

February

*Showing Resilience & Overcoming
Obstacles*



YEAR 3

FEBRUARY THEME

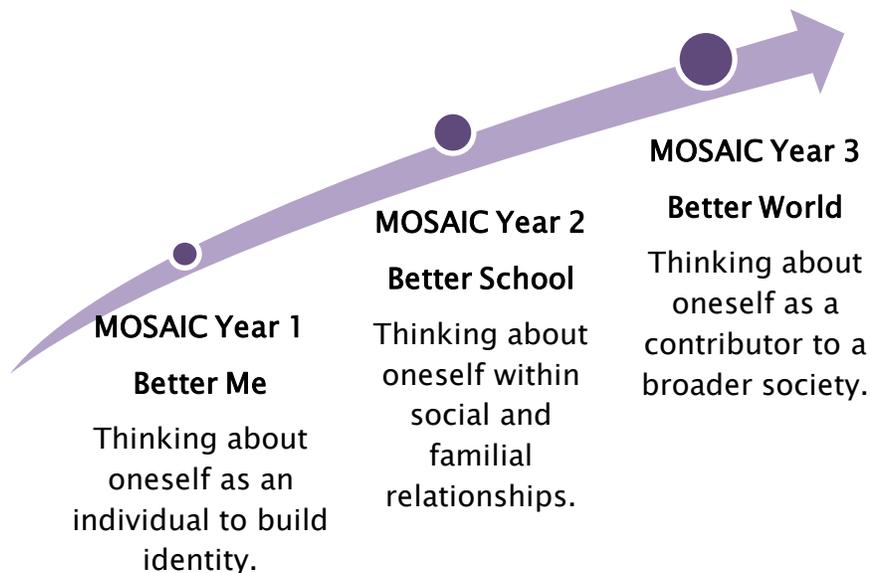
Showing Resilience &
Overcoming Obstacles

FEBRUARY VIRTUE & SKILLS

Virtue:
Responsible Diligence

Skills:
Social Problem Solving &
Emotion Regulation

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness and Gratitude

Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

MOSAIC VIRTUES & SKILLS BY MONTH

MONTH	THEME	VIRTUE	SKILLS
September	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
October	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
November	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
December	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
January	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
February	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
March	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
April	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
May	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
June	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

MOSAIC FEBRUARY THROUGHLINE

SHOWING RESILIENCE & OVERCOMING OBSTACLES

How can we incorporate MOSAIC into our class today?

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



MOSAIC in February

Year 3 Curriculum

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

February Activity 1: Introduction to Responsible Diligence

Day 1: Introduce Responsible Diligence

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

Day 3: Respectful Debate

Day 4: Responsible Diligence Definition Web

February Activity 2: Students Taking Action Together

Day 5-8: Maya Angelou: Stressful Situations

Day 6-9: César Chávez: Obstacle Course

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

Day 13: Wrap Up and Reflection

February Activity 3: Bi-Monthly Reflection & Feedback

Day 14: Reflection & Feedback for January/February

February Activity 1

Introduction to Responsible Diligence

Days 1 to 4

VIRTUE & SKILLS

Responsible
Diligence
&
Emotion Regulation
+ Social
Problem Solving

OBJECTIVE

Students will be able to discuss what it means to be Responsibly Diligent, the new virtue of the month.

MATERIALS

- ❖ Video/Internet Connection
- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - How to Become Responsibly Diligent
 - Virtue Definition Web

TEACHER TIPS

1. Ambassadors will share the progress on the Positive Purpose Project on day 2.
2. The Ambassador role in STAT this month is not prescribed. Please use your judgment to involve the ambassadors and prepare them for their role.

“Introduction to Responsible Diligence” Overview

Day 1: Introduce Responsible Diligence

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

Day 3: Respectful Debate

Day 4: Responsible Diligence Definition Web

Day 1: *Introduce Responsible Diligence*

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

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

STEP 2. Introduce Video “Failure Is Part of Success” ” (7 min)



- Say, *“We are going to watch a video about how failure is a part of success. As we watch, write down failures you hear in your MOSAIC Journal.”*
 - **Video:** https://www.youtube.com/watch?v=bujlb_sQZvQ
Length: 6:54

Only if unable to access video:

- Show the **MOSAIC Projector Display: How to Become Responsibly Diligent**
- Provide information about Eduardo Zanatta (the speaker):

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

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

- Remind students that, *“This month we will be focusing on the theme ‘Showing Resilience and Overcoming Obstacles,’ and the virtue of Responsible Diligence.”*
- What examples of Responsible Diligence did you hear about in the video?
- Take a few responses and be sure to highlight a few of the following:
 - *“Being dependable (people can count on you)*
 - *Working hard and getting your work done*
 - *Sticking with it and not giving up, even if times are hard*
 - *Keeping track of promises*
 - *Organizing tasks to get them done*
 - *Overcoming obstacles toward reaching goals*
 - *Practicing things you need to learn even if they are hard or if you don’t like them”*
- Say, *“Michael Jordan missed many more shots than he made and is recognized as one of the greatest basketball players ever. Who else do you know, in sports, the arts, or business, who had failure along with success?”*

- Take two or three responses. If they don't mention it, ask about John Wooden, mentioned in the video, and the speaker, Eduardo Zanatta. Then facilitate a discussion about overcoming obstacles in students' own lives.
 - NOTE: Discussion questions can also be used as writing prompts for a free-write.
- *Example Discussion Questions:*
 - *What was a time in your life when you experienced a lot of obstacles but did not give up? How did you stay motivated?*
 - *Think about a time you had a success—did you experience any setback, difficulties, or obstacles before you finally had that success? How did you deal with them?*
 - *What goes through your head when you experience failure? (What do you think or say to yourself?)*
 - *What feelings do you have when you keep running into obstacles as you are trying to learn or do something important to you? How do you usually handle those feelings?*
 - *Who in your life has talked to you about overcoming obstacles? What have they told you?*
- Wrap up by explaining, *“The video helped us to see that successful people learn to:*
 - *1) Deal with their strong emotions so they don't give in to discouragement (MOSAIC Skill: Emotion Regulation)*
 - *2) Be good problem solvers to find other ways to reach their goals (MOSAIC Skill: Problem Solving), and*
 - *3) Be Responsibly Diligent to persist even when things are hard or they encounter failure or rejection (MOSAIC Virtue).”*

February Activity 1

How to Become Responsibly Diligent

Three key points from Eduardo Zanatta's video:

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

“Failure is the preparation for success.”

