February

*Showing Resilience & Overcoming Obstacles*



Year 3

**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 3 Curriculum

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

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

Day 1: Introduce Responsible Diligence

Day 2: Ambassador Check-in and SMART Goal Check-in

Day 3: Respectful Debate

Day 4: Responsible Diligence Definition Web

**February Activity 2: Students Taking Action Together**

Day 5-8: Maya Angelou: Stressful Situations

Day 6-9: César Chávez: Obstacle Course

Day 10-12: Rev. Dr. Martin Luther King, Jr.: Notice Successes

Day 13: Wrap Up and Reflection

**February Activity 3: Bi-Monthly Reflection & Feedback**

Day 14: Reflection & Feedback for January/February

**VIRTUE & SKILLS**

Responsible Diligence

&

Emotion Regulation + Social

Problem Solving

February Activity 1

***Introduction to***

***Responsible Diligence***

*Days 1 to 4*

|  |  |
| --- | --- |
| **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:
	+ How to Become Responsibly Diligent
	+ Virtue Definition Web
 |
| **TEACHER TIPS**1. Ambassadors will share the progress on the Positive Purpose Project on day 2.
2. The Ambassador role in STAT this month is not prescribed. Please use your judgment to involve the ambassadors and prepare them for their role*.*
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 **“Introduction to Responsible Diligence” Overview**

**Day 1: Introduce Responsible Diligence**

**Day 2: Ambassador Check-in and SMART Goal Check-in**

**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 “Failure Is Part of Success” ” *(7 min)*

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* Say, ***“We are going to watch a video about how failure is a part of success. As we watch, write down failures you hear in your MOSAIC Journal.”***
	+ **Video:** <https://www.youtube.com/watch?v=bujIb_sQZvQ>

**Length:** **6:54**

**Only if unable to access video:**

* + Show the **MOSAIC Projector Display: How to Become Responsibly Diligent**
* Provide information about Eduardo Zanatta (the speaker):
	+ At the time of the talk, Eduardo Zanatta was a senior studying business finance at Brigham Young University in Utah. He is an Italian citizen, grew up in Brazil, and served as a missionary in New Jersey. He has worked for The Academy for Creating Enterprise (ACE) as its international development coordinator for two years and interned at the ACE campus in Mexico City last summer.
	+ Zanatta has also completed internships at the UK Parliament, Credit Suisse UK, and Goldman Sachs NY and is now a part-time employee at Innosight, LLC. He recently accepted a full-time offer from Innosight, LLC, in Boston and began attending the Harvard Business School in 2014.

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

* Remind students that, ***“This month we will be focusing on the theme ‘Showing Resilience and Overcoming Obstacles,’ and the virtue of Responsible Diligence.”***
* What examples of Responsible Diligence did you hear about in the video?
* Take a few responses and 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”***
* Say, ***“Michael Jordan missed many more shots than be made and is recognized as one of the greatest basketball players ever. Who else do you know, in sports, the arts, or business, who had failure along with success?”***
* Take two or three responses. If they don’t mention it, ask about John Wooden, mentioned in the video, and the speaker, Eduardo Zanatta. 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:*
	+ ***What was a time in your life when you experienced a lot of obstacles but did not given up? How did you stay motivated?***
	+ ***Think about a time you had a success—did you experience any setback, difficulties, or obstacles before you finally had that success? How did you deal with them?***
	+ ***What goes through your head when you experience failure? (What do you think or say to yourself?)***
	+ ***What feelings do you have when you keep running into obstacles as you are trying to learn or do something important to you? How do you usually handle those feelings?***
	+ ***Who in your life has talked to you about overcoming obstacles? What have they told you?***
* Wrap up by explaining, ***“The video helped us to see that successful people learn to:***
	+ ***1) Deal with their strong emotions so they don’t give in to discouragement (MOSAIC Skill: Emotion Regulation)***
	+ ***2) Be good problem solvers to find other ways to reach their goals (MOSAIC Skill: Problem Solving), and***
	+ ***3) Be Responsibly Diligent to persist even when things are hard or they encounter failure or rejection (MOSAIC Virtue).”***

(MOSAIC Projector Display)

**February Activity 1**

**How to Become Responsibly Diligent**

Three key points from Eduardo Zanatta’s video:

1. Don’t quit too early. Obstacles are tests of your character.

**“Failure is the preparation for success.”**

2. There is no such thing as failure. If you learned something and gave your best, you succeeded.

 **“Sometimes we win, sometimes we learn.”**

3. The past does not equal the future.

**“The only thing that keeps us from getting what we want is the story we tell ourselves about why we can’t have it.”**

**Day 2: *Ambassador Check-in and SMART Goal Check-in***

**STEP 1. Ambassador Check-in**

* Prior to this class, please help Ambassadors prepare to give a brief update/progress report on the Positive Purpose 9 (or related) Project.
* Their report can include:
	+ What is currently being worked on?
	+ What questions do you have that the class can give you help with?
	+ How can members of the class be helpful at this point in the project?
	+ Anything else you would like to communicate to the class about the Positive Purpose (or related) Projects?

