September

*Why Are We Here?*

*Finding Our Positive Purpose*



Year 1

**September THEME**

**Why Are We Here?**

**Finding our Positive Purpose**

**September VIrtue & SKills**

**Virtue:**

Positive Purpose

**Skills:**

Communication

&

Social Problem Solving

**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** SEPTEMBER THROUGHLINE

**Why are we here? Finding our positive purpose**

 **How can we incorporate MOSAIC**

 **into our class today?**

Be clear about what you want to accomplish today.

Act in a way that shows your character and your purpose.



Make your goals into SMART goals.

**MOSAIC in September**

Year 1 Curriculum

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

**September Activity 1: Introduction to MOSAIC**

Day 1: Introduction to MOSAIC

Day 2: Theme and Throughline Sheet

Day 3: Name Tents

**September Activity 2: Introduction to Positive Purpose**

Day 4: Positive Purpose Examples

Day 5: Defining Positive Purpose

Day 6: Classroom Norms

Day 7: Our Positive Purpose

Day 8: Our Class Mosaic

**September Activity 3: Setting Goals**

Day 9: Starting to Reach Our Positive Purpose

Day 10: Introduce SMART Goal

Day 11: Set SMART Goal

Day 12: SMART Goal Action Plan

Day 13: Share SMART Goals & Reflection

September Activity 1

**Introduction to MOSAIC**

Days 1 to 3

**VIRTUE & SKILLS**

Positive Purpose

&

Communication + Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**Students will connect the MOSAICe program to a positive vision for their future. | **MATERIALS*** MOSAIC Journals for each student, to be used for three years
* 1 piece of paper per student (Day 3)
* Crayons/markers
 |
| **September Activity 1 Tips**1. Find out the support structure for MOSAIC in your school. It may consist of a MOSAIC Instructional Support Team, STAT Point Person, and/or Positive Purpose Point Person. These supports are there to assist you in implementing and tailoring the MOSAIC lessons for your classroom.
2. The curriculum includes occasional handouts to go along with the activities. Teachers are responsible for either copying these handouts or adjusting lessons to allow for handouts to be integrated into MOSAIC Journals.
3. Make your own Name Tent for Day 3.
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**“Introduction to MOSAIC” Overview**

**Day 1: Introduction to MOSAIC**

**Day 2: Theme and Throughline Sheet**

**Day 3: Name Tents**

**DAY 1: *Introduction to MOSAIC***

**STEP 1. Introduce MOSAIC** *(1-3 min)*

* Tell your class what the parameters of MOSAIC are in your school and what will be happening next, using this example: ***“MOSAIC meets every day for 15 minutes*** [or whatever your circumstances are]. ***Today, I am going to introduce you to MOSAIC and why I think it will be fun and helpful to you.”***
* Express your feelings about starting MOSAIC this year:
	+ Let students know that MOSAIC will help you to get to know them better, help them to know one-another better, and give them tools to make their classrooms, schools, and communities better places.
	+ Show enthusiasm for working together and getting to know the class.

**STEP 2. Introduce Prompt: “Vision for the Future”** *(3-4 min)*

* Distribute or have students get out their MOSAIC Journals.
* Introduce a 3-minute quick-write (or draw) prompt:

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***“Imagine it is the end of eighth grade. The Principal calls you up to speak at an assembly about what kind of impact you have had on the school. What would you say? How have you changed the school? What have you done that you are most proud of? Draw or write your ideas.”***

**STEP 3. Connect “Vision for the Future” to MOSAIC** *(3-5 min)*

* Have 2-3 students share their visions for the future from their journals.
* Ask follow-up questions like, ***“How will you reach this future?” “What will you need to do this year?”***
* Explain that MOSAIC is a time to work together as a class to develop the skills and plans to work toward a positive future.
* Say, ***“MOSAIC is about the journey toward becoming your best self so you can set and achieve goals that matter to you and to help make this a better school. We will be doing MOSAIC in grades 6, 7, and 8.”***

**STEP 4. Introduce Concept of a Mosaic** *(3-5 min)*

* Ask, ***“Who can tell me what a mosaic is?”***
* Show students the cover of the MOSAIC curriculum so they can see an example.
* Using students’ responses, define a mosaic.
	+ ***“Mosaic:***

