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 individual 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 a the individual 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):**

**Problem Description**

(MOSAIC Projector Display)

**December 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.

Reward yourself for your positive efforts.

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:***

*The mayor of your city has made a plan to develop the local park into an area for businesses. She believes people could build many stores where the park is, and this would help the city's economy.*

*When the plan goes public, many citizens protest against it. Should the mayor follow her plan to tear down the park, or should she listen to the people and leave the park alone? How has what you learned this month in MOSAIC influenced your position?*

(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?**