**STEP 2. Check in on SMART Goals** *(3-5 min)*



* Say, ***“It is important to be Responsibly Diligent toward our own SMART Goals, so we can make adjustments needed for success. So today, I would like you to look back into your MOSAIC Journals and read the goal you 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?***
* ***What obstacles have you had? How have you tried to overcome them?***
* ***How can we better support each other in this 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 3. Modify Goals** *(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?”***
* ***“How do you feel you might want to modify or change your SMART goal for the coming months?***



* Give students a chance to write their changes, using the 3 parts of an Action Plan.
* Create Action Steps to get from Point A to Point B
* Plan for Bumps in the Road
* Have a Plan B in Mind
* Encourage several volunteers to share with class.
* Ask students to write the 3 parts of an Action Plan in their MOSAIC Journals:
* Ask students to write the 3 parts of Noticing Successes in their MOSAIC Journals:
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 will be important to setting goals and working together to solve problems in the future.”***

**FOLLOW UP**

* Plan to check in with students about progress on the SMART goals during the next month. You can do that individually, with small groups of students, or as a quick class check-in.
* 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.
* Remember, all students have been setting SMART goals, so you can check with students who may not be in your MOSAIC class about their progress.
* Where appropriate, you may want to share students’ SMART goals with the school counselor, psychologist, or person in charge of discipline.

**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 come from your ability or your effort?***
		- ***If I am not successful quickly, I won’t be successful in the long run. (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?)***
		- ***W. E. Hickson and Thomas Palmer said, “If at first you don’t succeed, try, try again.” (Agree or Disagree with this statement?)***
		- ***Create your own debate topic about Responsible Diligence!***
* 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 so that students then occupy the opposite point of view. 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, using Responsible Diligence.

**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. When they seem discouraged, remind them to use Responsible Diligence to persist.
* 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** 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.
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* Reward yourself for your effort and for keeping a positive motivation. 

(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.

**VIRTUE & SKILLS**

Responsible Diligence

&

Emotion Regulation + Social

Problem Solving

February Activity 2

***Students Taking Action Together***

*Days 5 to 13*

|  |  |
| --- | --- |
| **OBJECTIVE**Students will be able to describe how Maya Angelou, César Chávez, and Martin Luther King, Jr. demonstrate Responsible Diligence. | **MATERIALS*** Video/Internet Connection
* Projector
* MOSAIC Journals
* Time-keeping Device
* MOSAIC Projector Displays:
* MOSAIC Handouts:
	+ Maya Angelou Poem Parts 1-6
	+ César Chávez Speeches Parts 1-4
	+ MLK Jr. Speech Parts 1-5
 |
| **TEACHER TIPS**1. There are various ways to get your Ambassadors involved in these lessons. They can assist you in reading, they can be in charge of looking up unfamiliar words, or they can be the reporters for the small groups they will be in. Once you look over the lessons and decide what best matches your Ambassadors, please share their task with them in advance so they can be prepared.

 1. You will need to provide copies of the Maya Angelou, César Chávez, and Martin Luther King, Jr. handouts to your students for days 5-13. (You need only provide one copy per group.)
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**“Students Taking Action Together (STAT)” Overview**

Day 5-8: Maya Angelou: Stressful Situations

Day 6-9: César Chávez: Obstacle Course

Day 10-12: Rev. Dr. Martin Luther King, Jr.: Notice Successes

Day 13: Wrap Up and Reflection

**Days 5-8: *Maya Angelou and Stressful Situations***

**STEP 1. Introduce Responsible Diligence STAT**

* Introduce this series of lessons by saying, “***For our next few MOSAIC classes, we are going to learn about three citizens whose Responsible Diligence has been an inspiration for millions of people with regard to civil rights, freedom, and social justice: Maya Angelou, Martin Luther King, Jr. and César Chávez.”***

**STEP 2. Introduce Maya Angelou’s Story**

* ***“Maya Angelou is a poet, teacher, and writer who had a severe learning disability when she was a child. She abandoned by her parents, and was told that she would never be a success in life. She overcame all that by not allowing her strong emotions of failure and disappointment to overwhelm her, by Responsible Diligence and persistent problem solving, and with the support of her grandmother and other family members. In 2011, she was invited to write and deliver poem in honor of the 50th anniversary of the United Nations.”***
* ***“In this activity, over the next few day, we will learn about her message.”***