***(1) A picture or pattern made from many small colored pieces of stone, tile, or glass***

***(2) A combination of different elements forming a coherent whole.”***

* Say something like this to describe the MOSAIC curriculum:
* ***“A mosaic has many small pieces that, when put together, make something larger and better than when all those pieces are separate.***
* ***“This class is like a mosaic and so is this school. Every piece is important and makes all of the other pieces stronger. The stronger and better each piece is, the stronger and better the MOSAIC is.***
* ***“We are going to be working together every day of this school year to become a strong mosaic.***
* ***“In our MOSAIC class, you will learn to be great problem solvers who can make our classroom, school, and community better.”***

**Day 2: *Theme and Throughline Sheet***

**STEP 1. Quickly Review MOSAIC** *(1-3 min)*

* Ask***, “Who remembers what a mosaic is?”***
* *Example responses:*
	+ A mosaic is a work of art made up of smaller, individual tiles.
	+ Our classroom is a team made up of different individuals.

**STEP 2. “Mastering Skills” and “Inspiring Character”** *(5-7 min)*

* Let students know that MOSAIC is also an acronym:
	+ **M**astering
	+ **O**ur
	+ **S**kills
	+ **A**nd
	+ **I**nspiring
	+ **C**haracter
* Post terms and definitions somewhere where students can see.
* Ask about the meaning of each of the main terms: ***“Who can tell me what …. means?”***
* Discuss what is meant by, “Mastering Skills”:
	+ ***“Skills are something you learn and get better at with practice.”***
		- ***“Playing an instrument, doing a sport, cooking, using a computer, and drawing are all skills. So are writing, doing math, and doing Lab work in science. And so is getting along with others, using self-control, being a teammate, and being a leader.”***
		- ***“These are all skills that everyone in our class can get better at— and you can help your classmates get better as well.”***
	+ ***“Mastering means to become really good at something.”***
	+ ***“In MOSAIC we are going to practice skills together so that you all can master the important skills that will help you get a job or go to college.”***
* Discuss what is meant by, “Inspiring Character”:
	+ ***“Inspiring means feeling like you want to do something better. People, ideas, or things can be inspiring.”***
	+ ***“Character is the way we want to be as our best self.”***
		- ***“Character is about who we are, how we want to act, and how we want others to see us.”***
		- ***“For example, being respectful towards others is part of many people’s character. Stand up if it’s part of yours. Okay, sit down.”***
		- ***“How about being responsible? Stand up again! Okay, sit down.*** [Repeat for others listed or ones you want to add] ***How about being diligent? How about being optimistic and hopeful? Being patient? Being forgiving? Appreciative of others? Persistent?”***
		- ***“How many of you have more than two of the things I mentioned? Please stand up.”***
	+ ***“When you stood up just now, those character traits are called virtues.”***
	+ ***“Virtues are character traits considered morally good or desirable in a person; the ideal or best way to act.”***
	+ ***“In MOSAIC, we will be inspiring character virtues in ourselves (and each other) so we can become our best self and this can become the best class and school we can possibly be.”***
* ***“Next let’s talk about how we are going to make our class into a MOSAIC.”***

**STEP 3. Introduce September Theme** *(2-3 min)*

* Explain that in MOSAIC, every month has a theme.
* The theme for September is “Why are we here? Finding Our Positive Purpose.”
* Say, ***“During the month of September we will get to know each other and create a classroom of individuals who can work together like a team and make each other better and stronger by being connected to each other.”***
* Emphasize, ***“You will also be working together on projects during the school year to help make the school better, and you will be in groups as part of different assignments in many classes. So it is important for us to work as a team.”***

**STEP 4. Introduce September Throughline Sheet** *(2-3 min)*

* Show students the Throughline Sheet for September and post it in the classroom.
* Say, ***“Everyone in our school is a part of MOSAIC. So, you will see this Throughline Sheet all around the school, in all of your classes!”***
* Explain, ***“The skills and virtues we work on in MOSAIC will help you in every part of your life. That’s why we have a Throughline Sheet. The Throughline Sheet reminds you of how you can use MOSAIC all day.”***
* Walk students through the Throughline Sheet for September, providing examples if you have time.
	+ - Be clear about what you want to accomplish today.
		- Act in a way that shows your character and your purpose.
		- Make your goals into SMART goals.
* Conclude by reminding students that becoming their “best self” will make the mosaic of this class and of the school stronger.

