February

Showing Resilience & Overcoming Obstacles



Year 2

**february THEME**

**Showing Resilience &
Overcoming Obstacles**

**FEBRUARY VIrtue & SKills**

**Virtue:**

Responsible Diligence

**Skills:**

Social Problem Solving &
Emotion Regulation

**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** FEBRUARY THROUGHLINE

**Showing resilience & overcoming obstacles**

 **How can we incorporate MOSAIC**

 **into our class today?**

* Make an action plan for something you want to accomplish.
* When you encounter difficulties in a task, try another way or seek out help.
* Notice successes in yourself and in others.
* Reward yourself for your effort and for keeping a positive motivation. 

**MOSAIC in February**

Year 2 Curriculum

**February Activity 1: Introduction to Responsible Diligence**

Day 1: Introduce Responsible Diligence

Day 2: A Soccer Player’s Responsible Diligence

Day 3: Respectful Debate

Day 4: Responsible Diligence Definition Web

**February Activity 2: Action Planning**

Day 5: Stressful Situations

Day 6: Obstacle Course

Day 7: Notice Successes

Day 8: Class Action Plan

Day 9: SMART Goal Check-in

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

Day 10: Review January Idea and Action Plan

Day 11: Solidify the Action Plan

Day 12: What Does and Doesn’t Work in Presentations

Day 13: Practice Presentations and Suggestion Sheet

**February Activity 4: Bi-Monthly Reflection & Feedback**

Day 14: Reflection & Feedback for January/February

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| --- | --- |
| **OBJECTIVE**Students will be able to discuss what it means to be Responsibly Diligent, the new virtue of the month. | **MATERIALS*** Video/Internet Connection
* Projector
* MOSAIC Journals
* MOSAIC Projector Displays:
	+ Carli Lloyd’s Story
	+ Failures are Pillars of Success
	+ Virtue Definition Web
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| **TEACHER TIPS**1. *Use the audio clip (Day 2) as an opportunity help students learn to focus their attention on auditory information when there is no accompanying visual image.*
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**“Introduction to Responsible Diligence” Overview**

**Day 1: Introduce Responsible Diligence**

**Day 2: A Soccer Player’s Responsible Diligence**

**Day 3: Respectful Debate**

**Day 4: Responsible Diligence Definition Web**

**Day 1: *Introduce Responsible Diligence***

**STEP 1. Introduce “Responsible Diligence”** *(1-2 min)*

* Introduce the activity by saying to students, ***“This month we will be focusing on the theme ‘Showing Resilience and Overcoming Obstacles,’ and the virtue of Responsible Diligence.”***
* Start by asking students what they believe Responsible Diligence is. Be sure to highlight a few of the following:
	+ ***“Being dependable (people can count on you)***
	+ ***Working hard and getting your work done***
	+ ***Sticking with it and not giving up, even if times are hard***
	+ ***Keeping track of promises***
	+ ***Organizing tasks to get them done***
	+ ***Overcoming obstacles toward reaching goals***
	+ ***Practicing things you need to learn even if they are hard or if you don’t like them”***
	+ Emphasize that these descriptions are *not* intended to be an exhaustive definition of Responsible Diligence, but rather a starting point from which the students can develop their own working definition, after they see some more examples.

**STEP 2. Introduce Video “Failures are Pillars of Success”** *(4-6 min)*

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* Say, ***“We are going to watch a video about famous people who achieved success after experiencing failure. As we watch, write down the failures in your MOSAIC Journal.”***
	+ **Video:** [**https://www.youtube.com/watch?v=M-3Fs4zGjDU**](https://www.youtube.com/watch?v=M-3Fs4zGjDU)
	+ **Length:** **3:06**

**Only if unable to access video:**

* + Show the **MOSAIC Projector Display: Failures are the Pillars of Success** and read (or have a student read) the video summary.
* NOTE:
	+ - The video includes captions that students will need to read. It may be necessary for you to read these captions aloud (or have a student read the captions).
		- The video includes three vignettes (Michael Jordan, Walt Disney, Steve Jobs). You can stop after the Michael Jordan portion if you are short on time.