**STEP 3. Provide Instructions for Poem Analysis**

* Divide the class into 5 groups and assign one part of the poem to each group. **(MOSAIC Handouts: Maya Angelou: Brave and Startling Truth Parts 1 to 5).**
* Explain, ***“You are being given a copy of her poem, which has been divided into 6 parts. Each group has one of the first 5 parts.”***
* ***“This may be one of most difficult and important assignments you have ever had. It is preparation for dealing with the complexity of being a citizen and being successful in college or in your career.”***
* ***“First, we are going to watch (or at least listen) to Maya Angelou deliver the poem.”***
* ***“Second, look up the words you don’t know in the part that your group has been assigned.”***
* ***“Third, work together to figure out what your part means. Write out what your groups thinks it means.”***
* ***“As you work, pay special attention to the question for your part.”***
	+ NOTE: Each Part and its question is written on the Handouts. You can decide how to distribute Handouts. (All six to all students, or provide only one handout of the assigned part to each group so that students have to work together.)

**STEP 4. Show Video and Students Conduct Analysis**

* ***“First, we are going to watch (or at least listen) to Maya Angelou deliver the poem.”***

<http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/>

**(Video Length: 5:29)**

* After watching the video, have students work in their groups to summarize what their part of the poem means and answer the question assigned to their part.

**STEP 5. Students Share Poem Analysis**

* After each group has done its part, have each group present, in the order of the poem.
* Students should present words they learned and then discuss the meaning of their section with the rest of the class.

**STEP 6. Discuss Poem Part 6 As a Class**

* After all the groups have presented, ask everyone to read Part 6 and think about the question for Part 6.

Part 6 Question: ***What is the brave and startling truth that is the message of the poem and what does this have to do with the United Nations?***

* Follow by asking, ***“What do you think the brave and startling truth means for you, for your time in high school, and your future?”***

(MOSAIC Handout)

**February Activity 2**

**Maya Angelou: A Brave and Startling Truth**

**Part 1**

**Part 1**

We, this people, on a small and lonely planet
Traveling through casual space
Past aloof stars, across the way of indifferent suns
To a destination where all signs tell us
It is possible and imperative that we learn
A brave and startling truth

**Question:** What do you think the brave and startling truth might be?

<http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/> © Maya Angelou, from [A Brave And Startling Truth](http://www.inspirationpeak.com/cgi-bin/apf/apf.cgi?Operation=ItemLookup&ItemId=0679449043)

**Part 2**

(MOSAIC Handout)

**February Activity 2**

**Maya Angelou: A Brave and Startling Truth**

**Part 2**

And when we come to it
To the day of peacemaking
When we release our fingers
From fists of hostility
And allow the pure air to cool our palms

When we come to it
When the curtain falls on the minstrel show of hate
And faces sooted with scorn are scrubbed clean
When battlefields and coliseum
No longer rake our unique and particular sons and daughters
Up with the bruised and bloody grass
To lie in identical plots in foreign soil

**Question:** Who is the object of hostility, hate, and scorn?

http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/ © Maya Angelou, from [A Brave And Startling Truth](http://www.inspirationpeak.com/cgi-bin/apf/apf.cgi?Operation=ItemLookup&ItemId=0679449043)

**Part 3**

(MOSAIC Handout)

**February Activity 2**

**Maya Angelou: A Brave and Startling Truth**

**Part 3**

When the rapacious storming of the churches
The screaming racket in the temples have ceased
When the pennants are waving gaily
When the banners of the world tremble
Stoutly in the good, clean breeze

When we come to it
When we let the rifles fall from our shoulders
And our children can dress their dolls in flags of truce
When land mines of death have been removed
And the aged may walk into evenings of peace
When religious ritual is not perfumed
By the incense of burning flesh
And childhood dreams are not kicked awake
By nightmares of abuse

**Question:** What are some of the opposites Maya Angelou uses in Part 3 and what is the point she is trying to make? Is she being optimistic or pessimistic?

http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/ © Maya Angelou, from [A Brave And Startling Truth](http://www.inspirationpeak.com/cgi-bin/apf/apf.cgi?Operation=ItemLookup&ItemId=0679449043)

**Part 4**

(MOSAIC Handout)

**February Activity 2**

**Maya Angelou: A Brave and Startling Truth**

**Part 4**

When we come to it
Then we will confess that not the Pyramids
With their stones set in mysterious perfection
Not the Gardens of Babylon
Hanging as eternal beauty
In our collective memory
Not the Grand Canyon
Kindled into delicious color
By Western sunsets