 **MOSAIC** SEPTEMBER THROUGHLINE

**Why are we here? Finding our positive purpose**

 **How can we incorporate MOSAIC**

 **into our class today?**

Be clear about what you want to accomplish today.

Act in a way that shows your character and your purpose.



Make your goals into SMART goals.

**Day 3: *Name Tents***

**STEP 1. Quickly Review MOSAIC Acronym** *(1-3 min)*

* Ask, ***“Who remembers what a MOSAIC stands for?”***
* Ask, ***“Who remembers what Mastering Skills means? Inspiring Character?”***
* Remember, skills and character virtues can be practiced and developed (something that is hard can get easier!)

**STEP 2. Provide Name Tent Instructions** *(2-3 min)*

* Remind students that September is about getting to know each other and creating a classroom that is good for teamwork.
* Read instructions:
	+ ***“1. Fold paper into a tent.***
	+ ***“2. Write your name on both sides.***
	+ ***“3. Add details around your name:***
		- ***Left, Top: Someone you admire***
		- ***Left, Bottom: Favorite book or movie***
		- ***Right, Top: How you relax***
		- ***Right, Bottom: One word that describes you.”***

**STEP 3. Students Create Name Tents** *(5-7 min)*

* Because you will not have time for every student to share their name tent with the whole class, circulate to learn more about your students as they create their tents.

**STEP 4. Share and Reflect** *(4-6 min)*

* Students can volunteer to explain their Name Tents.
* Notice students who are respectfully listening to their peers and point out how listening is an important part of building a fun, relaxing, and respectful classroom.
* *Example Reflection Questions:* (Ask one or more)
	+ ***What was the hardest/easiest detail to add?***
	+ ***What interesting information did you learn about others in the group?***
	+ ***What helped you listen most carefully to your classmates? What is necessary to be a good listener?***

**FOLLOW UP**

* To foster a supportive and safe classroom environment, refer to students by name and help students refer to each other by name.
* In future lessons about Positive Purpose, be sure to connect to students’ visions for the future from Day 1.

**VIRTUE & SKILLS**

Positive Purpose

&

Communication + Social Problem Solving

September Activity 2

***Introduction to***

***Positive Purpose***

*Days 4 to 8*

|  |  |
| --- | --- |
| **OBJECTIVE**Students will be able to define “Positive Purpose” and begin their journeys toward finding a Positive Purpose in life. | **MATERIALS*** Paper/MOSAIC journals
* Pens/pencils/crayons/markers
* Projector
* Internet (optional)
* MOSAIC Projector Display:
	+ Eunice’s Positive Purpose
 |
| **September Activity 2 Tips**1. When introducing Positive Purpose, feel free to incorporate examples from individuals in current events or in the local community who show a Positive Purpose. |

**“Introduction to Positive Purpose” Overview**

**Day 4: Positive Purpose Examples**

**Day 5: Defining Positive Purpose**

**Day 6: Classroom Norms**

**Day 7: Our Positive Purpose**

**Day 8: Our Class Mosaic**

**Day 4: *Positive* *Purpose Examples***

**STEP 1. Remind Students of September Theme** *(1-2 min)*

* Remind students that the September Theme is “Why are we here? Finding our Positive Purpose.”

**STEP 2. Show Positive Purpose Video** *(2-4 min)*

Show all or part of the video below *or* describe it using the alternate script below. (Full video = 2 minutes) ([**http://nytlive.nytimes.com/womenintheworld/2015/04/24/poet-10-from-the-slums-of-nairobi-enthralls-crowd-in-new-york-city-with-tearful-words/**](http://nytlive.nytimes.com/womenintheworld/2015/04/24/poet-10-from-the-slums-of-nairobi-enthralls-crowd-in-new-york-city-with-tearful-words/)**)**