**STEP 3. Reflect on Video** *(5-6 min)*

* Remind students that, ***“This month’s theme is ‘Showing Resilience and Overcoming Obstacles.’”***
* Say, ***“When Michael Jordan (Walt Disney/Steve Jobs) was your age, no one knew that they would become as successful as they became. What obstacles did Michael Jordan, Walt Disney, and Steve Jobs overcome to achieve their goals/during their lives?”***
* Take two or three responses. Then facilitate a discussion about overcoming obstacles in students’ own lives.
	+ NOTE: Discussion questions can also be used as writing prompts for a free-write.
* *Example Discussion Questions:*
	+ ***Who do you know in your life who has experienced a lot of obstacles but has not given up? How do they stay motivated?***
	+ ***Think about a time you had a success—did you experience any obstacles before you finally had that success? How did you deal with them?***
	+ ***What goes through your head when you experience an obstacle? (What do you think or say to yourself?)***
	+ ***What feelings do you have when you experience an obstacle? How do you usually handle those feelings?***
	+ ***What do you usually do if something does not go your way?***
	+ ***Who in your life has talked to you about overcoming obstacles? What have they told you?***
* Wrap up by explaining, ***“Success for the individuals in the video came from learning to:***
	+ ***1) Deal with emotions (MOSAIC Skill: Emotion Regulation),***
	+ ***2) Be good problem solvers (MOSAIC Skill: Problem Solving), and***
	+ ***3) Be Responsibly Diligent (MOSAIC Virtue).”***

**A young boy, after being cut from his**

(MOSAIC Projector Display)

**February Activity 1**

**Failures are the Pillars of Success**

**February Activity 1**

**Failures are the Pillars of Success**

**high school basketball team went home,**

**locked himself in his room, and cried…**

**He grew up to become one of the greatest**

**basketball players of all time: Michael Jordan.**

**A young cartoonist,**

**fired from a newspaper for**

**“lacking imagination” and**

**“having no original ideas”**

**became Walt Disney,**

**creator of Mickey Mouse.**

**An entrepreneur and innovator was**

**devastated and depressed after being**

**removed from the company he started.**

**But Steve Jobs didn’t give up.**

**He became co-founder of Apple,**

**and one of the most important**

**figures in technology.**

**Day 2: *A Soccer Player’s Responsible Diligence***

**STEP 1. Introduce Carli Lloyd’s Interview** *(1-2 min)*

* Introduce audio story by telling students, ***“We will be listening to 7 minutes of an interview with Carli Lloyd, a graduate of Rutgers University who has won two Olympic gold medals and was recognized as the best female soccer player in the world by FIFA in 2015 and 2016. Despite Carli’s success, she was dropped from the national under-21 national team and was very close to quitting soccer early in her career. This is the story of her path to success that was largely due to her Responsible Diligence.”***

**STEP 2. Listen to Carli’s Interview: “Purpose Driven Work”** *(8-9 min)*

* **Audio link**: [**https://findingmastery.net/carli-lloyd/**](https://findingmastery.net/carli-lloyd/)
	+ Listen from minute 21-28:20 (Length: 7 minutes 20 seconds)
* If you cannot access the audio, use**MOSAIC Projector Display: Carli Lloyd’s Path to Soccer Stardom**to read (or have a student read) a summary of the interview clip.

**STEP 3. Reflection Discussion** *(3-5 min)*

* Lead a reflection discussion about Carli’s choices and actions.
* *Example Reflection Questions:*
	+ ***How did Carli demonstrate Responsible Diligence?***
	+ ***What strategies and resources did Carli use to overcome her obstacles?***
	+ ***How can you apply these strategies to your own life and goals?***
		- ***Ask for specific examples of goals and strategies for achieving them***

(MOSAIC Projector Display)

**February Activity 1**

**Carli’s Path to Soccer Stardom**

**Directions**: If you are unable to listen to the audio clip, please read the following script:

Carli Lloyd, who is a graduate of Rutgers University, has won two Olympic gold medals and was recognized as the best female soccer player in the world by FIFA.

Despite Carli’s success, she was dropped from the national under-21 soccer team and was very close to quitting soccer early in her career.

Before deciding to quit soccer, a sport that was her passion, she found a soccer coach, named James Galanis, who created a plan with Carli to build up her weaknesses. James saw in Carli a player who had a lot of talent, but was lacking in mental toughness and physical fitness, and so James and Carli began to focus on strengthening those areas. Furthermore, James told Carli that she had the potential to be one of the best players in the world and he helped her believe that.

