September

*Why Are We Here?*

*Finding Our Positive Purpose*



Year 3

**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 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.***

**September Activity 1: Introduction to MOSAIC**

Day 1: Review of MOSAIC

Day 2: Theme and Throughline Sheet

Days 3-4: Who am I Grids

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

Day 5-6: Positive Purpose Examples

Day 7: Classroom Norms

Day 8: Defining Positive Purpose

**September Activity 3: Setting Goals**

Day 9: Starting to Reach Our Positive Purpose

Day 10: Review SMART Goals

Day 11: Set SMART Goal

Day 12: SMART Goal Action Plan

Day 13: Share SMART Goals & Reflection

September Activity 1

**Review of MOSAIC**

Days 1 to 4

**VIRTUE & SKILLS**

Positive Purpose

&

Communication + Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**Students will connect the MOSAIC program to a positive vision for their future. | **MATERIALS*** MOSAIC Journals
* Crayons/markers
* MOSAIC Projector Display:
	+ Who am I?
 |
| **September Activity 1 Tips**1. Please be alert for handouts that need to be prepared in advance of the lessons. You also can adjust lessons to allow for handouts to be integrated into students’ MOSAIC Journals
2. If you have students who were previous participants in MOSAIC, it will be valuable to give them a chance to recall various concepts before summarizing/reinforcing students’ understanding with the points outlined in the lesson plans. This also will help you judge the extent and accuracy of their recollections. We will mention these reviews at times but this is a general instructional consideration in the Year 3 curriculum.
3. 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 tailor the MOSAIC lessons for your classroom.
4. Make your own “Who Am I?” Grid for Days 3/4.
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**“Review of MOSAIC” Overview**

**Day 1: Review of MOSAIC**

**Day 2: Theme and Throughline Sheet**

**Day 3-4: Who Am I Grids**

**DAY 1: *Review of MOSAIC***

**STEP 1. Review 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]***. Some of you have already had MOSAIC and together, we will review it and introduce it to those new to our school.”***

**STEP 2. Review Concept of a Mosaic** *(3-5 min)*

* Let’s review: ***“What is a mosaic?”***
* Show students the cover of the MOSAIC curriculum so they can see an example. Consider also showing examples of mosaics from the internet.
* 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.”***

* Ask, ***“For our class/advisory, what does MOSAIC stand for?”***
* ***“Mastering Our Skills And Inspiring Character”***
* ***And what is the connection between a mosaic, our MOSAIC program, and this class/advisory and our school?***
* Emphasize something like this to describe the connection:
* ***“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.”***

* Why are we doing MOSAIC this year, especially for 8th graders?
	+ 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, and prepare them for high school, college, careers, and being better in life. Because they are doing the third year MOSAIC curriculum, MOSAIC will have a somewhat different structure than previous years, with more projects, more activities that extend over a few lessons, and more emphasis on Students Taking Action Together to make the world a better place.
	+ Show enthusiasm for working together and getting to know the class.

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

* Distribute or have students get out their MOSAIC Journals.
* Introduce a 3-minute quick-write (or draw) prompt:
* ***“Imagine it is the end of your eighth grade year. 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? What has been your purpose in being in school? Draw or write your ideas.”***

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

* Have 2-3 students share their visions for the future.
* Ask follow-up questions like, ***“How will you reach this future?” “What will you need to do this year?”***
* Explain that no matter what has happened in past years, what they do this year matters most.
* Say, ***“MOSAIC is a time to work together as a class to develop the skills and plans to work toward your Positive Purpose in the future, achieve goals that matter to you, and to help make this a better school.”***

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

**STEP 1. “Mastering Skills” and “Inspiring Character”** *(5-7 min)*

* MOSAIC stands for:
	+ **M**astering
	+ **O**ur
	+ **S**kills
	+ **A**nd
	+ **I**nspiring
	+ **C**haracter
* Ask about the meaning of each of the main terms: ***“Let's review what each of these terms means.”***
* Discuss what is meant by, “Mastering Skills.” If you have students who participated in MOSAIC previously, you can ask first what each aspect of MOSAIC means and then reinforce with the points below:
	+ ***“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 inspire us to want to do something special or creative or important.”***
	+ ***“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.”***

* + - ***“Character is what is in our minds, our hearts and what we do with our hands. Our character is about how we think, feel, and act.”***
		- ***“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.”***
	+ **Ask: *“Who remembers another word for the character traits you were just standing up for?... They 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.”***

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* Have students create a visual describing MOSAIC and what it stands for to post somewhere in the classroom.