**Alternate Script:**

***“Eunice Akoth (12 years old) grew up in the largest urban slum in Africa and attended the first all-girls school in Kenya. She wrote and performed a poem to inspire other children from difficult backgrounds to reach their dreams. She had tears streaming down her face as she performed her poem in a loud and emotional voice. She shouted her poem, ‘Every mighty king was once a crying baby! / Every great tree was once a tiny seed! / Every tall building was once in paper! / And so I dream my dream.’”***

**STEP 3. Small Groups: Eunice’s Positive Purpose** *(7-9 min)*

* Show the **MOSAIC Projector Display: Eunice’s Positive Purpose.**
* Assign students to small groups of 3-5 individuals.
* ******Students work in small groups to identify Eunice’s Positive Purpose and answer questions on the Projector Display.
* Students should write answers in their MOSAIC Journals.
* Circulate to help students answer questions:
	+ Do you think that Eunice has a Positive Purpose?
	+ What is it?
	+ How does her Positive Purpose help her?
	+ What kind of person do you think she is?

**STEP 4. Wrap-Up** *(3-5 min)*

* Summarize similarities and differences you noticed among the student groups.
* Notice successful group work and point out how the classroom is working on teamwork.

(MOSAIC Projector Display)

**September Activity 2**

**Eunice’s Positive Purpose**

Eunice Akoth (12 years old) grew up in the largest urban slum in Africa and attended the first all-girls school in Kenya. She wrote and performed a poem to inspire other children from difficult backgrounds to reach their dreams.



***“Every mighty king was once a crying baby!
Every great tree was once a tiny seed!
Every tall building was once in paper!
And so I dream my dream!”***

**Questions:**

* Do you think that Eunice has a Positive Purpose?
* What is it?
* How does her Positive Purpose help her?
* What kind of person do you think she is?

**DAY 5: *Defining Positive Purpose***

**STEP 1. Write Definition** *(3-5 min)*

* Briefly review Day 4 discussionwith students.

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* Ask students, **“*Write down what you think it means to have a Positive Purpose in your MOSAIC Journal.”***

**STEP 2. Pair** *(4-6 min)*

* Have students pair up and combine their ideas into one definition.

**STEP 3. Share** *(3-5 min)*

* Have students share definitions in large group.
* Highlight the following points about Positive Purpose:
	+ ***“Positive purpose answers the ‘Why’ questions about your life: ‘Why are we here?’ and ‘Why am I here?’”***
	+ ***“Positive Purpose also…***
		- ***“Describes what matters to you and what kind of person you want to be***
		- ***“Is a goal that is bigger than yourself***
		- ***“Gives you something to work toward***
		- ***“Is something we share with others because we can’t reach our Positive Purpose by ourselves.”***
	+ ***“Positive Purpose is important because it…***
		- ***“Gives your life meaning***
		- ***“Keeps you focused on what is important to you***
		- ***“Keeps you positively connected to others***
		- ***“Helps you become the person you want to be.”***

**STEP 4. Decide on Class Definition** *(3-5 min)*

* Work with your class to write a definition of Positive Purpose for your class.
* Write the definition on a piece of paper that will become the center of your “Norms Mosaic” (Days 6, 7, 8).
* Your class definition should follow this format:
	+ “Our MOSAIC class defines Positive Purpose as \_\_\_\_\_\_\_\_\_\_\_\_\_\_. We think Positive Purpose is important because \_\_\_\_\_\_\_\_.”

**DAY 6: *Classroom Norms***

**STEP 1. Explain Concept of “Norms”** *(2-3 min)*

* Ask if any students know the definition of “group norms.”
* Explain that, ***“Every group develops a pattern or habit of behaving with one another (“norm”) that can be positive or negative.”***
	+ *Examples:*
		- Positive norms examples
			* Listening to each other without interrupting
			* Treating each other with respect
		- Negative norms examples
			* Talking out of turn
			* Arriving late to class

 **STEP 2. Brainstorm MOSAIC Classroom Norms** *(3-7 min)*

* Brainstorm norms with entire class
* Encourage students to generate positively worded norms *(*e.g. change “Don’t call out” to “Wait your turn before speaking”)
* Write all norms on board/paper
* *Example Norms:*
	+ Respect privacy by not sharing other people’s business
	+ Participate in MOSAIC activities by listening and answering questions
	+ Speak to others as you would like them to speak to you.
		- *Note*: It’s okay to have a couple of negatively worded norms (”Don’t talk when someone else is talking…”) but most should be positive (“Raise your hand to share your thoughts…”)

**STEP 3. Decide MOSAIC Classroom Norms** *(4-7 min)*

* Read aloud each norm to the class.
* If anyone disagrees on the norm, it is removed from the list.
* Vetoed norms can be edited if students have a suggestion.
* If you feel important norms are missing, make the case for them and see if you can get agreement. But don’t force them now. Norms can be revisited and changed if the classroom is not working well. Then, you can use the examples of what has not been going well to make the case for the norms. In operating this way, you are strongly reinforcing student voice and decision-making.