Carli began strengthening her mental toughness and physical fitness. She visualizes her soccer games before they happen so that she is mentally prepared to react to different scenarios. Carli also makes sure that she prepares for her soccer games more than any other player, which gives her the confidence that she has done everything she can to play at her best.

In short, although Carli’s soccer career was almost cut short, she exercised her responsible diligence and continued to work as hard as she could to become the best version of herself and ultimately, the best soccer player in the world.

**Day 3: *Respectful Debate***

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

* Explain, ***“The class will be divided into two sides. I will give you a position on a debate topic. Then each side of the class will share an opinion. Then, each side of the class will need to respectfully disagree with the other side and support your position with some examples.”***
* Tell students, ***“By practicing defending your position—even for opinions you don’t agree with—you will practice disagreeing while still speaking in a friendly manner.”***

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

* Choose one debate topic from the list below:
	+ - ***Does success comes from good luck or hard work?***
		- ***The only way to be successful is to have a lot of failures. (Agree or Disagree?)***
		- ***Which is more important to success in life: Being Smart or Responsibly Diligent?***

* + - ***When you have a lot of failures, you should give up. (Agree or Disagree?)***
		- ***Benjamin Franklin said, “Diligence is the mother of good luck.” (Agree or Disagree?)***
		- ***Create your own debate topic about Responsible Diligence!***

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

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

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

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

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

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

**Day 4: *Responsible Diligence Definition Web***

**STEP 1. Introduce Definition Web** *(2-3 min)*

* Say to students, ***“Today we will use our ideas about Responsible Diligence to create definitions as a class: (1) What it means to ‘Show Resilience’ and (2) what ‘Responsible Diligence’ means.”***
* Show the **MOSAIC Projector Display: Theme and Virtue Definition Web** and review the directions, including each instruction within the 2 by 2 square.

**STEP 2. Students Brainstorm in MOSAIC Journals** *(4-6 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, ***“Even if you have done something like this before, it will be helpful to do it again because as you get older, your ideas may change. You will now have 3 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”***

**STEP 3. Share Ideas and Create Class Definitions** *(5-6 min)*

* As a large group, ask students to share their brainstorms.
* Summarize the themes that come up from their ideas.
	+ *Examples*:
		- ***“It seems like the group sees Responsible Diligence as working hard towards your goals and bouncing back from setbacks.”***
		- ***“It seems like many of you thought staying optimistic was an important part of showing resilience.”***
* Work with students to collectively create one sentence for each term. This will be the “class definition” of “Showing Resilience” and “Responsible Diligence.
* ******Instruct students to copy these definitions in their MOSAIC Journals to refer back to.

**STEP 4. Introduce the Throughline Sheet (***1-3 min)*

* Say to students, ***“During the rest of this month, we will be learning tools to be Responsibly Diligent and show resilience and overcome obstacles. This month’s Throughline sheet reminds us to use these tools and notice how they show up in the content and interactions that we have in other classes.”***

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* Post the Throughline Sheet in a visible place in the classroom (if you have not done so already).
* End the class by selecting a student to read the Throughline sheet aloud.
* ***“How can we incorporate MOSAIC into our class today?***
* ***Make an action plan for something you want to accomplish.***
* ***When you encounter difficulties in a task, try another way or seek out help.***
* ***Notice successes in yourself and in others.***
* ***Reward yourself for your effort and for keeping a positive motivation.”***

**FOLLOW UP**

* Throughout the month, provide specific labeled praise for students who show Responsible Diligence (in your MOSAIC class and in your other classes).
* Remind students to think ahead about how they can predict obstacles and plan to overcome them.
* Your class is now familiar with Respectful Debate formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use the Respectful Debate pedagogy to engage students in the topic actively.

(MOSAIC Projector Display)

**February Activity 1**

**Virtue Definition Web**

**Directions:** Follow the instructions in each of the 4 boxes for both of the terms (1) Showing Resilience and (2) Responsible Diligence. Write answers for Showing Resilience where there is a (1.) in each box and answers for Responsible Diligence where there is a (2.) in each box.