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

* Remind students 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 3. 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 3-4: *Who Am I Grids***

**STEP 1. Provide Directions for “Who Am I?” Grids**

* You can display this on the MOSAIC projector and have your students draw it.
* Directions:
	+ Write your name in the middle of a piece of paper (or in MOSAIC Journal)
	+ Create four sections on the paper.
	+ Then add this information on the grid:
		- Top Left: What is some social issue or problem that you care deeply about?
		- Top Right: Who are two of your heroes/heroines, living or past?
		- Bottom Left: What if you could be whatever you wanted to be?"
		- Bottom Right: Your favorite musicians, artists, poets, dancers, athletes, or writers

**STEP 2. Students Create Their Grids** *(2-3 min)*

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

**STEP 3. Share and Reflect** *(8-10 min)*

* Ask every student to share a hero and/or someone from the bottom right. Give them the chance to “pass” if they wish.
* Ask, ***“In what ways are you inspired by the people you mentioned?”***
* Then ask, ***“How do you think they accomplished what they have accomplished?”***
* Consider sharing who YOU find inspiring and why, perhaps who inspired you to become an educator.
* Help students understand how important it is to have inspiration, especially when we hit challenges and difficulties in our lives.
* Ask students if they have ever heard of the “North Star.”
* Use their responses as you can to make this point:
	+ ***“Before there was radar or any kind of electronic equipment on boats, sailors who were lost would look up to the sky to find the North Star—it is an extremely bright start that lies nearly in a direct line with the axis of the***[***Earth***](https://en.wikipedia.org/wiki/Earth)***'s rotation "above" the North Pole. It stands almost motionless in the sky, and all the stars of the northern sky appear to rotate around it. No matter where you are, you know where “north” is, and then you can adjust your course.”***
	+ ***“The North Star helps you find your way no matter what else is going on. The same is true for those who inspire us to find and follow our sense of purpose. Their example and inspiration keep us on track.”***
* Next, ask for volunteers to share their bottom left box. “***I am asking you to share this because going to school is supposed to help you become what you want to be, and you have to use school wisely for that purpose. Not only that, we have to help each other become what we want to be. Only by supporting each other can each of us be successful.”***
* Finally, ask students to share, if they wish, the social issue they mentioned***. “We all have to have something we care about besides ourselves. That is what gives us great character.”***  Discuss the issues as you see best, depending on what they say.
* Notice students who are respectfully listening to their peers and point out how listening is an important part of being successful in anything in life, in or out of school.
* *Example Reflection Questions:* (Ask one or more)
	+ ***What was the hardest/easiest to share?***
	+ ***What did you learn that was most surprising?***
	+ ***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.
* Post the grids for a few days so students can learn about those who did not get a chance to share.
* In future lessons about Positive Purpose, be sure to connect to students’ visions for their future positive purpose from Day 1.
* Use students’ future positive purpose statements to help them reflect on their behavior throughout the year, especially as the school year starts, with regard to whether they are acting in support of, or divergent from, their future positive purpose.

(MOSAIC Projector Display)

**September Activity 1**

**Who Am I?**

|  |  |
| --- | --- |
| **What is some social issue or problem that you care deeply about?** | **Who are two of your heroes/heroines, living or past?** |
| **What if you could be whatever you wanted to be?** | **Your favorite musicians, artists, poets, dancers, athletes, or writers.** |

Your Name

September Activity 2

**Introduction to**

**Positive Purpose**

Days 4 to 8

**VIRTUE & SKILLS**

Positive Purpose

&

Communication + Social Problem Solving

|  |  |
| --- | --- |
| **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:
	+ Dr. King’s Blueprint for reaching your 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 5-6: Positive Purpose Examples**

**Day 7: Classroom Norms**

**Day 8: Defining Positive Purpose**

**Day 5-6: *Positive* *Purpose Examples***

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

* Say, ***“Our theme for September is ‘Why are we here? Finding our Positive Purpose.’ I am going to show you a 20-minute video featuring Martin Luther King, Jr., speaking at Barratt Junior High School/Middle School, Philadelphia, October 26, 1967.”***
* ***“It’s called, ‘What is your life’s blueprint?’ He is using the idea of a blueprint exactly as we use the idea of asking, ‘What is your Positive Purpose?’”***
* ***“He is speaking specifically to an African-American group of students but his message is equally true for any and every group, members of every religion.”***

**STEP 2. Show Video** *(20 min)*

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

* NOTE: You can start at 3:20 to save a little time; you can decide if you are going to show the entire video or split it up across two meetings. It is so powerful that if you show it for all of your class time in one meeting, your students will remember it for the next time.