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

“Sometimes we win, sometimes we learn.”

3. The past does not equal the future.

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

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

STEP 1. Ambassador Check-in

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

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



- Say, ***“It is important to be Responsibly Diligent toward our own SMART Goals, so we can make adjustments needed for success. So today, I would like you to look back into your MOSAIC Journals and read the goal you set in September.”***
- Give students 60 seconds to reflect silently and free write in their journals about the progress they believe they have made on reaching their goal.
- Facilitate discussion about SMART Goals:

Example Discussion Questions:

- ***Who has had success working on their SMART Goal?***
- ***What obstacles have you had? How have you tried to overcome them?***
- ***How can we better support each other in this class to reach our SMART goals?***
- As time permits, allow students to share any successes or barriers they have experienced in pursuing their goal.

STEP 3. Modify Goals (2-4 min)

- Ask, *“How do you plan to reward yourself for the successes you have noticed in reaching or working toward your SMART goal?”*
- *“How do you feel you might want to modify or change your SMART goal for the coming months?”*
- Give students a chance to write their changes, using the 3 parts of an Action Plan.
 - Create Action Steps to get from Point A to Point B
 - Plan for Bumps in the Road
 - Have a Plan B in Mind
- Encourage several volunteers to share with class.
- Ask students to write the 3 parts of an Action Plan in their MOSAIC Journals:
- Ask students to write the 3 parts of Noticing Successes in their MOSAIC Journals:
 1. Stay Positive and Diligent, Noticing Successes
 2. Identify which virtues and skills you used to achieve your successes.
 3. Reward yourself for positive efforts.
- Explain, *“Knowing how to make an Action Plan and how to Notice Successes will be important to setting goals and working together to solve problems in the future.”*



FOLLOW UP

- Plan to check in with students about progress on the SMART goals during the next month. You can do that individually, with small groups of students, or as a quick class check-in.
- Now that your class is familiar with creating Action Plans, encourage them to make action plans in their individual and group work in their academic classes.
- Remember that one of the most important parts of making an Action Plan is planning for bumps in the road with a Plan B!

- Encourage students to notice each other's successes throughout the day, with a call out, pat on the back, or other forms of acknowledgement.
- Remember, all students have been setting SMART goals, so you can check with students who may not be in your MOSAIC class about their progress.
- Where appropriate, you may want to share students' SMART goals with the school counselor, psychologist, or person in charge of discipline.

Day 3: *Respectful Debate*

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

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

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

- Choose one debate topic from the list below:
 - *Does success come from your ability or your effort?*
 - *If I am not successful quickly, I won’t be successful in the long run. (Agree or Disagree?)*
 - *Which is more important to success in life: Being Smart or Responsibly Diligent?*
 - *When you have a lot of failures, you should give up. (Agree or Disagree?)*
 - *W. E. Hickson and Thomas Palmer said, “If at first you don’t succeed, try, try again.” (Agree or Disagree with this statement?)*
 - *Create your own debate topic about Responsible Diligence!*



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

STEP 3. Brainstorm (3-4 min)

STEP 3. Brainstorm (3-4 min)

- Divide class into two teams and assign teams to one opinion for the debate topic.
- Tell students, *“You have 3 minutes to write down as many examples as you can to support your position.”*
- Circulate and help the teams select a note-taker and a speaker. Help the teams come up with examples to support their position.

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

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

Day 4: *Responsible Diligence Definition Web*

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

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

STEP 2. Students Brainstorm in MOSAIC Journals (4-6 min)



- Ask students to use their MOSAIC Journals to draw the 2 by 2 square from the projector on a new page.
- Say to students, *“Even if you have done something like this before, it will be helpful to do it again because as you get older, your ideas may change. You will now have 3 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”*

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

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



- Instruct students to copy these definitions in their MOSAIC Journals to refer back to.

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

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



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

FOLLOW UP

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

SHOWING RESILIENCE & OVERCOMING OBSTACLES

How can we incorporate MOSAIC into our class today?

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

February Activity 1

Virtue Definition Web

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

<p>DEFINE IT! What does it mean in your own words?</p> <p>1.</p> <p>2.</p>	<p>FEEL IT! Why and when is it important for you?</p> <p>1.</p> <p>2.</p>
<p>DRAW IT! What does it look like?</p> <p>1.</p> <p>2.</p>	<p>FIND IT! Where do I see it around me (in school, home, media, my community)?</p> <p>1.</p> <p>2.</p>

1. Showing Resilience
2. Responsible Diligence

February Activity 2

Students Taking Action Together

Days 5 to 13

VIRTUE & SKILLS

Responsible
Diligence

&

Emotion Regulation +
Social
Problem Solving

OBJECTIVE

Students will be able to describe how Maya Angelou, César Chávez, and Martin Luther King, Jr. demonstrate Responsible Diligence.

MATERIALS

- ❖ Video/Internet Connection
- ❖ Projector
- ❖ MOSAIC Journals
- ❖ Time-keeping Device
- ❖ MOSAIC Projector Displays:
- ❖ MOSAIC Handouts:
 - Maya Angelou Poem Parts 1-6
 - César Chávez Speeches Parts 1-4
 - MLK Jr. Speech Parts 1-5

TEACHER TIPS

1. There are various ways to get your Ambassadors involved in these lessons. They can assist you in reading, they can be in charge of looking up unfamiliar words, or they can be the reporters for the small groups they will be in. Once you look over the lessons and decide what best matches your Ambassadors, please share their task with them in advance so they can be prepared.
2. You will need to provide copies of the Maya Angelou, César Chávez, and Martin Luther King, Jr. handouts to your students for days 5-13. (You need only provide one copy per group.)