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| **OBJECTIVE**Students will work in groups to practice the PLAN steps of “Action Plan” and “Notice Successes.” | **MATERIALS*** Video/Internet Connection
* Projector
* MOSAIC Journals
* Time-keeping Device
* MOSAIC Projector Displays:
	+ PLAN
	+ Combat Stress to Maintain Positive Motivation
	+ Obstacle Course: Notice Successes
	+ Obstacle Course: Action Plan
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| **TEACHER TIPS**1. *If you have access to something that could be used as blindfolds, that will make the Day 6 “Obstacle Course” activity more fun!*
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**VIRTUE & SKILLS**

Responsible Diligence

&

Emotion Regulation + Social Problem Solving

February Activity 2

***Action Planning***

*Days 5 to 9*

 **“Action Planning” Overview**

**Day 5: Stressful Situations**

**Day 6: Obstacle Course**

**Day 7: Notice Successes**

**Day 8: Class Action Plan**

**Day 9: SMART Goal Check-in**

**Day 5: *Stressful Situations***

**STEP 1. Identify How Stress Can Impact Group Motivation** *(2-3 min)*

* Explain, ***“Sometimes making an Action Plan and staying motivated and positive as a group during a stressful situation can be hard. Even if you are motivated to do good things, stress can get in the way because stress makes things harder to do and keeps you from thinking clearly.”***
* Ask students to picture the Emotion Role Play they did during January MOSAIC. Help students recall that they can actually feel stress in their bodies – clenched fists, tight stomach etc.
* Say to students, ***“There are times that whole groups feel stress, when stress can affect a whole community/neighborhood, school, or class.”***
	+ - * Ask some students to share situations in which they experienced group stress.
			* Ask how this experience impacted the students’ motivation (note that sometimes, small amounts of stress can make someone more determined in a positive way to help the group, though often too much stress interferes with motivation).

**STEP 2. Complete Question 1** *(3-4 min)*

* Show the **MOSAIC Projector Display: Combat Stress to Maintain Positive Motivation**
* Say, ***“Think about when you have felt that a whole group/school/community you were a part of felt stressed, and write 2 examples of these situations in your MOSAIC Journal.”***
* Encourage students to share with the class some of their situations.

**STEP 3. Complete Question 2** *(3-4 min)*



* Ask students to brainstorm 3 answers to the question: ***“What can you do when you are part of a group that feels stress to help you and your group get back on a positive path?”***
* Have students write answers in their MOSAIC Journals.
* Ask students, ***“Which ideas that work for you do you think could work for other classmates too?”***
	+ *Example Responses:*
		- Think about happy things
		- Go to a quiet place to calm down
		- Think optimistically about your goal and remind yourself why you want to reach it
		- Talk to other people who feel the same way

**STEP 4. Facilitate Discussion** *(2-4 min)*

* Explain that, ***“Stress is one feeling that you have to learn to deal with. Learning to deal with our feelings is the MOSAIC skill we call, ‘Emotion Regulation.’”***
* Highlight that, ***“Staying positively motivated means working on important goals despite stress and obstacles. This is important for success in school, college, and jobs.”***

 *Example Discussion Questions:*

* ***How can Emotion Regulation help students be positively motivated to do the things that they know are important?***
* ***How can Emotion Regulation help when you are feeling stressed?***
* ***How can Emotion Regulation help us be Responsibly Diligent?***

(MOSAIC Projector Display)

**February Activity 2**

**Combat Stress to Maintain Positive Motivation**

When have you felt that an entire group/school/ community that you have been in has felt stressed?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What can you do when you are part of a group that feels stress to help you and your group get back on a positive path?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Day 6: *Obstacle Course***

**STEP 1. Plan to Stay Positively Motivated** *(2-4 min)*

* Review the methods that students came up with for staying positively motivated during stressful situations during the last MOSAIC meeting.
* Encourage students to pick one method to try out (like an experiment!) if they start to feel stressed during the activity today.
* Ask students to think ahead: ***“What might make it difficult to stay positively motivated when working together as a group?”***
* Ask, ***“How can you calm yourself down or deal with stress so you can continue to participate/move forward?”***

* Today (and in the future) classmates can help each other cope with stress by reassuring and encouraging their peers in high-stress situations and sharing the coping methods that have worked for them.

