September

*Why Are We Here?*

*Finding Our Positive Purpose*

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Year 2

**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.

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Make your goals into SMART goals.

**MOSAIC in September**

Year 2 Curriculum

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

**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: Respectful Classroom Mosaic

Day 8: Our Class Mosaic

**September Activity 3: Setting Goals**

Day 9: Starting to Reach Our Positive Purpose

Day 10: Review SMART Goal

Day 11: Set SMART Goal

Day 12: Time Management

Day 13: Time Tracking and Reflection

September Activity 1

**Introduction to MOSAIC**

Days 1 to 3

**VIRTUE & SKILLS**

Positive Purpose

&

Communication + Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will connect the MOSAIC program to a positive vision of their future. | **MATERIALS**   * MOSAIC journals/notebooks for each student, to be used for three years * 1 piece of paper/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. | |

**“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 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 get to know them better, help them get to know one-another better, and give them the 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: “Advice for Middle School”** *(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 this year. The Principal calls you up to speak at an assembly to give advice to the younger students in the school. What would you say? What have you learned? What do you think 6th graders need to know? Draw or write your ideas.”***

**STEP 3. Connect “Advice for Middle School” to MOSAIC** *(3-5 min)*

* Have 2-3 students share their “Advice for Middle School.”
* Ask follow-up questions like, ***“How did you learn this?” “Why is this important for middle school students?”***
* Explain that MOSAIC is a time to work together as a class to develop the skills and plans to work toward having a successful year in middle school.
* Say, ***“MOSAIC is about the journey of becoming your best self so you can set and achieve goals that matter to you and to help make this a better school. This school 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. Be sure to ask students what they remember about MOSAIC from last year as you introduce the “mosaic” concept.
* 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 where students can see them.
* 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 art are all skills. So are writing, doing math, and doing lab work in science. And so is getting along with others, 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.”*** 
    - Ask, ***“Who is someone you find inspiring? [family member, public figure like Martin Luther King, Jr., an entertainer or athlete]”***
    - ***“Why are they inspiring?”***
    - ***“How do they make you want to be better when you think about them?”***
    - ***“Are there any ideas or things that have happened that inspire you?”***
    - *Examples:*
      * ***“Some people are inspired by what Rosa Parks did, when she refused to give up her seat on the bus and go to the back just because she was Black.”***
      * ***“Some people are inspired by great soccer players in the World Cup or Olympics.”***
      * ***“Some people are inspired by a great musical group or a great band, so they start to write their own music.”***
    - ***“Inspiration shows us that we can be better if we work hard and build our skills.”***
  + ***“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.”***
* Describe what is meant by “Virtues”:
  + ***“Our character has many different parts that all together make up who we are and how we act. These parts are called virtues.”***

* + ***“Virtues are parts of our character 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.”***
* 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.

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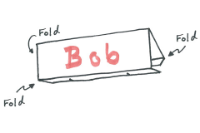
Make your goals into SMART goals.

**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 who inspires you.***
    - ***Left, Bottom: Favorite book or movie.***
    - ***Right, Top: How you relax.***
    - ***Right, Bottom: How a friend would describe 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 did you learn about someone that you did not know before?***
  + ***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’ advice for middle school from Day 1.

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| --- | --- |
| **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 * Projector * MOSAIC Projector Display:   + Malala’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. 2. See the full biography article about Malala Yousafzai here:   [**http://www.biography.com/people/malala-yousafzai-21362253#targeted-by-the-taliban**](http://www.biography.com/people/malala-yousafzai-21362253#targeted-by-the-taliban) | |

**VIRTUE & SKILLS**

Positive Purpose

&

Communication + Social Problem Solving

Solving

September Activity 2

***Introduction to***

***Positive Purpose***

*Days 4 to 8*

**“Introduction to Positive Purpose” Overview**

**Day 4: Positive Purpose Examples**

**Day 5: Defining Positive Purpose**

**Day 6: Classroom Norms**

**Day 7: Respectful Classroom Mosaic**

**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)*

* Tell the story of Malala Yousafzai:

***“Malala Yousafzai was the youngest person ever to win the Nobel Peace Prize. Malala grew up in Pakistan, where the Taliban was attacking girls’ schools. She performed a speech when she was eleven years old that was titled, ‘How dare the Taliban take away my basic right to education?’ She spoke out more and more and eventually her life was threatened by the Taliban. When she was fifteen she was shot in the head by the Taliban, but she made a remarkable recovery. She cannot go back to Pakistan, but she continues to give speeches and inspire others and fight for education for girls. She has said, ‘Education is neither eastern nor western. Education is education and it's the right of every human being.’”***