“Students Taking Action Together (STAT)” Overview

- | | |
|------------|--|
| Day 5-8: | Maya Angelou: Stressful Situations |
| Day 6-9: | César Chávez: Obstacle Course |
| Day 10-12: | Rev. Dr. Martin Luther King, Jr.: Notice Successes |
| Day 13: | Wrap Up and Reflection |

Days 5-8: Maya Angelou and Stressful Situations

STEP 1. Introduce Responsible Diligence STAT

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

STEP 2. Introduce Maya Angelou’s Story

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

STEP 3. Provide Instructions for Poem Analysis

- Divide the class into 5 groups and assign one part of the poem to each group. (MOSAIC Handouts: Maya Angelou: Brave and Startling Truth Parts 1 to 5).
- Explain, *“You are being given a copy of her poem, which has been divided into 6 parts. Each group has one of the first 5 parts.”*
- *“This may be one of most difficult and important assignments you have ever had. It is preparation for dealing with the complexity of being a citizen and being successful in college or in your career.”*
- *“First, we are going to watch (or at least listen) to Maya Angelou deliver the poem.”*

- *“Second, look up the words you don’t know in the part that your group has been assigned.”*
- *“Third, work together to figure out what your part means. Write out what your groups thinks it means.”*
- *“As you work, pay special attention to the question for your part.”*
 - NOTE: Each Part and its question is written on the Handouts. You can decide how to distribute Handouts. (All six to all students, or provide only one handout of the assigned part to each group so that students have to work together.)

STEP 4. Show Video and Students Conduct Analysis

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

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

(Video Length: 5:29)

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

STEP 5. Students Share Poem Analysis

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

STEP 6. Discuss Poem Part 6 As a Class

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

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

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

February Activity 2

Maya Angelou: A Brave and Startling Truth

Part 1

Part 1

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

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

<http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/> © Maya Angelou, from [A Brave And Startling Truth](#)

February Activity 2

Maya Angelou: A Brave and Startling Truth

Part 2

Part 2

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

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

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

<http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/> © Maya Angelou, from [A Brave And Startling Truth](#)

February Activity 2

Maya Angelou: A Brave and Startling Truth

Part 3

Part 3

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

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

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

<http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/> © Maya Angelou, from [A Brave And Startling Truth](#)

February Activity 2

Maya Angelou: A Brave and Startling Truth

Part 4

Part 4

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

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

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

<http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/> © Maya Angelou, from [A Brave And Startling Truth](#)

February Activity 2

Maya Angelou: A Brave and Startling Truth

Part 5

Part 5

When we come to it

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

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

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

<http://webtv.un.org/search/maya-angelou-reads-her-poem-%E2%80%9Ca-brave-and-startling-truth%E2%80%9D-written-for-the-uns-50th-in-1995/3593302703001/> © Maya Angelou, from [A Brave And Startling Truth](#)

February Activity 2

Maya Angelou: A Brave and Startling Truth

Part 6

Part 6

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

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

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

Days 6-9: César Chávez: Obstacle Course

STEP 1. Introduce César Chávez

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

STEP 2. Explain Importance of Reading Well

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

STEP 3. Tell César Chávez’s Story

- *“César Chávez was a civil rights and labor leader, an advocate for farmworkers as well as a farmworker himself, and a champion of preserving our natural environment, especially from chemicals and pesticides. Chavez believed in nonviolence as a way to create social change. He and his followers used boycotts, strikes, and fasts as their methods.”*

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

STEP 4. Play Audio Clip

STEP 4. Play Audio Clip

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

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

STEP 5. Introduce Speech Analysis Activity

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

STEP 6. Students Share Responses

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

STEP 7. Facilitate Summary Discussion

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

February Activity 2

César Chávez: Speeches

Part 1

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

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

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

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

http://chavezfoundation.org/_cms.php?mode=view&b_code=0010080000000000&b_no=11&page=1&field=&key=&n=3

February Activity 2

César Chávez: Speeches

Part 2

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

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

Excerpted from Chavez speech about Rev. Dr. Martin Luther King Jr. Full speech can be found:
http://chavezfoundation.org/_cms.php?mode=view&b_code=0010080000000000&b_no=11&page=1&field=&key=&n=3

February Activity 2

César Chávez: Speeches

Part 3

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

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

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

http://chavezfoundation.org/_cms.php?mode=view&b_code=001008000000000&b_no=11&page=1&field=&key=&n=3

February Activity 2

César Chávez: Speeches

Part 4

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

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

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

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

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

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

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

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

illegal. But the Supreme Court of the United States decided that what Alabama was doing was illegal and said that people could sit wherever they wanted to on a bus and did not have to give up their seats.”

- *“Rev. King knew that the day after the Supreme Court decision, people would go back to riding the buses. But he also knew that many in Montgomery would protest and would probably react in violent and hateful ways to Blacks on the buses.”*

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

STEP 3. Show Video

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

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

STEP 4. Provide instructions for Speech Analysis

- *“Rev. King drew inspiration from Gandhi, whose message about non-violence led to the freedom of millions of people in India. He asked everyone to remain nonviolent during the challenging days ahead in. Echoing Gandhi, he tells them that, ‘I’m not asking you to be a coward. . . . You can be courageous and yet nonviolent.”*

- *“Each of you will get part of Martin Luther King’s speech.”*
(MOSAIC Handout: Martin Luther King Jr.’s Speech: Parts 1-5)
- *“Start out by underlining and then looking up any words you do not know and writing down the meaning of the words.”*
- *Then, in each of your groups, discuss and answer the questions assigned to your part.*

STEP 5. Students Share Responses

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

STEP 6. Facilitate Full Class Discussion

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

February Activity 2

Rev. Dr. Martin Luther King, Jr. Speech

Part 1

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

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

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

February Activity 2

Rev. Dr. Martin Luther King, Jr. Speech

Part 2

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

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

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

February Activity 2

Rev. Dr. Martin Luther King, Jr. Speech

Part 3

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

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

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

February Activity 2

Rev. Dr. Martin Luther King, Jr. Speech

Part 4

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

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

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

February Activity 2

Rev. Dr. Martin Luther King, Jr. Speech

Part 5

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

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

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

Day 13: *Wrap Up and Reflection*

STEP 1. Facilitate STAT Wrap-Up

- *“In your MOSAIC Journals:*

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

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

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

STEP 2. Reflect on Writing Prompt

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

February Activity 3

Bi-monthly Reflection & Feedback

Day 14

VIRTUE & SKILLS

Responsible
Diligence
&
Emotion Regulation +
Social
Problem Solving

OBJECTIVE

Students will reflect on the previous month's MOSAIC lessons and collectively provide feedback.