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* Ask students to write down the method they plan to try out in the MOSIAC Journals so that they can refer to it during the activity.

**STEP 2. Introduce Obstacle Course Activity** *(2-3 min)*

* The Obstacle Course is a teambuilding activity that helps students practice their stress management skills and practice creating an action plan.
* The activity involves one student leading another student across an obstacle course using verbal directions.

 *Directions:*

* Create an obstacle course out of desks and other classroom materials (have students help).
* Break students into pairs.
* Each student will stand with their partner at one end of the classroom.
* One student from each pair will be blindfolded (or close their eyes) and the other student will be their “guide” to help them move about the classroom and make it to the other side.
* It is recommended that objects in the classroom be rearranged and randomly placed in order to create obstacles for the blindfolded student.
* The goal for each pair is for the guide to successfully direct their partner to the other side without touching any of the obstacles. They are to do this using only verbal instruction.
	+ - NOTE: If you do not have enough space in your classroom to have everyone participate, then you can assign half of the class to be the “Observers” and take notes during the activity of what went well and what did not go well from the perspectives of both the obstacle participant and their guide.

**STEP 3. Play “Obstacle Course” Activity** *(3-5 min)*

* Begin obstacle course activity.
* As time permits observers can take a turn or students can switch roles.

**STEP 4. Debrief: “Obstacle Course” Activity** *(4-5 min)*

* Lead a discussion reflecting on the “Obstacle Course” Activity.
	+ *Example Reflection Questions:*
		- * ***What seemed to go well during this activity? (Notice Successes)***
			* ***What didn’t go as well during this activity?***
			* ***What type of directions were the easiest to follow?***

* + - * ***What type of directions were the hardest to follow?***
			* ***What was stressful about the activity?***
			* ***Who was able to try out a way to keep their positive motivation in a time of stress? What was it? How did it work?***

**Day 7: *Notice Successes***

**STEP 1. Notice Successes from “Obstacle Course”** *(2-4 min)*

* Show the **MOSAIC Projector Display**: **Obstacle Course, Notice Successes.**
* Ask students, “***What worked well when directing your partner through the obstacle course?”***
	+ *Example Responses:*
		- * Correcting partner’s moves when they were heading in wrong direction
			* Providing clear directions for just one step at a time
			* Encouraging him/her (keeping positive motivation)

**STEP 2. Identify Skill(s) and Virtue(s) Used** *(3-6 min)*

* Ask students***, “Which skill(s) were needed to achieve successes in this activity?”***
	+ - *Examples:*
			* Communication was needed to provide clear instructions that the partner was able to follow.
			* Emotion Regulationwas needed to keep calm under stress.
* Ask students, ***“Which virtue(s) were needed to achieve successes in this activity?”***
	+ - *Examples:*
			* Responsible Diligence was needed to stay motivated to move forward and to believe that we would achieve success.

**STEP 4. Discuss Importance of Group Rewards** *(2-4 min)*

* Ask students, ***“When you have worked as a group in the past, how have you rewarded yourselves as a group?”***
	+ - *Examples:*
			* Group dance party
			* A healthy snack
			* Free time
		- NOTE: Share a personal example of how you reward yourself for a success or how groups you have been a part of have rewarded themselves for success.
	+ Consider offering a reward (such as a pat on the back, or 2 minutes of free time) for the successes and positive efforts from the Obstacle Course activity.

(MOSAIC Projector Display)

**February Activity 2**

**Obstacle Course Notice Successes**

1. **Stay Positive and Diligent, Notice Successes:**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
1. **Discover which Skill(s) and Virtue(s) you used to Achieve your Successes:**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
1. **Reward Yourself For Positive Efforts:**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Day 8: *Class Action Plan***

**STEP 1. Obstacle Course Action Plan** *(1-2 min)*

* Show the **MOSAIC Projector Display**: **Obstacle Course Action Plan**
* Ask students to list the Action Plan they used from the Obstacle Course activity in their MOSAIC Journals.
* Say, ***“You have 60 seconds to list 4-6 specific steps the guide needed to do to help the blindfold partner get from the beginning of the obstacle course to the end.”***
* Set timer: GO!