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* Post the norms in the MOSAIC classroom, somewhere visible and permanent, and refer to them often to keep them in students’ minds. The “MOSAIC Norms” is a living document that also can be amended as needed.

**STEP 4. Reflect on Norms** *(3-5 min)*

* Reflect on both the norms that were chosen and on the process the classroom used to choose the norms.
* *Example Reflection Questions:*
	+ ***Why is it important that we all agree on these norms?***
	+ ***How will we keep each other accountable for sticking to these norms?***
	+ ***How will we decide if we need to change these norms or add something to our list?***
	+ ***What’s one norm we’ve already established as we’ve developed this set of rules?*** (Examples: working together, respectful listening, collaboration, etc.)

**DAY 7: *Our Positive Purpose***

**STEP 1. Connect Norms to Positive Purpose** *(1-2 min)*

* Say, ***“Positive Purpose describes why we are here—how do you think norms help us reach our Positive Purpose?”***
	+ *Example Responses:*
		- Norms help us reach our Positive Purpose because…
			* Norms help us respect others
			* Norms help everyone feel like they are an important part of a group
			* Norms help us work together and deal with conflict.

**STEP 2. Students Create Mosaic “Tiles” in Small Groups** *(12-13 min)*

* Tell students, ***“We are going to design a mosaic to display how each classroom norm helps us reach a positive classroom purpose.”***
* Count off students so that there is a small group of students for each classroom norm.
	+ *Note*: It is important to make groups different for each activity throughout, so students get used to working with diverse others.
* Provide 1 sheet of paper per group of students.
* Provide instructions:
	+ ***“Every group needs to do two things:***
		- ***1) Draw or write about a norm (draw a cartoon/image/words), and***
		- ***2) Show/describe one reason the norm is important to the classroom”***
	+ *Example:*
		- Norm: Don’t share other people’s business
		- Important because: People need to feel safe
* Use art materials (markers, etc.) as available/necessary.

**DAY 8: *Our Class Mosaic***

**STEP 1. Students Assemble Mosaic** *(10-12 min)*

* Students finish tiles, as needed.
* Once finished, ask groups to briefly present and place their parts on the mosaic.
* Assemble the norms tiles (tape together).

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* Collectively decide on a location to hang the mosaic.
	+ As a group, you can decide to hang it in the classroom or somewhere else in the school.
	+ Teachers may decide to have all classroom mosaics displayed in a central location in the school, or inside or outside of their classrooms, or by making copies of the mosaic, or some combination of these suggestions.

**STEP 2. Reflect on Class Mosaic** *(3-5 min)*

* Connect the mosaic tiles to the September theme of learning about each other and finding our Positive Purpose.
* *Example Reflection Questions:*
	+ ***What norms did you use as you worked together on your tiles?***
	+ ***What does this norm say about our classroom?***
		- *Example Response:* Our MOSAIC classroom is a respectful place where people trust each other.

**FOLLOW UP**

* Check in with students periodically to review the classroom norms, incorporating questions such as:
	+ How effective have these rules been in creating positive group norms?
	+ Is there anything we should change or add to make them better?
	+ How well have we been doing in holding ourselves and each other accountable for following the norms? Are there ways in which we could improve? How?
* Be sure to refer to the Throughline Sheet in your MOSAIC class, as well as in any other classroom you are in. If you do not see a Throughline Sheet in the classroom, follow up with the teacher or ask your MOSAIC instructional support team about it. Throughline Sheet reinforcement of MOSAIC skills and virtues is what helps transfer learning into academic and specials subject areas.