MATERIALS

- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Teacher Handout:
 - Bi-Monthly Feedback

February Activity 3 Tips

1. Completing the **MOSAIC Teacher Handout: Bi-Monthly Feedback** and sharing with your school's MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom.

“Bi-Monthly Reflection & Feedback” Overview

Day 14: Reflection & Feedback for January/February

Day 14: Reflection & Feedback for January/February

STEP 1. Introduce Reflection & Feedback Format (1-2 min)

- Let students know that this is the last MOSAIC lesson of the month, and it's time to get their feedback about the activities that took place this month.
- Remind students of the importance of their opinions and ideas about how to make things better, as good problem solvers.

STEP 2. Students Give Feedback on Jan. and Feb. (3-5 min)

- Prompt students to provide feedback about the activities from January and February.
- Say, *"In January, we focused on thinking ahead to the future with Optimistic Future-Mindedness. We did activities to think about how you might feel in different situations and we talked about 12 life lessons during STAT."*

Discussion Questions:

- *What were some things you liked about MOSAIC in January?*
- *How could those January lessons be better?*
- Say, *"In February we focused on the theme of Overcoming Obstacles, and the virtue of Responsible Diligence. We watched a video about Responsible Diligence, worked on our definition of it, had a debate, and learned about how Maya Angelou, César Chávez, and Martin Luther King, Jr. used Responsible Diligence, Emotional Regulation, and Problem Solving to deal with obstacles in their lives and to their sense of Positive Purpose."*

Discussion Questions:

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

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

- Show MOSAIC Projector Display: MOSAIC Reflection.



- Have students respond to the scenario in their MOSAIC Journals. Tell students they have 5 minutes to respond.
- While students are writing in their MOSAIC Journals, complete the **MOSAIC Teacher Handout: Bi-Monthly Feedback**. Save this feedback and use to plan improvements for MOSAIC for the rest of the year. Additionally, if your school has a MOSAIC instructional support team, share this information with that team to inform wider MOSAIC improvements at the grade school levels.

STEP 4. Students Share Reflection Responses (2-3 min)

- Have students share their responses, if there is time. You can also have students read each other's responses if you need more time to complete your feedback.
- Do not press students if they are reluctant to share their opinions.

February Activity 3 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

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

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

Bi-Monthly Teacher Feedback

School_____

MOSAIC Year (Grade Level): _____

1. **How much of the MOSAIC curriculum were you able to complete over the past two months?**

Not very much

Somewhat

Very much

2. **What did you like best about MOSAIC over the past two months (e.g., activities, student growth moments, etc.)?**

3. **What would you like to change about the MOSAIC program from the past two months?**

4. **What support(s) would help you teach MOSAIC most effectively?**

March

*Appreciating Ourselves, Our School, and
the World*



YEAR 3

MARCH THEME

Appreciating Ourselves, Our School, and the World

MARCH VIRTUE & SKILLS

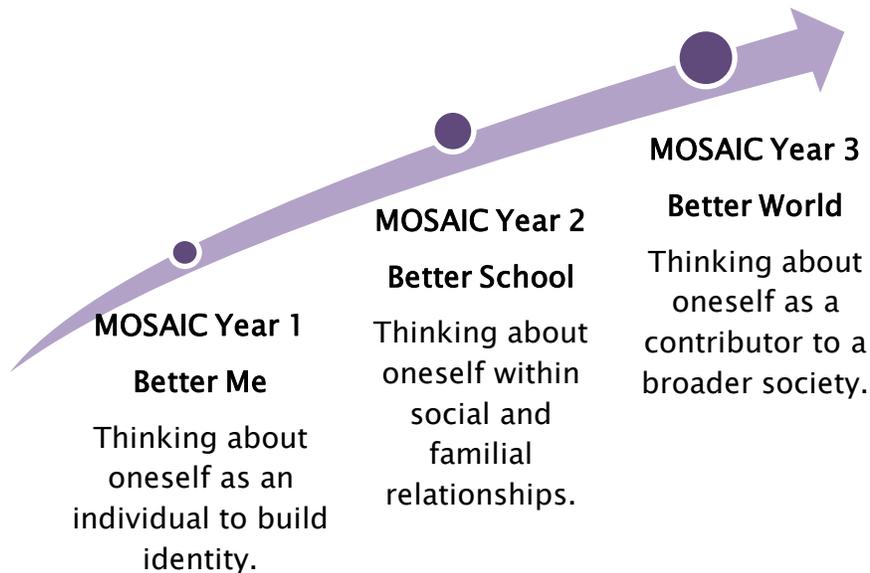
Virtue:

Compassionate Gratitude

Skills:

Communication & Empathy

MOSAIC BY YEAR



MOSAIC MARCH THROUGHLINE

APPRECIATING OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

- Show your classmates and others in your school your appreciation for good things they do for you and others.
- Use your B.E.S.T. skills to communicate your feelings and thoughts clearly, even when you are upset.
- Pass along your gratitude by being helpful and kind to others.



MOSAIC in March

Year 3 Curriculum

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

March Activity 1: Intro to Compassionate Gratitude

Day 1: Purpose Essay Introduction

Day 2: Introduce Theme and Ambassador Check-in

Day 3: Respectful Debate

Day 4: Debate Continued and Throughline

March Activity 2: Cope with Stress and Show Empathy & Gratitude

Day 5: Reviewing Skills for Stressful Communication

Day 6: Empathy and Forgiveness

Day 7: Pack Your Past

March Activity 3: STAT

Days 8-12: Global Social Action: STAT on Clean Water

March Activity 1

Intro to Compassionate Gratitude

Days 1 to 4

VIRTUE & SKILLS

Compassionate
Gratitude
&
Communication +
Empathy

OBJECTIVE

Students will be able to discuss what it means to have compassionate gratitude and the importance of compassionate gratitude.