Nor the Danube, flowing its blue soul into Europe
Not the sacred peak of Mount Fuji
Stretching to the Rising Sun
Neither Father Amazon nor Mother Mississippi who, without favor,
Nurture all creatures in the depths and on the shores
These are not the only wonders of the world

**Question:** Why does she mention all of these natural wonders and how many of them had you heard of before now?

http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/ © Maya Angelou, from [A Brave And Startling Truth](http://www.inspirationpeak.com/cgi-bin/apf/apf.cgi?Operation=ItemLookup&ItemId=0679449043)

(MOSAIC Handout)

**February Activity 2**

**Maya Angelou: A Brave and Startling Truth**

**Part 5**

**Part 5**
When we come to it
We, this people, on this minuscule and kithless globe
Who reach daily for the bomb, the blade and the dagger
Yet who petition in the dark for tokens of peace
We, this people on this mote of matter
In whose mouths abide cankerous words
Which challenge our very existence
Yet out of those same mouths
Can come songs of such exquisite sweetness
That the heart falters in its labor
And the body is quieted into awe

We, this people, on this small and drifting planet
Whose hands can strike with such abandon
That in a twinkling, life is sapped from the living
Yet those same hands can touch with such healing, irresistible tenderness
That the haughty neck is happy to bow
And the proud back is glad to bend
Out of such chaos, of such contradiction
We learn that we are neither devils nor divines

**Question:** What is she saying about people? Is she being optimistic or pessimistic?

http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/ © Maya Angelou, from [A Brave And Startling Truth](http://www.inspirationpeak.com/cgi-bin/apf/apf.cgi?Operation=ItemLookup&ItemId=0679449043)

(MOSAIC Handout)

**February Activity 2**

**Maya Angelou: A Brave and Startling Truth**

**Part 6**

**Part 6**

When we come to it
We, this people, on this wayward, floating body
Created on this earth, of this earth
Have the power to fashion for this earth
A climate where every man and every woman
Can live freely without sanctimonious piety
And without crippling fear

When we come to it
We must confess that we are the possible
We are the miraculous, we are the true wonder of this world
That is when, and only when
We come to it.

**Question:** What is the brave and startling truth that is the message of the poem and what does this have to do with the United Nations?

http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/ © Maya Angelou, from [A Brave And Startling Truth](http://www.inspirationpeak.com/cgi-bin/apf/apf.cgi?Operation=ItemLookup&ItemId=0679449043)

**Days 6-9: *César Chávez: Obstacle Course***

**STEP 1. Introduce** [**César Chávez**](http://www.goodreads.com/author/show/345121.C_sar_Ch_vez)

* ***“Over the next few days, we are going to learn about a man of great courage who believed that the most powerful weapon in the world was non-violence and peace. His name was*** [***César Chávez***](http://www.goodreads.com/author/show/345121.C_sar_Ch_vez)***. I am going to read you a little bit about his life. He faced many challenges. He experienced many strong emotions. He succeeded because of Responsible Diligence, emotion regulation, and good problem solving.”***

**STEP 2. Explain Importance of Reading Well**

* ***“As a citizen, as someone who wants to take action and make the world a better place, it’s very important that you understand everything we are talking about. This is why we want you to learn to read and read well. If you can’t read well, it’s very hard to make decisions about everything that is happening around you.”***
* ***“So if you hear a word or an idea that you do not know, stop me and we will look it up. I also want you to learn how to look up what you don’t know. Stop me as often as you need to. Sometimes I will stop to ask you words that I was not sure about when I was your age.”***
* NOTE: Underlined wordsare those most likely to be unfamiliar to at least some of your students. You may want to go through the background once, making sure they understand all the words, and then read it over again so they can grasp the flow.