* Show the video of Malala accepting the Nobel Peace Prize:

(<https://www.youtube.com/watch?v=C3lyymTRVKw> (video length 2:30)

**STEP 3. Small Groups: Malala’s Positive Purpose** *(5-7 min)*

* Show the **MOSAIC Projector Display: Malala’s Positive Purpose.**
* Assign students to small groups of 3-5 individuals.
* Students work in small groups to identify Malala’s Positive Purpose and answer questions on the Projector Display.
* Students should write answers in their MOSAIC journals.
* Circulate to help students answer the questions:
  + Do you think that Malala 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**

**Malala’s Positive Purpose**

*Malala* *Yousafzai grew up in Pakistan, where the Taliban was attacking girls’ schools. She spoke out more and more about the importance of education for girls. Eventually her life was threatened by the Taliban. When she was fifteen, she was shot in the head by the Taliban, but she made a remarkable recovery. She cannot go back to Pakistan, but she continues to give speeches and inspire others and fight for education for girls.*



***“Education is neither eastern nor western.***

***Education is education and it's the right***

***of every human being.”***

**Questions:**

* Do you think that Malala 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.
* Remember that having a Positive Purpose might mean something different to a teenager than it does to an adult.
* Tell students, ***“For this activity, think about what you think it means to have a Positive Purpose. Do not worry about what you think I want you to say.”***
* For students who have had MOSAIC before, ask them to think about how their ideas about Positive Purpose have changed.

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* Tell students to write their definition of Positive Purpose in their MOSAIC Journals.

**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 a 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.
* 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:*

1. Respect privacy by not sharing other people’s business
2. Participate in MOSAIC activities by listening and answering questions
3. 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 a 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 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.)
  + ***How do norms help us reach our Positive Purpose?*** (Examples: help us show respect and include others)

**DAY 7: *Respectful Classroom Mosaic***

**STEP 1. Students Respond to Prompt** *(2-3 min)*

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* Tell students to answer this prompt in their MOSAIC Journal:
  + ***“I feel respected when…”***

**STEP 2. Connect Respect to Positive Purpose** *(4-6 min)*

* Have 2-3 students share their answers.
* Say, ***“In MOSAIC, we work together in small groups and as a class to find our individual and classroom Positive Purpose.”***
* Say, ***“When we work together, we say that it’s important to respect each other, but what does that mean? What does respect look like?”***
* *Example Discussion Questions:*
  + ***What do you think respect means?***
  + ***How do you know when you’ve been disrespected?***
  + ***Does respect mean the same thing to all the students in this classroom? Why or why not?***

**STEP 3. Students Create Mosaic “Tiles” in Small Groups** *(6-9 min)*

* Tell students, ***“We are going to design a mosaic to show how each of us in our classroom feels respected.”***
* Place students in small groups of 3-4 students.
  + *Note:* It is important to make groups different for each activity, so students get used to working with diverse others!
* Provide 1 sheet of paper per group of students and art materials (markers, etc.) as available/necessary.
* Provide instructions: ***“Each group will draw or write about what makes each of them feel respected.”***

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

**STEP 1. Students Assemble Mosaic** *(8-12 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** *(3-7 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.
  + ***What did you learn about how other people like to be respected?***
  + ***How has this activity changed how you think about respect?***
  + ***Based on what we learned during the respect activity, are there any norms we should add to our classroom list?***

**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 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: Malala’s Example   + Tracking with a Partner   + A Day in the Life of… |
| **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. | |

**“Setting Goals” Overview**

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

**Day 10: Review SMART Goal**

**Day 11: Set SMART Goal**

**Day 12: Time Management**

**Day 13: Time Tracking and 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 about how Malala (previous Activity) reached her Positive Purpose of fighting for girls’ rights to education.
  + 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 who has a birthday closest to their own birthday***
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 your favorite thing you did this summer?***

* + - ***2) Describe a thing that is very important to you.***
    - ***3) Describe a person who is very important to you.***
    - ***3) How do you hope teachers in the school see you?***
    - ***4) How do you want your classmates to see you?***
    - ***5) What is something you want to accomplish this year?***
    - ***6) (As time permits, create your own!)***

**Day 10: *Review SMART Goals***

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

* Determine what students remember about SMART goals.
* Make sure students know that ***“a goal is something you want to accomplish.”***
* To reach their 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 “Malala’s Positive Purpose” to practice SMART Goals. If students remember how to set SMART goals from the previous year, you may not need to provide as much guidance. Those who remember it well can help those for whom this might be new.
* Work with your class to select a sample “Positive Purpose” and goal for Malala.
  + *Example:*
  + Malala’s Positive Purpose is to “fight for the right to education.”
  + Goals she may have set to reach her purpose:
    - * I want to inspire others to get an education.
      * I want to be a leader for girls of the world.
      * I want peace in the world.
* Select one goal to practice together as a class.