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ March Throughline

TEACHER TIPS

1. *The Purpose Essay is an important activity that gives your students an opportunity to reflect on their own, developing, sense of purpose. The essay is intended to take place outside of MOSAIC, but the MOSAIC lesson on Day 1 will help students to connect their MOSAIC skills and virtues to their purpose. You also will see a prompt that can be coordinated with your language arts curriculum for essay writing at your grade level.*
2. *In Activity 1, Ambassadors are given time to update the class on the progress their Ambassador team has made on their Positive Purpose (or related) Project and to ask for feedback and help from the class, as needed. Help your Ambassadors prepare for this ahead of class.*
3. *Encourage students to relate compassionate gratitude to their own life and use personal examples during the activities.*
4. *Use the “Think - Pair - Share” flexibly. Include free writing or drawing before students pair up to share their examples.*

“Introduction to Compassionate Gratitude” Overview

Day 1: Purpose Essay Introduction

Day 2: Introduce Theme and Ambassador Check-in

Day 3: Respectful Debate

Day 4: Debate Continued and Throughline

Day 1: Purpose Essay Introduction

STEP 1. Review Concept of Positive Purpose (1-2 min)

- Say, *“Many of you will remember thinking a lot about your Positive Purpose in MOSAIC last year. This year, we get the opportunity to deepen your understanding. In September, we talked again about the concept of a Positive Purpose. Who can remember what a positive purpose is?”*
- 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—it is what you do that makes those around you and the world a better place*
 - *“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 and to others*
 - *“Keeps you positively connected to others*
 - *“Helps you become the person you want to be.”*
- Review the definition your class came up with following this format:
 - “Our MOSAIC class defines Positive Purpose as _____.
We think Positive Purpose is important because _____.”

STEP 2. Introduce and Reflect on Purpose Essay (10-12 min)

- Say, *“As many of you may remember from last year, in one of your academic classes, you will be asked to write an essay about your positive purpose.”*
- Say, *“Since MOSAIC is a place where we learn the skills and virtues that can help us pursue our positive purpose, we will use our time this MOSAIC lesson to help you think about what you might write in your essay.”*
- NOTES:
 - To provide students with the best context in which to write their essays, the Purpose Essay should be presented to the students as an academic assignment, not as a "MOSAIC assignment." Ideally, it would be part of Language Arts and take the place of another writing assignment, so as not to be an “add on.” It also could be presented in the students' Social Studies classes.
 - A recommended format for a Purpose Essay for Year 3 follows, ideally building on prior Purpose Essays students have written. It should be adjusted to align with essay writing standards within your Language Arts curriculum for your grade level:
 - In your classes and in your life, you may have learned about and encountered people with a strong sense of purpose. Similarly, you might feel your own sense of purpose. In a five-paragraph essay, that includes an introduction, three body paragraphs, and a conclusion, please respond to the following:
 1. What is your definition of purpose?
 2. What might be your purpose? Why?
 3. How would someone know that is your purpose in life?
 - Once your school has established its method for the Purpose Essay (for example, a homework assignment with two rounds of drafts; use of peer feedback during the writing process), it's helpful if this method stays the same in subsequent years so that you can track students' growth over time.

- Use **MOSAIC Projector Display: MOSAIC Virtues and Skills** and say to the class, *“We can’t disconnect our Positive Purpose from who we are and how we act. So as you think about your Positive Purpose, think about which MOSAIC virtues and skills are most connected to your purpose and why. Take a few minutes and write in your MOSAIC notebook about your Positive Purpose and which virtues and skills are most important to your purpose. Even though all are important, pick the few that are MOST important to you.”*
- As time allows, give your students time to share with one or two other students what they selected for the virtues and/or skills most connected to their sense of Positive Purpose, or use some other method to give them a brief chance to share.



(MOSAIC Projector Display)

March Activity 1

MOSAIC Virtues and Skills

Positive Purpose

Supporting Virtues

1. Constructive Creativity
2. Helpful Generosity
3. Optimistic Future-Mindedness
4. Responsible Diligence
5. Compassionate Forgiveness and Gratitude

Supporting Skills

1. Emotional Regulation
2. Communication
3. Empathy
4. Social Problem Solving

Day 2: *Introduce Theme and Ambassador Check-in*

STEP 1. Ambassador Check-in

- Introduce the theme and virtue by saying to students, *“This month we will be focusing on the theme of ‘Appreciating Ourselves, Our School, and the World’ and the virtue of Compassionate Gratitude.”*
- Tell students, *“We will begin with an update from the Ambassadors on the Positive Purpose (or related) Projects.”*
- Prior to this class, please help Ambassadors prepare to give a brief update/progress report on the Positive Purpose (or related) Project. Their report can include:
 - What is currently being worked on?
 - What questions do you have that the class can give you help with?
 - How can members of the class be helpful at this point in the project?
 - Anything else you would like to communicate to the class about the Positive Purpose (or related) Projects?
 - What questions do any class members have about the Project?

STEP 2. Introduce Video About Compassion, Gratitude and Forgiveness

- Tell students, *“This month’s theme is: Appreciating Ourselves, Our School, and the World.”*
- Say, *“In order to appreciate, we have to be able to feel Compassionate Gratitude and Compassionate Forgiveness. In this video by Gabriel Nossovitch, he talks about how gratitude and forgiveness are connected.”*
- Show video
- LINK: https://www.youtube.com/watch?v=xPbgSo_E5Oc
- Length: 4:02
- Description: In this video, Gabriel Nossovitch, co-founder of several personal growth and transformation companies in Latin America, describes how one needs both gratitude and forgiveness in order to transform and live a positive life.