**STEP 3. Tell** [**César Chávez**](http://www.goodreads.com/author/show/345121.C_sar_Ch_vez)**’s Story**

* ***“César Chávez was a civil rights and labor leader, an advocate for farmworkers as well as a farmworker himself, and a champion of preserving our natural environment, especially from chemicals and pesticides. Chavez believed in nonviolence as a way to create social change. He and his followers used boycotts, strikes, and fasts as their methods.”***
* ***“César Chávez was born in 1927 on a small farm near Yuma, Arizona. When he was 10 years old, his family’s farm was taken over by the state because his family could not pay their bills. This led to his family traveling to various places to get jobs farming, what we now call migrant farm workers.”***
* ***“Adults and children worked fifteen hours a day, every day, in the hot sun. They earned less than the minimum wage, sometimes a dollar an hour, sometimes less. They lived in rooms without bathrooms, with 6 to 8 people per room. César Chávez was one of many Mexican Americans living as migrant farm workers. They were known as “Chicanos.” César Chávez, like most other Chicano migrant workers, attended over 30 different elementary and middle schools growing up. They saw many signs that said, “No dogs or Mexicans allowed” outside public places. He did not like this life and he did not like what he saw it doing to his family and others.”***
* ***“Many people do not know that 10 years before Rosa Parks was arrested in Alabama for not giving up her seat on a bus, César Chávez was arrested and put in prison in California because he sat in the section of a movie theater reserved for Japanese and Anglo customers only, not for Blacks or Latinos. At that time, movie theaters were segregated.”***
* ***“César Chávez led protests against the inhumane treatment of migrant workers and eventually of all workers who were underpaid, poorly treated, and exploited by their bosses. He worked with Blacks, Puerto Ricans, Filipinos, and Chicanos most of all, but not only. He taught them non-violence and admired the methods of Martin Luther King, Jr., and Gandhi. He started an organization, the National Farm Workers Association, to serve as a union for workers and encouraged farm workers to work together and act together to be more effective. Strikes, boycotts, and marches led to many successes. He created great pride and dignity and hope in people.”***

**STEP 4. Play Audio Clip**

* Play an audio clip of César Chávez talking a little about his life and accomplishments and featuring an example of his speaking about protests:

<http://www.freedomarchives.org/audio_samples/Mp3_files/Cesar_Chavez_in_English.mp3> (if this does not work when clicked, copy and paste the URL into your browser)

**STEP 5. Introduce Speech Analysis Activity**

* Say, ***“César Chávez once said, ‘When the man who feeds the world by toiling in the field is himself deprived of the basic rights of feeding and caring for his own family, the whole community of man is sick.’”***
* ***“We will read parts of two speeches by César Chávez, one honoring the memory of Rev. Martin Luther King, Jr. after his assassination in 1968 and the other, from the end of a fast that helped reduce the use of pesticides in grape farming in 1970.”***
* Have students work in groups to read each part and look up the words, ideas, and places that they are not familiar with **(MOSAIC Handouts: César Chávez: Speeches Parts 1-4).**
* You may want to start with the first paragraph of Part 1 for the whole group and model for them the importance of understanding everything they do not know and how to look up the information.
	+ NOTE: It will be very useful to spend time ensuring they understand the idea of a “rate” of such things as cancer and other health issues, and the importance of a community knowing how well or poorly they “rate” in various areas.
	+ You might want to extend this at some point into a research project on health rates in your community, or suggest this as a follow up project in Math and/or Health Classes.
* After students understand the words in each part, have them discuss the questions assigned to their part (also on the **MOSAIC Handouts: César Chávez: Speeches Parts 1-4).**

**STEP 6. Students Share Responses**

* Have each group briefly share their understanding of the speech excerpt and their responses to the question from their part.
* Help students see connections between the different excerpts.

# STEP 7. Facilitate Summary Discussion

* Review, ***“Let’s go back to what César Chávez once said: ‘When the man who feeds the world by toiling in the field is himself deprived of the basic rights of feeding and caring for his own family, the whole community of man is sick.’”***
* Have your students write down their answer to this question in their MOSAIC Journals and then share with a classmate.
* Then have a group discussion:
	+ ***What do you think he meant by that quote?***
	+ ***What basic rights do you feel you should have?***
	+ ***Should everyone in the school have those same rights? Why or why not?***
	+ ***What can you do to help others have their rights?***

(MOSAIC Handout)

**February Activity 2**

**César Chávez: Speeches**

**Part 1**

# Part 1 Question: What is the problem that César Chávez was so concerned about? Why was he so concerned?

# The Central Valley of California is one of the wealthiest agricultural regions in the world. In its midst are clusters of children dying from cancer. The children live in communities surrounded by the grape fields that employ their parents. The children come into contact with the poisons when they play outside, when they drink the water, and whey they hug their parents returning from the fields. And the children are dying. They are dying slow, painful, cruel deaths in towns called cancer clusters, like McFarland, where the children’s cancer rate is 800 percent above normal.

# Other young children are suffering from similar fatal diseases that the experts believe are caused by pesticides. These same pesticides can be found on the grapes you buy in the stores. My friends, the suffering must end. We have no choice, we have to stop the plague of pesticides.

Excerpted from Chavez speech about Rev. Dr. Martin Luther King Jr. Full speech can be found: http://chavezfoundation.org/\_cms.php?mode=view&b\_code=001008000000000&b\_no=11&page=1&field=&key=&n=3

(MOSAIC Handout)

**February Activity 2**

**César Chávez: Speeches**

**Part 2**

# Part 2 Question: What did César Chávez believe was the cause of the problem?

# The growers responsible for this outrage are blinded by greed, by racism, and by power. The same inhumanity displayed at Selma, in Birmingham, in so many of Dr. King’s battlegrounds, is displayed every day on the vineyards of California.