**STEP 3. Dr. King’s Advice for Creating Your Blueprint** *(7-9 min)*

* Show the **MOSAIC Projector Display: How To Create Your Positive Purpose Blueprint.**
* The Projector Display includes these quotations:
* ***“A deep belief in your own dignity, your own worth, and your own somebodiness. Don’t allow anybody to make you feel that you are nobody. Always feel that you count.”***
* ***“Achieve excellence in your various fields of endeavor. You are going to be deciding as the days and years unfold what you will do in life. What your life’s work will be. And once you discover what it will be, set out to do it and to do it well.”***
* ***“A commitment to the internal principles of beauty, love, and justice. Don’t allow anybody to pull you so low as to make you hate them. Don’t allow anybody to cause you to lose your self-respect to the point that you do not struggle with justice.”***
* Assign students to small groups of 3-5 individuals.
* Have students work in small groups to discuss Dr. King’s recommendations and add their own refinements and suggestions.



* Students should write answers in their MOSAIC Journals.
* Circulate to help students answer questions:
	+ ***What question would you ask Dr. King if you could?***
	+ ***Do you think his message should be changed for the present time? For those of you who are not African American?***

**STEP 4. Wrap-Up and Reinforce Focal Skills** *(3-5 min)*

* Notice successful group work and point out the specific good communication skills you saw students using and any examples of good problem solving that groups used when they ran into any difficulties or uncertainties (such as how to make sure everyone had an equal chance to participate and be respected).

(MOSAIC Projector Display)

**September Activity 2**

**Dr. King’s Blueprint for Reaching Your Positive Purpose**

1. **“A deep belief in your own dignity, your own worth, and your own somebodiness. Don’t allow anybody to make you feel that you are nobody. Always feel that you count.”**
2. **“Achieve excellence in your various fields of endeavor. You are going to be deciding as the days and years unfold what you will do in life, what your life’s work will be. And once you discover what it will be, set out to do it and to do it well.”**
3. **“A commitment to the internal principles of beauty, love, and justice. Don’t allow anybody to pull you so low as to make you hate them. Don’t allow anybody to cause you to lose your self-respect to the point that you do not struggle with justice.”**

**DAY 7: *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.
* Ask, ***“Why do we need Classroom Norms?”***
	+ Be sure to point out that everything that happens in school requires teamwork, cooperation, working together, and the Classroom Norms are like our “North Star” to make sure we are working with each other in respectful, productive ways.
	+ We cannot reach our individual or shared purposes if we don’t have a way of working together positively.

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

* ***“What are some norms that worked well in your other classes or other groups you have been part of, that you think would work well in our 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.)
* Close by commenting realistically on how the class communicated with each other and dealt with disagreements. If the process was not smooth, indicate that these are areas you will all work on and that you are sure they will learn to work better together in the coming weeks.

**DAY 8: *Defining Positive Purpose***

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

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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. Remind them to use the Classroom Norms as they work together.

**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 and have students make a poster out of it.
* Post it outside your classroom (or in a common hallway with those of other classes) so others can see it. In your class definition, include your class’s name and follow this format:
	+ “Our MOSAIC class defines Positive Purpose as \_\_\_\_\_\_\_\_\_\_\_\_\_\_. We think Positive Purpose is important because \_\_\_\_\_\_\_\_.”

**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 monthly Throughline Sheet in a classroom, follow up with the teacher or ask your MOSAIC instructional support team in your school about it. *Throughline Sheet reinforcement of MOSAIC skills and virtues is what helps transfer learning into academic and specials subject areas.*

September Activity 3

**Setting Goals**

Days 9 to 13

**VIRTUE & SKILLS**

Positive Purpose

&

Communication + Social Problem Solving

***Setting Goals***

Days 9 to 13

|  |  |
| --- | --- |
| **OBJECTIVE**Students will identify their own Positive Purpose and set a SMART Goal.  | **MATERIALS*** Paper/MOSAIC journals
* Pens/pencils
* Projector
* MOSAIC Projector Displays:
	+ My SMART Goal
	+ My SMART Goal: 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 the 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: Review SMART Goals**