STEP 3. Discuss Video

- Facilitate a discussion based on the ideas in the video. Note that you can also have this discussion without watching the video.
- NOTE: Discussion questions can also be used as writing prompts for a free-write.
- *Discussion Questions (Select two or three):*
 - *Who do you know in your life who has experienced a lot of obstacles and still demonstrates gratitude?*
 - *What are you grateful for in your lives?*
 - *Why can it be hard to appreciate what you have when there is a lot you don't have?*
 - *Why do you think that using your talents to the fullest requires Gratitude, Forgiveness, and Generosity?*
 - *Why does Gabriel Nossovitch believe that the greatest happiness comes through a life filled with service?*
 - *Why is it so hard to forgive other people who have wronged you or others? Why should we try to do so, even though it's so hard?*
- Summarize by asking, *“How are empathy and good communication necessary for Compassionate Gratitude and Forgiveness?”*

Day 3: *Respectful Debate*

STEP 1. Introduce Respectful Debate Format

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

STEP 2. State Debate Topic

- Choose one debate topic from the list below:
- *Debate topics (Sides are Agree or Disagree):*
 - *You must be able to receive with an open heart all the gifts that life has to offer you.*
 - *You cannot receive the lessons that life has for you as long as you are not willing to forgive.*
 - *Create your own debate topic about Compassionate Gratitude!*
- Have students write the debate topic in their MOSAIC journals.

STEP 3. Divide Class into Two Teams

- Divide class into two teams and assign teams to one opinion for the debate topic.
- Tell students, *“You have 3 minutes to write down as many examples as you can to support your position.”*
- Circulate and help the teams select a note-taker and a speaker. Help the teams come up with examples to support their position.

Day 4: *Debate Continued and Throughline*

STEP 1. Facilitate the Debate

- Remind the students of the debate teams and preparation which they worked on at the end of Day 2.
- Begin debate by explaining, *“Each team will need to give their position and support with one example. Then we will go back and forth so that each team respectfully disagrees and provides another example.”*
- The speaker for each team shares positions based on the list generated in Day 2. If the speaker is absent, the team should select an alternate to present:
 - Team 1 shares their position, supported by one example.
 - Team 2 shares their position, supported by one example.
- Respectfully disagree:
 - Team 1 respectfully disagrees, supported by another example.
 - Team 2 respectfully disagrees, supported by another example.
- Repeat the process for about ten minutes. As time allows, have students switch positions so that they are defending the positions they disagreed with initially. Once the debate is concluded, help summarize the positions and examples so that students are able to follow the debate.
- Wrap up and Notice Successes: Congratulate both sides. Describe how students dealt with setbacks and failures during the debate.

STEP 2. Introduce the Throughline Sheet

- Post the Throughline Sheet in a visible place in the classroom.
- Say to students, *“This month is all about showing compassionate gratitude. This month’s Throughline Sheet reminds us that to show Compassionate Gratitude, we can:*
 - *Find something to appreciate even in difficult situations*
 - *Empathize with other students who might be struggling with things*

- *Be forgiving of ourselves and others when things don't go well*
 - *Communicate in the B.E.S.T. way even when we are under stress."*
- End by selecting a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.

FOLLOW UP

- Your class is now familiar with the MOSAIC Circle and Debate formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use a MOSAIC Circle or "Debate" pedagogy to actively engage students in the topic.

MOSAIC MARCH THROUGHLINE

APPRECIATING OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

- Show your classmates and others in your school your appreciation for good things they do for you and others.
- Use your B.E.S.T. skills to communicate your feelings and thoughts clearly, even when you are upset.
- Pass along your gratitude by being helpful and kind to others.



March Activity 2

Cope with Stress and Show Empathy & Gratitude

Days 5 to 7

VIRTUE & SKILLS

Compassionate
Gratitude
&
Communication +
Empathy

OBJECTIVE

Students will be able to practice the skills of recognizing stress, communicating when stressed, and showing gratitude by making their school more beautiful.

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Display: Stress Thermometer
- ❖ MOSAIC Projector Display: B.E.S.T.

TEACHER TIPS

1. *Encourage students to practice letting go of stress and using the B.E.S.T. communication skills throughout the school day and even afterschool and at home!*
2. *The skills taught during Activity 2 are especially relevant during this time of year when many students suffer from test anxiety. Encourage your students to use these techniques in the context of preparing for upcoming exams, both in terms of stress management and also communicating clearly when under stress.*
3. *Refer students who are displaying extreme stress to the appropriate individuals in your school (counselor, social worker, etc.).*
4. *Pack Your Past Activity (Day 7) asks students to be vulnerable and respect each other. It will be especially important for you to encourage an environment of respect and caring to help students feel safe to share.*

“Cope with Stress and Show Empathy & Gratitude” Overview

Day 5: Reviewing Skills for Stressful Communication

Day 6: Empathy and Forgiveness

Day 7: Pack Your Past

Day 5: *Reviewing Skills for Stressful Communication*

STEP 1. Review of Stress Thermometer

- Say, “*When we do important projects with other people, it’s not unusual to feel some stress. What might be reasons for feeling stress?*”
- Take a few responses. Be sure students mention these as possible sources of stress: the potential for disagreement among classmates, pressure of a short deadline, and it might not be clear how to proceed.
- In MOSAIC, we have learned some tools to help us keep track of our stress, and how to communicate clearly under stress.
- Display **MOSAIC Projector Display: Stress Thermometer**
 - Say, “*Who remembers the Stress Thermometer and can explain how to use it?*”
 - Be sure students understand that the “0” means no stress at all, and “10” means so much stress you can’t stand it. “*First, in your MOSAIC journal, write down the number of stress you feel right now, and label it, ‘Before the project.’ We will come back to it.*”