**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 Malala:* 
  + I will **write a speech** about **education for girls** (**specific** and **measureable**) and email the speech to the principal of my school (**action** that is **realistic**) in three weeks (**time**).
* If you have time, you can follow this same process with another example goal either from Malala, from a goal you have set for yourself, or from a student’s goal.
* Help students see how each part of the SMART Goal will help them reach their goals.

**Day 11: *Set SMART Goal***

**STEP 1. Students Set a SMART Goal** *(5-8 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: Malala’s Example** for a sample.
* The time-frame for all the goals should be by January of this school year.
* Circulate as students work to make sure goals are SMART.

**STEP 2. Students complete SMART Goal Action Plan** *(7-10 min)*

* 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 3. Circulate and help with Action Plan** *(7-10 min)*

* Students often have difficulty identifying potential barriers, but this is one of the most important parts of the action plan.
* Also pay attention to whether student goals are measurable and can happen within the given time frame (by January).
* Students can peer review SMART goals and Action Plans as time permits.

***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. **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. 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: \_\_\_\_\_\_.

My MOSAIC class can help me reach my goal by: \_\_\_\_\_\_.

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

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

***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: Malala’s Example**

1. **Set a SMART Goal**

The kind of person I want to be is ***a role model for girls who can’t get an education.***

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 speech to inform the world of the problem that girls are facing all over the globe: they can’t get their basic right to education.***

**2. Make a SMART Goal Action Plan**

I will take these steps to reach my goal:

1. ***\_\_research all the countries that prevent girls from going to school.***

2. \_ ***write a first draft of my speech to show my Principal by October\_.***

3. \_\_***revise my speech and show to my family 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 family for advice.***

My MOSAIC class can help me reach my goal by: ***Telling me to keep trying when I feel like giving up on my dream.***

I will know that I reached my goal because: ***I will finish my speech and read it to important people at the United Nations. If they feel inspired, I reached my goal.***

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

**Day 12: *Time Management***

**STEP 1. Students Complete SMART Goal** *(2-4 min)*

* Allow students to complete their SMART Goals and Action Plans as needed. Students can also work on these at home.

**STEP 2. Current Strategies for Time Management** *(2-4 min)*

* Discuss how students usually manage their time to reach their goals.
* *Example Discussion Questions:*
  + ***If you have a very time consuming task, like a big project for school, how do you make sure you get it done?***
  + ***If you don’t have much time to do your homework, how do you get everything completed?***
  + ***If you are having trouble in school or in an after school activity, how do you make the time to practice so you can get better at it?***

**STEP 3. Introduce “Time Tracking”** *(2-3 min)*

* Make sure students understand the connection between managing their time and reaching their SMART goals. Explain that, like many skills in MOSAIC, it takes practice to become good at time management.
* Share your own stories of how you have managed your time to reach your goals.
* Explain, ***“To be able to change how we spend our time working on our SMART goals, we have to first figure out how we are spending our time right now. To do this, we will learn a skill called ‘Time Tracking.’”***
* ***“Time Tracking is the skill of writing down things that happen throughout your day.”***
* ***“Time Tracking will help us find these patterns about how we are spending our time. Are we leaving enough time to do homework? Are we spending too much time playing video games?”***

**STEP 4. Practice Time Tracking with a Partner** *(3-5 min)*

* Divide students into pairs.
* Show **MOSAIC Projector Display: Tracking with a Partner** and have student volunteers read aloud the instructions.

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* + Instructions:
    1. ***Draw a chart in your MOSAIC Journal with three columns: Time of Day, What I Did, and What Goal Did It Help With?***
    2. ***Interview your partner about what activities they did yesterday afternoon (from after school until dinner) and write this down.***

* + 1. ***Write down what goals each activity related to and why you think that.***
* Set timer for 3 minutes and allow students to work on the activity.