**VIRTUE & SKILLS**

Positive Purpose

&

Communication + Social Problem Solving

September Activity 3

***Setting Goals***

*Days 9 to 13*

|  |  |
| --- | --- |
| **OBJECTIVE**Students will identify their own Positive Purpose and set a SMART Goal to achieve by January.  | **MATERIALS*** Paper/MOSAIC journals
* Pens/pencils
* Projector
* MOSAIC Projector Displays:
	+ My SMART Goal
	+ My SMART Goal: Eunices’s Example
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| **September Activity 3 Tips**1. To encourage students to work toward their goals, highlight sustained effort instead of praising results or abilities.
2. Refer to Throughline Sheet when demonstrating SMART Goals.
3. One of the most critical parts of working toward goals is identifying and planning for barriers.
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**“Setting Goals” Overview**

**Day 9: Starting to Reach Our Positive Purpose**

**Day 10: Introduce SMART Goal**

**Day 11: Set SMART Goal**

**Day 12: SMART Goal Action Plan**

**Day 13: Share SMART Goals & Reflection**

**DAY 9: *Starting to Reach Our Positive Purpose***

**STEP 1. Relate Positive Purpose to Setting Goals** *(3-5 min)*

* Ask students for a definition of “Positive Purpose.”
* Highlight:
	+ ***“Positive purpose answers these questions:***
		- ***What matters to you?***
		- ***Why are we here?***
		- ***What do we want to accomplish?***
		- ***How do we want to act towards others?”***
* Ask students, ***“Have you found your own Positive Purpose in life?”***
	+ Make sure they understand it is okay if they do not know!
	+ Even if they don’t know their Positive Purpose, they should know how they want to be (what kind of person)as they journey toward finding their Positive Purpose.
* Ask students, ***“How do we reach our Positive Purpose?”***
	+ Ask for examples of how Eunice (Activity 2) may have reached her Positive Purpose of being an inspiration to kids who have difficult lives.
	+ Highlight the importance of setting goals.

**STEP 2. Circle-Up! (Active Listening)** *(6-10 min)*

* Say, ***“This activity will help us practice listening to each other and will help us get to know each other better.”***
* Emphasize, ***“You will also start to think about your own Positive Purpose.”***
* Provide “Circle-Up” instructions:
1. ***Students form 2 concentric circles (count off by 2s)***
2. ***Students walk slowly in their circles in opposite directions***
3. ***Say “Freeze!”***
4. ***Students find a partner (or 2 partners if odd number of students) in the other circle***
5. ***Students have 30 seconds to answer a prompt from the list below***
6. ***The student on the OUTSIDE shares their answer for 30 seconds while the student on the INSIDE is only allowed to listen.***
7. ***Then, the student on the INSIDE shares their answer for 30 seconds, while the student on the OUTSIDE listens.***
8. ***Repeat!***

*Circle-Up Prompts:*

* + ***1) What was the best thing you did this summer?***
	+ ***2) Describe something that is very important to you—this can be your own character trait, a family member, or an activity you do.***
	+ ***3) What is something you are proud of about yourself?***
	+ ***4) How do you hope others see you?***
	+ ***5) What is something you want to accomplish this year?***
	+ ***6) (As time permits, create your own!)***

**DAY 10: *Introduce SMART Goal***

**STEP 1. Connect Positive Purpose to Setting Goals** *(1-2 min)*

* Make sure students know that ***“a goal is something you want to accomplish.”***
* To reach your Positive Purpose *(*or *find* your Positive Purpose!), students need to set smaller goals along the way.

**STEP 2. Choose an Example to Practice SMART Goals** *(3-5 min)*

* Use examples generated from “Eunice’s Positive Purpose” to practice SMART Goals.
* Work with your class to select a sample “Positive Purpose” and goal for Eunice.
	+ *Example:*
		- Eunice’s Positive Purpose is, “to inspire others.”
		- Goals she may have set to reach her purpose:
			* I want to inspire others.
			* I want to be a leader for girls in Africa.
			* I want girls to look up to me.
			* I want to be a poet.
* Select one goal to practice together as a class in Step 3.

**STEP 3. Practice Setting SMART Goals** *(7-10 min)*

* Use the SMART Goal framework, listed below, to refine the goal chosen in Step 2.
* Specific

S

* Is the goal clear and specific?