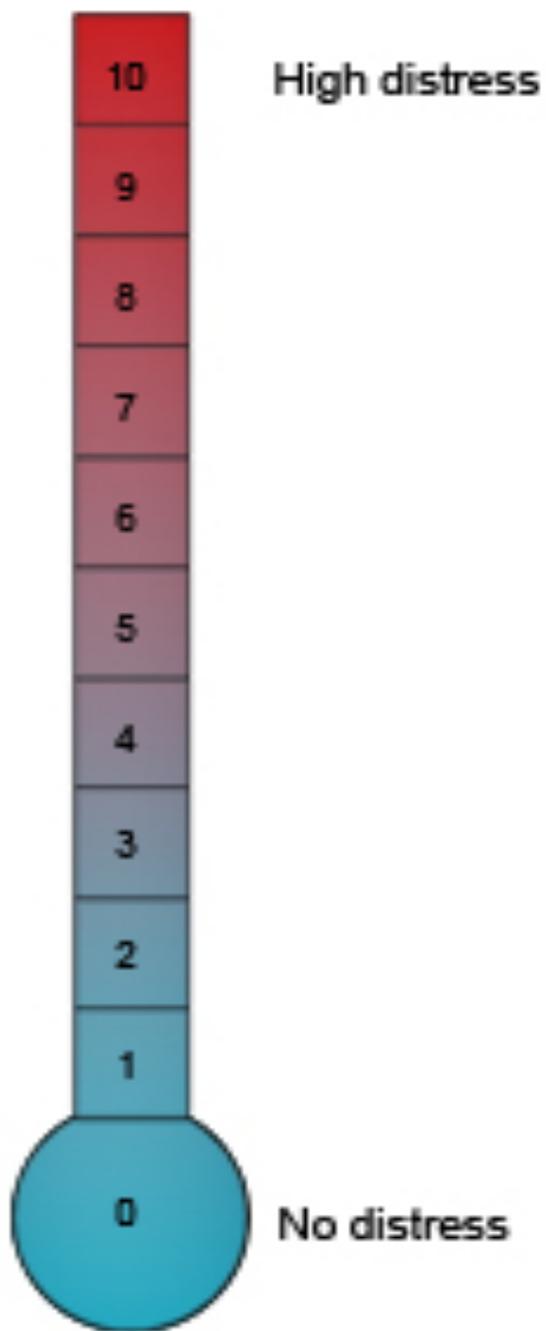
STEP 2. Review of B.E.S.T.

- Say, “*When we communicate, what we say matters. We have talked about i-Messages as an important way to think about what words we use to communicate.*”
- “*In MOSAIC, we learned about the B.E.S.T. way to communicate. Who remembers what B.E.S.T. stands for?*”
- Take a couple of responses and then review the **MOSAIC Projector Display: B.E.S.T.**
 - NOTE: Your Ambassadors may have received extra training on B.E.S.T. in their training meetings. You could look to them to help guide other students in learning this skill.

- Say, *“Let’s do a quick review: Go over the acronym:*
 - *“B is for Body: Show me a stressed body position. Now, show a confident position.”*
 - *“E is for Eye Contact: “Make direct eye contact with someone else in the room.”*
 - *“S is for Speak Clearly: “Pair up and see who can say this most clearly: “Peter Piper picked a pack of pickled peppers. A pack of pickled peppers Peter Piper picked.” (You may want to write/display this on a board or newsprint to aid in repetition.)*
 - *“T is for Tone of Voice: Who can say “Peter Piper picked a pack of peppers” in a confident tone? A depressed tone? An angry tone? A surprised tone? A happy tone?”*
- Say to students, *“When we are stressed, it’s easy to let our communication skills slip. By keeping track of our stress and reminding ourselves to communicate in the B.E.S.T. way we can, we will be able to work better in teams, on projects.”*

March Activity 2

Stress Thermometer



March Activity 2 B.E.S.T. Speaking

Body posture: *Show me a stressed and relaxed body posture*

Eye contact: *Make eye contact with someone else in the room*

Speak clearly: *Say “Peter Piper picked a pack of pickled peppers”*

Tone of voice: *Now say the above in a confident tone, a depressed tone, an angry tone, a surprised tone, a happy tone”*

Day 6: *Empathy and Forgiveness*

STEP 1. Show Video, “Under the Surface”

- Say, *“In the video, Under the Surface, you will see how we don’t know what is happening with many others around us and they usually don’t know what is happening with us.”*
 - LINK: <https://www.youtube.com/watch?v=AZ-pU7ozt3g>
 - LENGTH: 3:55
 - In this short video, we see under the surface to reveal what is really going on for students, teachers, staff and administrators at a school. This forces us to think about how much is going on for each person that we may not know about, and how this information could change our perspective and actions.

STEP 2. Lead Yes-No-Maybe About Video

- Have students divide into Yes-No-Maybe groups to discuss and share their views about this quote from the end of the video
- Read at the statements below, and give your students the opportunity to determine if they believe the statement is true (Yes), not true (No) or either sometimes true or they are not sure (Maybe):
 - *“If you had knowledge of other people’s experiences –what they hear, what they see, what they feel- would it change the way you respond to individuals?”*
 - After students share, ask the follow up question: *“How can we know better what is happening with other people?”*
 - Take a few responses. Be sure to emphasize the idea that we can ask them, and we can look closely at their faces, their tone of voice, their body posture, and carefully listen to their words and the feelings behind their words.
 - *“We should be prepared to give the empathy that we would want to receive.”*
 - *“If someone does not look like you or come from your background, they can’t understand your feelings and problems.”*

- NOTE: Students may note that the professionals in the video appear to be mostly white and the students are mostly non-white. This quote can allow for a discussion about important beliefs, as well as a reminder that judgments based on surface characteristics may not be accurate.

Day 7: *Pack Your Past*

STEP 1. Lead Pack Your Past Activity (from Rachel Kessler)

- Say, *“If you could pack your past in a trunk, what is one thing you would take with you? This is something in your life that you appreciate, for which you have Compassionate Gratitude.”*
- Everyone goes around and suggests one thing they would put in.
- As a variation, one person says what they would put in, the second says what they would put in and what the one before says, and so on, cumulatively, until the trunk is filled with 5 things. Then, start a new trunk, up to 5 things. If anyone has trouble remembering, other members of the class can help before the person who made the statement helps.

STEP 2. Lead Pack Your Past Second Round

- Do a second round with this question: *“What is one thing you definitely would not take with you? This is something in your life that you may have to be forgiving about, so that you do not keep it with you every day.”*
- Redo the same process. Obviously, this can be more painful and challenging and requires more trust and respectful listening.