**STEP 2. Create Class Action Plan** *(6-8 min)*

* After 60 seconds, ask for student volunteers to share their steps, and compile into a class action plan.
	+ *Example:*
1. Keep a calm voice while instructing partner.
2. Reassure partner and encourage him/her throughout the obstacle course.
3. Give clear and easy to follow instructions.
4. Stay committed to your partner and have faith in their completion of the obstacle course, even if they make a mistake.
5. Stay close to your partner and speak slowly so that they can hear you.
* As students are volunteering their steps, point out obstacles that happened during the activity. Begin listing these obstacles under the “Possible Bumps in the Road” on the board or on chart paper

**STEP 3. Plan for Bumps in the Road** *(3-5 min)*

* When all the action steps are listed, ask if there are any other “bumps in the road” that should be added to the form.
* Work as a class to think of what students did during the activity when they ran into a bump in the road.
* List these actions under the “Plan B” section.
* Encourage students to also think of other strategies that they could have used.

(MOSAIC Projector Display)

**February Activity 2**

**Obstacle Course Action Plan**

1. **Create Action Steps to get from Point A** *(start)* **to Point B** *(finish)***:**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
1. **Plan for Bumps in the Road:**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
1. **Have a Plan B in Mind:**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Day 9: *SMART Goal Check-in***

**STEP 1. Check in on SMART Goals** *(3-5 min)*



* Ask students to look back into their MOSAIC Journals and read the goal they set in September.
* Give students 60 seconds to reflect silently and free write in their journals about the progress they believe they have made on reaching their goal.
* Facilitate discussion about SMART Goals:

*Example Discussion Questions*:

* ***Who has had success working on their SMART Goal?***
* **How *do you know if you have had success? What does success working on your SMART goal look like for you?***
* ***How can we better support each other as a class to reach our SMART goals?***
* As time permits, allow students to share any successes or barriers they have experienced in pursuing their goal.

**STEP 2. Reward Yourself** *(2-4 min)*

* Ask, ***“How do you plan to reward yourself for the successes you have noticed in reaching or working toward your SMART goal?”***
* Encourage several volunteers to share with class.

**STEP 3. Discuss Action Plans in the Future** *(5-6 min)*



* Ask students to set a new SMART goal to be accomplished by May.
* Have students include an Action Plan for reaching their SMART goal. Remind students that creating an action plan means they should:
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
* Ask students to make a plan for how they will Notice Successes for their SMART goal.
* Noticing Successes means to:
1. Stay Positive and Diligent, Noticing Successes
2. Identify which virtues and skills you used to achieve your successes.
3. Reward yourself for positive efforts.
* Explain, ***“Knowing how to make an Action Plan and how to Notice Successes is important for setting goals and reaching those goals.”***

**FOLLOW UP**

* Now that your class is familiar with creating Action Plans, encourage them to make action plans in their individual and group work in their academic classes.
* Remember that one of the most important parts of making an Action Plan is planning for bumps in the road with a Plan B!
* Encourage students to notice each other’s successes throughout the day, with a call out, pat on the back, or other forms of acknowledgement.

**VIRTUE & SKILLS**

Responsible Diligence

&

Emotion Regulation + Social Problem Solving

February Activity 3

***Students Taking Action Together***

*Days 10 to 13*

|  |  |
| --- | --- |
| **OBJECTIVE**Students will review their January STAT decision, review the importance of presentation, and present their revised Action Plan.  | **MATERIALS*** Chart paper or board space
* MOSAIC Journals
* MOSAIC Projector Display:
	+ PLAN
* Ambassador Handouts:
	+ STAT Bringing Action Plan to Life
	+ STAT Action Plan
	+ STAT Best Selves
	+ STAT Presentation Script
 |
|  **February Activity 3 Tips**1. Meet with your Ambassadors before Day 10 to help them coordinate leading the activity.
2. It will be important to have a printed copy of the Ambassador Handouts for your Ambassadors to use.

NOTE: 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 10: Review January Idea and Action Plan**

**Day 11: Solidify the Action Plan**

 **Day 12: What Does and Doesn’t Work in Presentations**

 **Day 13: Practice Presentations and Suggestion Sheet**

**DAY 10: *Review January Idea and Action Plan***

NOTE:Days 10-13 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.