**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, ***“We have been talking about the importance of Positive Purpose as a way to guide our lives. 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, ***“What is the importance of setting goals as a way to help us reach our Positive Purpose?”***
	+ Use the example of a ladder or staircase. Draw it on the board. Show that if our purpose is to get to the top, we cannot do so without taking smaller steps. Those steps are our goals. By always setting and achieving small goals, we get to where we want to go, and move toward our Positive Purpose. Help students see that many accomplishments in life, such as graduating from high school, getting into college, succeeding in a sport or hobby, also benefit from taking smaller steps, defined by goals along the path.

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

* Say, ***“Because we will always have to work with others in order to set and reach goals, we have to work on the communication skill of listening carefully and accurately to one-another. This activity will help us practice listening skills.”***
* 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) Where do you think you might want to go to college?***
		- ***2) If you were given $5 million to use to help other people, what would 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: *Review SMART Goals***

**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 an example from your own life to help students practice SMART Goals.
* Select a sample “Positive Purpose” and goal based on why you became an educator.
	+ *Example:*
		- Your Positive Purpose is, “to inspire children” or “to help children learn to be better people.”
		- Goals you may have set to reach your purpose:
			* I want to learn how to teach.
			* I want to be a role model for my students.
			* I want my students to look up to me.
			* I want to be a an expert in a particular subject area.
* Select one of these broad goals to practice together as a class turning it into a SMART, manageable, initial goal.

**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:*
	+ I will volunteer to become a tutor (Specific and Measureable) by speaking with my teacher or the Vice-Principal about how I can do this (Action that is Realistic) before the end of the week (Time).
* If you have time, you can follow this same process with another example 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** *(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: Example** for a sample. NOTE: This is the sample SMART Goal from Eunice (Year 1 Curriculum).
* The timeframe 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 person I want to be is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am setting a SMART Goal to help me become the 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***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: Example**

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

The 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 person I want to be.

**My SMART Goal:** By January, I will \_\_***write a poem or create artwork 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. \_ ***do a first draft of a poem to show my teacher by the end of October.***

3. \_\_***revise my poem/artwork and show to my cousin who is a good writer/artist 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/artwork.***

I will know that I reached my goal because: ***I will finish my poem/artwork and read it to my class. If they feel inspired, I reached 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 person I want to be is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am setting a SMART Goal to help me become the 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

***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: Example**

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

The 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 person I want to be.

**My SMART Goal:** By January, I will \_\_***write a poem or create artwork 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. \_ ***do a first draft of a poem to show my teacher by the end of October.***

3. \_\_***revise my poem/artwork and show to my cousin who is a good writer/artist 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/artwork.***

I will know that I reached my goal because: ***I will finish my poem/artwork and read it to my class. If they feel inspired, I reached 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. Reflect on your plans** *(6-10 min)*

* Ask students to reflect on the reality of reaching their goals and Positive Purpose. Ask them to make a list of how they spend their time, each day, on average over the past week, weekdays and weekend. Ask them to be honest, because you will not have them share the list.
* Ask them to compare how they spend their time, the SMART goals they set, and their Positive Purpose, and reflect on how well their time and goals match up.
* Ask students to share their reflection about the comparison without sharing specifics. Most students find they are not using their time in ways consistent with their goals and Purpose. Use the reflection as a way of reinforcing these messages:
* ***“The more you spend your time in ways that are consistent with your goals and Positive Purpose, the more likely you are to achieve what you most want and that will be most satisfying to you. Being a good communicator and good problem solver will always help you be more successful.”***
* If time permits, spend some time reflecting on the September lessons.
* ***Example Reflection Questions:***
	+ ***What have you learned about yourself through the MOSAIC September lessons?***

* + ***What have you learned about your classmates through the MOSAIC September lessons?***
	+ ***What have you learned about the world through the MOSAIC September lessons?***
	+ ***How have your ideas about Positive Purpose changed over the course of middle school?***
	+ ***How have your goal-setting skills changed over middle school?***

**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.
* You may want to incorporate more frequent reflection on SMART goals into your MOSAIC classes and other 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 you see students have as they work toward their goals —including and especially small positive steps toward successes. Help your class get in the habit of noticing successes by sharing their own successes and sharing successes they have seen in other students.