Excerpted from Chavez speech about Rev. Dr. Martin Luther King Jr. Full speech can be found: http://chavezfoundation.org/\_cms.php?mode=view&b\_code=001008000000000&b\_no=11&page=1&field=&key=&n=3

(MOSAIC Handout)

**February Activity 2**

**César Chávez: Speeches**

**Part 3**

# Part 3 Question: What did César Chávez suggest could help solve the problem? Why did he think it was important? Why did he want individuals to find a just cause they care about and work for it?

# The simple act of refusing to buy table grapes laced with pesticides is a powerful statement that the growers understand. For your safety, for the workers, and for the children, we must act together. My friends, Dr. King realized that the only real wealth comes from helping others. I challenge you to carry on his work by volunteering to work for a just cause you believe in.

Excerpted from Chavez speech about Rev. Dr. Martin Luther King Jr. Full speech can be found:

http://chavezfoundation.org/\_cms.php?mode=view&b\_code=001008000000000&b\_no=11&page=1&field=&key=&n=3

(MOSAIC Handout)

**February Activity 2**

**César Chávez: Speeches**

**Part 4**

# Part 4 Question: How did César Chávez believe people could best solve their problems? What actions did he believe showed courage and strength and “manliness”? Do you agree with him? Why or why not? Why did he believe as he did?

# Our struggle is not easy. Those who oppose our cause are rich and powerful and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as weapons. When we are really honest with ourselves we must admit that our lives are all that really belong to us. So, it is how we use our lives that determines what kind of people we are. It is my belief that only by giving our lives do we find life. I am convinced that the truest act of courage, the strongest act of manliness is to sacrifice ourselves for others in a totally nonviolent struggle for justice.

Excerpted from full speech, which can be found here: McIntire, Suzanne, ed. American Heritage Book of Great American Speeches for Young People. New York: John Wiley & Sons, Inc, 2001

**Days 10-12: *Rev. Dr. Martin Luther King, Jr.: Notice Successes***

# STEP 1. Introduce Rev. Dr. Martin Luther King, Jr.

* ***“For the next three MOSAIC classes, we are going to learn about a person of great courage who believed that the most powerful weapon in the world was non-violence and peace. His name was Rev. Dr. Martin Luther King, Jr. In the face of insults, beatings, bombing, and other challenges, Dr. King and his followers controlled their emotions and used Responsible Diligence to keep working toward civil rights.”***

# STEP 2. Tell Rev. Dr. Martin Luther King, Jr.’s Story

* ***“I am going to read you the background of a situation he faced in 1956. If you hear a word that you do not know, stop me and we will look it up. It is very important that you understand the whole story, so stop me as often as you need to.”***
* NOTE: Potentially unfamiliar words or terms are underlined. Remind students about the story of César Chávez and the importance of stopping you to ask about unfamiliar words so they can be looked up.
* ***“In 1956, Rev. Dr. Martin Luther King, Jr. was one of the leaders of a protest against rules in Montgomery, Alabama that restricted where Blacks could sit on buses. The rules said that they had to sit in the back, and if any White person got on the bus and there was no seat, they had to give up their seat or else be arrested and put in jail. The protest started when Rosa Parks refused to get up to give her seat to a White person and was arrested and put in jail.“***
* ***“Many people of Montgomery, and all the Blacks, boycotted the buses and used carpools instead. The Ku Klux Klan used threats and violence to try to break up the boycott and a local judge said that the carpools were illegal. But the Supreme Court of the United States decided that what Alabama was doing was illegal and said that people could sit wherever they wanted to on a bus and did not have to give up their seats.”***
* ***“Rev. King knew that the day after the Supreme Court decision, people would go back to riding the buses. But he also knew that many in Montgomery would protest and would probably react in violent and hateful ways to Blacks on the buses.”***

***“So Rev. King spoke to the community about their first day back on the buses. He had a message and spoke at the Holt Street Baptist Church on November 14, 1956, as well as at another church. At each church, he spoke to 4,000 people.”***

 **STEP 3. Show Video**

* Introduce video by saying, ***“Here is Dr. King speaking on August 28, 1963, at the March on Washington, D. C. for Jobs and Freedom. This is part of his famous, ‘I Have a Dream’ speech, to give you a sense of how he spoke and his messages of Optimistic Future-Mindedness, Compassionate Forgiveness, and Responsible Diligence.”***
* Video Length (3:55)