\*\*\*\***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 is 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 ideas and opinions—your voice—heard in your school.”***

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

* Have Ambassadors re-read “Our Idea” on Step 3 of January **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, “***It is important to review why this idea 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. Review Presenting to Someone Outside of the Class** *(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, 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. 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: STAT Bringing Action Plan to Life**
	+ ***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 11-13 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 \_\_\_\_\_\_\_*** (individual or group 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)

**February Activity 3**

**PLAN**

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

**List Options**

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

**Action Plan**

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

**Notice Successes!**

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

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

(Ambassador Handout)

**February Activity 3**

**STAT: Bringing Action Plan to Life**

**STEP 2.** Say, “***As we are about to commit to this idea, 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: *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 the 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 new students transitioning to middle school)?***

**STEP 3. Review Importance of a Presentation** *(2-3 min)*

* Help students think about the importance of how they present their ideas to authority figures or individuals outside of the class.
* Review what was learned in December STAT about presenting.
* Say, ***“In December, we talked about the importance of presentation. Although you may not be one of the people giving the presentation, we want to make sure all students are comfortable explaining our idea. Anyone can ask you about it.”***

**STEP 4. Notice Successes: What Went Well in December** *(2-3 min)*

* Ambassadors say, ***“The last letter in the PLAN problem solving model means to ‘Notice Successes.’ This means that it is important to think about what went well last time we presented our ideas.”***
* ***“Turn to the person next to you and discuss two things that went well last time we talked about our ideas for improving our school.”***
* Help Ambassadors facilitate a brief discussion.
* Allow some students to share, and have one Ambassador act as a scribe.

**STEP 5. Learning from Past STAT lessons** *(5-7 min)*

* Ambassadors can lead this activity. It is designed to help students think about learning from the past mistakes or experiences to do a better job the next time.
* Have an Ambassador say, ***“Now we are going to review some quotes.”***
* Have Ambassadors lead students through the quotes on the **Ambassador Handout: STAT Action Plan** worksheet.



* Students should rank the quotes from 1 to 5 (1- I believe this most strongly; 5- I believe this least strongly). This should be completed in their MOSAIC Journals.

* Allow one or two students to explain why they picked the order they did.
* Say, ***“We are learning from our mistakes and successes. This will help us to better present our ideas more clearly, which will help us make a greater impact.”***

(Ambassador Handout)

**February Activity 3 Day 11**

**STAT: Action Plan**

**Our idea is:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Thinking about December’s STAT, we learned:

**What worked:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Have the students review this quotes on the worksheet and prioritize them from 1 to 5 (1- I believe this most strongly; 5- I believe this least strongly).*

**Mistakes have the power to turn you \_\_\_\_\_\_\_\_\_**

**into something better than you were before.**

**If you can learn from the worst times of your life, you’ll \_\_\_\_\_\_\_\_\_**

**be ready to create the best times of your life.**

**Failure is the opportunity to begin again, \_\_\_\_\_\_\_\_\_**

**only this time more wisely.**

**In every mistake, there is a potential for growth. \_\_\_\_\_\_\_\_\_**

**Mistakes are a part of life. If you don’t make them, you’ll \_\_\_\_\_\_\_\_\_**

**never learn. If you never learn, you’ll never improve.**

**Day 12: *What Does and Doesn’t Work in Presentations***

**STEP 1. Ambassadors Introduce BEST Selves** *(4-5 min)*

* Show **Ambassador Handout: STAT: BEST Selves**
* Ambassadors may have learned about BEST in their Ambassador trainings. Have them share about how BEST has helped them.
* Ambassadors say, ***“When making any type of presentation we always want to be our BEST.”***
* Use handout to explain the acronym or write on the board.

***B ody language***

* ***Stand up tall: Body language has a huge effect on how people see you, so make sure you present yourself well.***

***E ye contact***

* ***Look at the authority figure: It’s easy to stare at the paper. Look up!***

***S peak clearly***

* ***Speak clearly, pronounce words: Make sure he/she can understand you!***

***T one of Voice***

* ***Use a loud and confident tone of voice: What you are saying is important, and you want to make sure he/she hears it!***

**STEP 2. Ambassadors Demonstrate BEST** *(4-5 min)*

* Ambassadors can pick any book in the classroom or a favorite song.
* Ambassadors demonstrate reading from this book or saying song lyrics with and without the use of BEST.
* Students provide feedback on the way the Ambassadors use BEST and provide additional public speaking suggestions.