MS

* Measurable
* How can this goal be measured?

AS

* Action Plan
* What small, specific actions must you take to achieve the goal?

RS

* Realistic
* Can you achieve the goal? Is it realistic?

TS

* Time
* What is the time frame for the goal?
* *Example SMART goal for Eunice:*
	+ I will write a poem about reaching my dreams (Specific and Measureable) and show it to the principal of my school (Action that is Realistic) in three weeks (Time).
* If you have time, you can have students follow this same process with another example goal either from Eunice or from a goal students have set for themselves.
* Help students see how each part of the SMART Goal will help them reach **their** goals. That is the point of goal setting: to accomplish what **you** want to accomplish.

**DAY 11: *Set SMART Goal***

**STEP 1. Students Set a SMART Goal** *(7-12 min)*

* Tell students they will be setting a SMART goal that is related to their Positive Purpose.

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* Students should write their responses in their MOSAIC journals so they can expand on their answers as needed and refer to goals later in the year.
* The **MOSAIC Projector Display: My SMART Goal** is a template.
* See the **MOSAIC Projector Display: My SMART Goal: Eunice’s Example** for a sample.
* The time-frame for all the goals should be by January of this school year.

**STEP 2. Circulate to make sure goals are SMART** *(7-12 min)*

* Pay particular attention to whether goals are specific and realistic.
* If time permits, have students peer review each other’s goals to make sure they are SMART goals.

***Directions.*** Set a SMART Goal to help you with your Positive Purpose*. This is just a guide-* write your full answers in your MOSAIC journal!

(MOSAIC Projector Display)

**September Activity 3**

**My SMART Goal**

1. **Day 11: Set a SMART Goal**

The kind of person I want to be is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am setting a SMART Goal to help me become the kind of person I want to be.

**My SMART Goal:** By January, I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**2. Day 12: Make a SMART Goal Action Plan**

I will take these steps to reach my goal:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My personal strengths to help me reach my goals are: \_\_\_\_\_\_\_\_\_.

If something goes wrong or I have difficulties, then I will: \_\_\_\_\_\_.

This is how my MOSAIC class can help me reach my goal: \_\_\_\_\_\_.

I will know that I reached my goal because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

After reaching my goal, I will feel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(MOSAIC Projector Display)

**September Activity 3**

**My SMART Goal: Eunice’s Example**

***Directions.*** Set a SMART Goal to help you with your Positive Purpose*. This is just a guide-* write your full answers in your MOSAIC journal!

1. **Day 11: Set a SMART Goal**

The kind of person I want to be is ***a role model for people my age who feel discouraged.***

I am setting a SMART Goal to help me become the kind of person I want to be.

**My SMART Goal:** By January, I will \_\_***write a poem to inspire other students my age and younger to reach their dreams***\_\_

**2. Day 12: Make a SMART Goal Action Plan**

I will take these steps to reach my goal:

1. ***\_\_keep a list of things that help me feel inspired when I feel down.***

2. \_ ***write a first draft of a poem to show my Language Arts teacher by the end of October\_.***

3. \_\_***revise my poem and show to my cousin who is a good writer by December.***

My personal strengths to help me reach my goals are: ***I am passionate!\_\_.***

If something goes wrong or I have difficulties, then I will: \_***Ask my cousin for help\_\_\_\_\_.***

This is how my MOSAIC class can help me reach my goal: \_***\_Tell me to keep trying when I feel like giving up on my poem.***

I will know that I reached my goal because: ***I will finish my poem and read it to my class. If they feel inspired, I did reach my goal.***

After reaching my goal, I will feel: \_\_***proud of myself!!\_\_\_\_\_\_\_***\_\_\_\_\_.

**DAY 12: *SMART Goal Action Plan***

**STEP 1. Students complete SMART Goal Action Plan** *(10-15 min)*

* Review Goal from Day 11.
* Point out that the “Action Plan” is the “A” in SMART Goals

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* Have students continue completing the **MOSAIC Projector Display: My SMART Goal** in their MOSAIC Journals.

**STEP 2. Circulate and help with Action Plan** *(10-15 min)*

* Students often have difficulty identifying potential barriers, but this is one of the most important parts of the action plan.
* Pay attention to whether student goals are measurable and can happen within the given time frame (by the end of January).