**STEP 5. Explain “A Day in the Life of…” Time Tracking** *(2-4 min)*

* Show **MOSAIC Projector Display: A Day in the Life of…**
* Ask for student volunteers to read the instructions at the top.
  + Instructions:

1. ***Draw a chart on a loose piece of paper with three columns: Time of Day, What I Did, and What Goal Did It Help With?***
2. ***Take the chart with you.***
3. ***For the rest of the day, fill out this chart.***
4. ***Bring this completed chart with you to your next MOSAIC Class!***

* ***NOTE: If you can’t connect an activity to a goal, write down why you think you did the activity!***
* Help students make “A Day in the Life of…” tracking sheets by providing a piece of blank paper. Completed logs can be stored in their MOSAIC Journals.

**Directions:**

(MOSAIC Projector Display)

**September Activity 3**

**Tracking with a Partner**

1. Draw a chart in your MOSAIC Journal with three columns: Time of Day, What I Did, and What Goal Did It Help With? (Like the chart below)
2. Interview your partner about what activities they did yesterday afternoon (from after school until dinner) and write this down.
3. Write down what goals each activity related to and why you think that.

NOTE: If you can’t think of a goal that that activity is connected to, write down why you think that is!

|  |  |  |
| --- | --- | --- |
| **Time of Day** | **Activity I Did** | **What Goal Did It Help With?** |
|  |  |  |

**Directions:**

(MOSAIC Projector Display)

**September Activity 3**

**A Day in the Life of…**

1. Draw a chart on a loose piece of paper with three columns:

* Time of Day, What I Did, and What Goal Did It Help With? (Like the chart below)

1. Take the chart with you.
2. For the rest of the day, fill out this chart.
3. Bring this completed chart with you to your next MOSAIC Class!

NOTE: If you can’t think of a goal that that activity is connected to, write down why you think that is!

|  |  |  |
| --- | --- | --- |
| **Time of Day** | **Activity I Did** | **What Goal Did It**  **Help With?** |
|  |  |  |

**Day 13: *Time Tracking and Reflection***

**STEP 1. Share Time Tracking** *(4-6 min)*

* Ask students to take out their “A Day in the Life of…” tracking sheets that they completed for homework.
  + TIP: If a student did not complete the homework, ask them to work on completing the chart retrospectively, thinking back to how they spent their time the day before.
* Help students to calculate the percentage of time they spent on activities related to their SMART goal (refer to the specific goal set during Day 11).
* Have 2-3 students share their observations.

**STEP 2. Plan for Change** *(4-6 min)*

* Explain to students, ***“The first step to changing the way you spend your time is tracking what you are currently doing. Congratulations on completing step one! The next step is to find the places where you could change your activities to be more in line with your goals.”***
* Ask students to take 30 seconds to circle an activity on their chart that they might want to change to be more in line with their SMART goal.
* Explain, ***“In order to meet your long- and short-term goals, the second step is to think of a way to change how you spend your time. Now, think of another activity you could have done during the time you circled on the Time Tracking sheet, and write it down.”***
* ******Give students 30 seconds to write down the alternate activity.
* Say, ***“The third step to changing your behavior is to plan ahead how you can spend your time to be in line with your goals. In your MOSAIC Journal, write down a time you can do an extra activity that is connected to your career interests in the next week. In your calendar or planner, write down the activity on the day and time you plan to do it.”***

**STEP 3. Introduce Reflection** *(1-2 min)*

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

**STEP 4. Facilitate “Yay/Nay” Reflection Activity** *(3-4 min)*

* Bring students into a circle.
* Tell students they will answer questions about the September 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.
* 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 having 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.
* Consider creating your own MOSAIC class mechanism for regularly sharing successes in working toward these SMART Goals.
* Consider creating a “Classroom SMART Goal” for the month or for the marking period. Examples might include being more respectful of each other or including others during group work.
* Help students use the “Time Tracking” skill to manage their time spent on fun, on family and housework, and schoolwork. Check-in to see if students were able to implement their Time Tracking change.

**Directions:**

(MOSAIC Projector Display)

**September Activity 3**

**A Day in the Life of…**

1. Draw a chart on a loose piece of paper with three columns:
   1. Time of Day, What I Did, and What Goal Did It Help With? (Like the chart below)
2. Take the chart with you.
3. For the rest of the day, fill out this chart.
4. Bring this completed chart with you to your next MOSAIC Class!

NOTE: If you can’t think of a goal that that activity is connected to, write down why you think that is!

|  |  |  |
| --- | --- | --- |
| **Time of Day** | **Activity I Did** | **What Goal Did It**  **Help With?** |
|  |  |  |