**STEP 3. Complete Presentation Handout** *(3-5 min)*

* Review the concept of an elevator pitch.
* Say, ***“Now that we learned about BEST presentation skills and worked out the details of our idea, we are ready to make an elevator pitch. Does anyone remember what an ‘elevator pitch’ is?”***
	+ If needed, say, ***“Imagine that you are in an elevator with an authority figure in our school and you need to explain our idea to them in one minute before you get to the third 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)
* Review **Ambassador Handout: STAT: Presentation Script** and help students complete the handout.
* Introduce the concept of feedback: ***“In order to get better at something we must practice and give feedback. So we will present our idea to*** \_\_\_\_\_\_ [name of individual/group your class will present to] ***and get their input.”***

(Ambassador Handout)

**February Activity 3 Day 12**

**STAT: BEST Selves**

Use your BEST Public Speaking skills:

**B** ody language

* *Stand up tall*: Body language has a huge effect on how people see you, so make sure you present yourself well.

**E** ye contact

* *Look at the authority figure*: It’s easy to stare at the paper. Look up!

**S** peak clearly

* *Speak clearly, pronounce words*: Make sure he/she can understand you!

**T** one of Voice

* *Use a loud and confident tone of voice*: What you are saying is important, and you want to make sure he/she hears it!

(Ambassador Handout)

**February 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 13: *Practice Presentations and Suggestion Sheet***

**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 noticed our successes from the December STAT, thought about what we could do better, and learned about presenting our BEST selves.*** ***Using our BEST public speaking skills, we are going to practice presenting our idea today.”***
	+ NOTE: Teacher or Ambassadors can demonstrate some of the techniques that work.

**STEP 2. Partner Presentation Activity** *(5-7 min)*

* Split the class into partners and practice presentation using the **Ambassador Handout: STAT: Presentation Script**.
* 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).
* Be sure students are using their BEST presentation skills!
* 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 individual or group outside of the class). Let’s discuss our plan for when that will happen.”***

**STEP 3. 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.
* 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 4. 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 \_\_\_\_\_\_\_\_\_\_***  [recipient of presentation], ***and we will reflect on the feedback and take our next steps in March and April.”***
	+ NOTE: You may plan to give a presentation to the individual or group from outside of your class during this class or find another time to do it.

**FOLLOW UP**

* It is essential that your students present their idea and get feedback about their ideas from an individual or group in the school before the STAT activity in March.
* Your class can work on their STAT idea outside of MOSAIC class over the next month.

**VIRTUE & SKILLS**

Responsible Diligence

&

Emotion Regulation + Social Problem Solving

**VIRTUE & SKILLS**

Responsible Diligence

&

Emotion Regulation + Social Problem Solving

February Activity 4

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

*Day 14*

February Activity 1

***Introduction to***

***Responsible Diligence***

*Days 1 to 4*

|  |  |
| --- | --- |
| **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
 |
| **February 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 14: *Reflection & Feedback for January/February***

**Day 14: *Reflection & Feedback for January/February***

**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 Jan. and Feb.** *(3-5 min)*

* Prompt students to provide feedback about the activities from January and February.
* Say, ***“In January, we focused on thinking ahead to the future with Optimistic Future-Mindedness. We did activities to think about how you might feel in different situations and continued Students Taking Action Together (STAT).”***

*Discussion Questions:*

* + ***What were some things you liked about MOSAIC in January?***
	+ ***How could those January lessons be better?***
* Say, ***“In February we focused on the theme of Overcoming Obstacles, and the virtue of Responsible Diligence. We heard a story and watched a video about Responsible Diligence, and practiced giving directions and dealing with stress in the “Obstacle Course” activity. We also continued with our Students Taking Action Together (STAT).”***

*Discussion Questions:*

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

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

* Show **MOSAIC Projector Display: MOSAIC Reflection**.
* ******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**)**

**February Activity 4**

**MOSAIC Reflection**

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

*You suspect that one of your friends has started smoking.*

*How might you use what you learned in MOSAIC to help your friend?*

(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?**