***Directions.*** Set a SMART Goal to help you with your Positive Purpose*. This is just a guide-* write your full answers in your MOSAIC journal!

(MOSAIC Projector Display)

**September Activity 3**

**My SMART Goal**

1. **Day 11: Set a SMART Goal**

The kind of person I want to be is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am setting a SMART Goal to help me become the kind of person I want to be.

**My SMART Goal:** By January, I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**2. Day 12: Make a SMART Goal Action Plan**

I will take these steps to reach my goal:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

My personal strengths to help me reach my goals are: \_\_\_\_\_\_\_\_\_.

If something goes wrong or I have difficulties, then I will: \_\_\_\_\_\_.

This is how my MOSAIC class can help me reach my goal: \_\_\_\_\_\_.

I will know that I reached my goal because:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

After reaching my goal, I will feel: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(MOSAIC Projector Display)

**September Activity 3**

**My SMART Goal: Eunice’s Example**

***Directions.*** Set a SMART Goal to help you with your Positive Purpose*. This is just a guide-* write your full answers in your MOSAIC journal!

1. **Day 11: Set a SMART Goal**

The kind of person I want to be is ***a role model for people my age who feel discouraged.***

I am setting a SMART Goal to help me become the kind of person I want to be.

**My SMART Goal:** By January, I will \_\_***write a poem to inspire other students my age and younger to reach their dreams***\_\_

**2. Day 12: Make a SMART Goal Action Plan**

I will take these steps to reach my goal:

1. ***\_\_keep a list of things that help me feel inspired when I feel down.***

2. \_ ***write a first draft of a poem to show my Language Arts teacher by the end of October\_.***

3. \_\_***revise my poem and show to my cousin who is a good writer by December.***

My personal strengths to help me reach my goals are: ***I am passionate!\_\_.***

If something goes wrong or I have difficulties, then I will: \_***Ask my cousin for help\_\_\_\_\_.***

This is how my MOSAIC class can help me reach my goal: \_***\_Tell me to keep trying when I feel like giving up on my poem.***

I will know that I reached my goal because: ***I will finish my poem and read it to my class. If they feel inspired, I did reach my goal.***

After reaching my goal, I will feel: \_\_***proud of myself!!\_\_\_\_\_\_\_***\_\_\_\_\_.

**DAY 13: *Share SMART Goals & Reflection***

**STEP 1. Students complete and share Action Plan** *(5-7 min)*

* Have students share their SMART goals and action plans in small groups.
* Prompt students to provide support and praise to each other as they learn about the goals of their classmates.

**STEP 2. Introduce Reflection** *(1-2 min)*

* Let students know that it’s important to reflect on what they have learned this month.

**STEP 3. Facilitate “Yay/Nay” Reflection Activity** *(3-5 min)*

* Bring students into a circle.
* Tell students they will answer questions about the September MOSAIC lessons using the word “Yay” or “Nay.”
* Have students raise their hands for “Yay” or “Nay”

*Example “Yay/Nay” Prompts:*

* Yay or Nay?
	+ ***I set a new SMART goal that I care about.***
	+ ***I got to know my classmates better this month.***
	+ ***My SMART goal is related to my Positive Purpose.***
	+ ***I do not know what my Positive Purpose is yet.***
	+ ***(Add your own prompts or have students ask questions!)***
* Summarize student responses and praise students for sharing what they have learned during MOSAIC in September.

**FOLLOW UP**

* Be sure to follow up with students periodically about their SMART Goals. Praise them for working toward goals and identify any barriers to working toward the goal. Setting SMART Goals is something you can encourage students to do throughout the school year as well as for goals they want to set outside of school.
* Consider creating your own MOSAIC class mechanism for regularly sharing successes in working toward these SMART Goals.
* You may want to incorporate more frequent reflection on SMART goals into your MOSAIC classes as a way to help students apply the virtues and skills to goals that are meaningful to the students.
* While it is useful to identify barriers, it is also important to Notice Successes! Point out the successes—including and especially small positive steps toward successes—that you see students have as they work toward their goals. Help your class get in the habit of noticing successes by sharing their own successes and sharing successes they have seen in other students.