 <https://www.youtube.com/watch?v=6dKimoybmEo>

**STEP 4. Provide instructions for Speech Analysis**

* ***“Rev. King drew inspiration from Gandhi, whose message about non-violence led to the freedom of millions of people in India. He asked everyone to remain nonviolent during the challenging days ahead in. Echoing Gandhi, he tells them that, ‘I’m not asking you to be a coward. . . . You can be courageous and yet nonviolent.”***
* ***“Each of you will get part of Martin Luther King’s speech.”*** (MOSAIC Handout: Martin Luther King Jr.’s Speech: Parts 1-5)
* ***“Start out by underlining and then looking up any words you do not know and writing down the meaning of the words.”***
* ***Then, in each of your groups, discuss and answer the questions assigned to your part.***

**STEP 5. Students Share Responses**

* After each group is finished, have each group share their ideas with the class in order.

**STEP 6. Facilitate Full Class Discussion**

* After the Part 5 group presents, have a general discussion of students’ answers to the question in Part 5.
* *Discussion Questions:*
	+ “***What does this mean for you at your school?***
		- ***In the community? With your friends?***
	+ ***What makes it hard to do? Is it harder for you or was it harder for Dr. Martin Luther King, Jr.?”***

(MOSAIC Handout)

**February Activity 2**

**Rev. Dr. Martin Luther King, Jr. Speech**

**Part 1**

**Part 1 Question: What does Martin Luther King, Jr., mean by freedom?**

I want to stress to you the meaning of freedom, for as we struggle for freedom in America there is a danger that we will misinterpret freedom. We usually think of freedom from something, but freedom is also to something. It is not only breaking loose from some evil force, but it is reaching up for a higher force. Freedom from evil is slavery to goodness. And we must discover that freedom is more than a negative something. It is more than getting loose from a negative, but it is becoming attached to a positive. I hope we will realize that.

The full speech can be found in King, M.L., Jr. (1997). Address to MIA Mass Meeting at Holt Street Baptist Church. Carson, C., Burns, S., Carson, S., Holloran, P. *The Papers of Martin Luther King Jr. Birth of a New Age December 1955-December 1956.*(Vol 3, pp. 424-433). Berkeley and Los Angeles, California, University of California Press.

(MOSAIC Handout)

**February Activity 2**

**Rev. Dr. Martin Luther King, Jr. Speech**

**Part 2**

**Part 2 Question: What does Martin Luther King, Jr., mean by a sense of duty?**

You know we talk a lot about our rights. And we ought to- we’re supposed to, and we have certain unalienable rights. That’s the glory of our Constitution: that all men are created equal and endowed by their Creator with certain un-alienable rights, and that among these are life, liberty, and the pursuit of happiness. But not only must we become bogged down in rights, because if we stop there we might misuse our rights. We might use our rights to trample over other people’s rights. It’s not only rights that we are seeking. We not only have the right to be free, we have a duty to be free. And when you see freedom in sense of duty, it becomes greater than seeing it in terms of right, your right to be free. You have a duty to be free. And when you see that you have a duty to be free, you discover that you have a duty to respect those who don’t even want you to have freedom. That’s the sense of duty.

The full speech can be found in King, M.L., Jr. (1997). Address to MIA Mass Meeting at Holt Street Baptist Church. Carson, C., Burns, S., Carson, S., Holloran, P. *The Papers of Martin Luther King Jr. Birth of a New Age December 1955-December 1956.*(Vol 3, pp. 424-433). Berkeley and Los Angeles, California, University of California Press.

(MOSAIC Handout)

**February Activity 2**

**Rev. Dr. Martin Luther King, Jr. Speech**

**Part 3**

**Part 3 Question: Do you agree that if you don’t hit back, you are weak? Why? What kind of emotional control does it take to not hit back? What do you think Martin Luther King, Jr., believes about this? What makes you think so?**

Now there’s one other thing. We talked a lot about nonviolence, haven’t we? And I said it, I hope that we will live it now, because this is really the practical aspect of our movement. This is the testing point of our movement. And if we go back to the buses and somehow become so weak that when somebody strikes us, we gonna strike them back, or when somebody says an insulting word to us, we gonna do the same thing, we will destroy the spirit of our movement- and I know it’s hard, I know that. And I know you’re looking at me like I’m somewhat crazy when I say that. I know that. I know that. You see, it’s sort of the natural thing to do when you’re hit. You feel that you’re supposed to hit back. That’s the way we’re taught, we’re brought up like that. And that is certainly a corollary of our Western materialism. We have been brought up on the basis that we live, that violence is the way to solve problems. And we unconsciously feel that we must do it this way and if we don’t hit back we are not strong, we’re weak. And that’s the way we’ve been brought up.

The full speech can be found in King, M.L., Jr. (1997). Address to MIA Mass Meeting at Holt Street Baptist Church. Carson, C., Burns, S., Carson, S., Holloran, P. *The Papers of Martin Luther King Jr. Birth of a New Age December 1955-December 1956.*(Vol 3, pp. 424-433). Berkeley and Los Angeles, California, University of California Press.

(MOSAIC Handout)

**February Activity 2**

**Rev. Dr. Martin Luther King, Jr. Speech**

**Part 4**

**Part 4 Question: What does Martin Luther King, Jr. mean by courage? What is a courageous thing to do when you are attacked? Why is this courageous and not cowardly?**

But I want to tell you this evening that the strong man is the man who will not hit back, who can stand up for his rights and yet not hit back. Now I’m not asking you to be a coward. If cowardice was the alternative to violence, I’d say to you tonight, use violence. If that were the only alternative, I’d say, use violence. But I’m saying to you that cowardice is not the alternative. Cowardice is as evil as violence. What I’m saying to you this evening is that you can be courageous and yet nonviolent. You can take a seat on the bus and sit there because it’s your right to sit there and refuse to move, no matter who tells you to move, because it’s your right, and yet not hit back if you are hit yourself. Now that’s what I call courage. That’s really courage.

The full speech can be found in King, M.L., Jr. (1997). Address to MIA Mass Meeting at Holt Street Baptist Church. Carson, C., Burns, S., Carson, S., Holloran, P. *The Papers of Martin Luther King Jr. Birth of a New Age December 1955-December 1956.*(Vol 3, pp. 424-433). Berkeley and Los Angeles, California, University of California Press.

(MOSAIC Handout)

**February Activity 2**

**Rev. Dr. Martin Luther King, Jr. Speech**

**Part 5**

**Part 5 Question: Why does Martin Luther King, Jr. believe in living by non-violence? Why does it require Responsible Diligence to be nonviolent?**

And I tell you, if we hit back we will be shamed, we will be shamed before the world. I’m serious about this. I’m not telling you something that I don’t live. I’m not telling you something that I don’t live. I’m aware of the fact that the Ku Klux Nan is riding in Montgomery. I’m aware of the fact that a week never passes that somebody’s not telling me to get out of town, or that I’m gonna be killed next place I move. But I don’t have any guns in my pockets. I don’t have any guards on my side. But I have the God of the Universe on my side. I’m serious about that. I can walk the streets of Montgomery without fear. I don’t worry about a thing. They can bomb my house. They can kill my body. But they can never kill the spirit of freedom that is in my people. I’m saying that because I believe it firmly and I’m not telling you something that I don’t do myself. I’m telling you, I’m telling you to live by nonviolence. I’m saying that because I believe it firmly and I’m not telling you something that I don’t do myself. I’m telling you, I’m telling you to live by nonviolence.

The full speech can be found in King, M.L., Jr. (1997). Address to MIA Mass Meeting at Holt Street Baptist Church. Carson, C., Burns, S., Carson, S., Holloran, P. *The Papers of Martin Luther King Jr. Birth of a New Age December 1955-December 1956.*(Vol 3, pp. 424-433). Berkeley and Los Angeles, California, University of California Press.

**Day 13: *Wrap Up and Reflection***

**STEP 1. Facilitate STAT Wrap-Up**

* ***“In your MOSAIC Journals:***

***1) Write three things you are taking away from our visits with Maya Angelou, César Chávez, and Dr. Martin Luther King, Jr.***

***2) Write one question you would like to ask each of them.***

***3) What lessons have you learned about Responsible Diligence, managing your strong emotions, and being a good problem solver that will help you be a better citizen of the school, community, and world?”***

**STEP 2. Reflect on Writing Prompt**

* Ask a few students to share their responses to #1. Summarize themes in student answers.
* Share what you have learned from this STAT lesson sequence.

**VIRTUE & SKILLS**

Responsible Diligence

&

Emotion Regulation + Social

Problem Solving

February Activity 3

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

*Day 14*

|  |  |
| --- | --- |
| **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 3 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 we talked about 12 life lessons during 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 watched a video about Responsible Diligence, worked on our definition of it, had a debate, and learned about how Maya Angelou, César Chávez, and Martin Luther King, Jr. used Responsible Diligence, Emotional Regulation, and Problem Solving to deal with obstacles in their lives and to their sense of Positive Purpose.”***

*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**.
* ******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**)**

**February Activity 3**

**MOSAIC Reflection**

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

*One of your friends has been working on an important project for a while, but now your friend tells you, “I am too frustrated. There’s no way I can succeed. I am giving up.”*

*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?**