STEP 3. Summarize and Conclude Activity

- Summarize by asking, *“As you were listening to your classmates, how were you feeling? Did you feel at some point that you can relate to what they were saying, and had some of the same feelings? That is what we mean by empathy—putting yourself in another person’s shoes and feeling things similar to what they are feeling. When we have empathy for others- and for ourselves- we can be more forgiving.”*

March Activity 3

STAT: Students Taking Action Together

Days 8 to 12

VIRTUE & SKILLS

Compassionate
Gratitude
&
Communication +
Empathy

OBJECTIVE

Students will learn about a global social action role model and be introduced to the issue of Clean Water.

MATERIALS

- ❖ Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - PLAN
 - Clean Water Resources and Questions
 - Responsible Actions
- ❖ MOSAIC Handouts:
 - List of Options
 - Action Plan
 - Preparing for Presentation

March Activity 3 Tips

1. *This month's STAT focuses on the global issue of clean water, a resource that will dictate much public policy and diplomacy in the next century. It will be helpful for you to look ahead at the many instructor resources and tips to learn background on this issue and prepare for this activity.*
 2. *Use your Ambassadors to lead or co-lead this activity.*
 3. *The timing of the STEPS is flexible and is meant to span the full allotted time. The action plan you and your students create may require time outside of MOSAIC.*
 4. *Print MOSAIC Handouts needed ahead of time.*
-

“STAT” Overview

Days 8-12: Global Social Action: STAT on Clean Water

Days 8-12: Global Social Action: STAT on Clean Water

Background for Teacher:

- As part of ASCD's commitment to prepare students for Global Engagement (<http://www.ascd.org/research-a-topic/global-engagement.aspx> --if the link does not work, copy the URL into your browser), Dr. Virginia Magnus developed a lesson plan focused on Clean Water as a model for creating an activity linked to a vital social issue that expands students' awareness of and skills for global engagement, and that meets a range of academic standards. (See partial list of standards following Step 7.)
- The focus on clean water reflects its importance as a local problem, a national problem, and a global problem. Further, those looking 25 years and more into the future often say that providing clean water and having access to clear water will be one number one public health, geopolitical, and natural resource issue. Since our students today will be facing this issue as adults, as well as in the present, we want to start them thinking seriously about this problem and using it as a way to plan Students Taking Action Together.
- Global engagement competencies are clearly essential for students' success in college, careers, community, and life. ASCD believes that authentic global engagement projects can connect students within an entire school, as well as to students in other schools within the state, nation, or the world. These same projects will build responsible citizens for the future.
- Components of Global Engagement
 1. "Today's students require the knowledge, skills, and dispositions to participate as citizens in a global society."
 2. "In addition to being actively engaged in learning, students need to understand their connection to their communities and the world at large."
 3. "Prepar[e] children for an interconnected, global society and engage educators in critical issues facing education."

4. “Develop the intercultural competence to expand your curriculum beyond a textbook and learn about promising practices and topics of concern to educators worldwide.”

Instructional Considerations:

- Technology provides a more expansive way to share knowledge not only about a global issue but also about what other students across the country and world know and think. Technology provides opportunities for students to talk with students and authorities in different parts of the world who are actually dealing with water that has been contaminated with such chemicals as lead, PFOA, or PFOS. Students will be surprised to learn about the different worldwide perspectives.
- Once students have this exposure to new global information, they need to process the information by thinking/ analyzing what they have learned. This is a difficult step for many students because they will initially think that all of the information is important and accurate.
- They will be helped in making decisions about how to analyze and present what they have learned by determining the format of their presentation/product of their research and inquiries. You may constrain these formats to help meet other learning goals you are addressing with your students. However, it is recommended that something other than a formal written report is used as a product, or at least that something supplements such a report, to foster engagement of students for whom writing is not a multiple intelligence strength. This is discussed during the Action Plan phase of the PLAN process.
- The big question you will ask students to answer is:
 - *In what ways does the lack of clean water impact people across the globe? (As with all issues, you also can have student consider the local, state/provincial, or national impact; what follows focuses on the global).*

STEP 1. Provide Brief Summary of Clean Water Problem

- Say, “*Clean water is an example of a problem that we may not think about so much here, but is a major issue in many parts of the world. This is equally true of other issues such as food, sanitation, electricity, shelter, clean air, health care, and safety. The way we will be studying water also can be applied to these and related global issues.*”
- Say, “*Here is a brief video from National Geographic to give you an overview of why we should care about the availability of water*”
 - LINK: <http://video.nationalgeographic.com/video/env-freshwater-whycare>
 - Length: 2:29
 - Description From Website: There is the same amount of water on Earth today as there was when the dinosaurs roamed. And just less than one percent of the planet's water is available to meet the daily drinking water, sanitation and food needs of nearly 7 billion people and millions of other species. Learn more about water in all its forms and how you can make a difference.

STEP 2. Guide Students in Planning Their Research

Teaching Tips:

- *Periodic Check-Ins:* Create periodic times for you and the Ambassadors to check in with student groups about the progress of their research. Help them keep timelines in mind and develop ways of dividing responsibilities and sharing results. The process of how they work on the project is as important as the actual outcome of their work.
- *Students Organize in Teams:* To carry out their task, as they would for any problem-based learning issue, they are going to have to organize themselves in teams to carry out research. They will be using the PLAN framework to guide their overall progress. (While guidance below is focused on clean water as a global issue, it is possible for two groups of students to work separately on local/state/national vs. global perspectives.)
- *Set Timeline:* It will be essential for you to share with them exactly how much time they will have for this project so they can plan realistically to produce an end-product. This is reality, as all of us- including news organizations and political leaders—have to work under time constraints. There is an endless amount of research students can do on clean water. They will need guidance in being focused and stopping their research at a certain point to arrive at an opinion, decide on some action, and develop a product/presentation aligned with that action. In other words, you are using

Problem-Based Learning (PBL) with your students to foster Students Taking Action Together.

- *Clarify Details:* They may need to clarify details about state or international water programs, regulations for addressing clean water, and the credibility of any source or speaker.
- *Opportunity to Discuss Findings:* As students gather the information, they need the opportunity to discuss their findings. It is important to remind students that Compassionate Forgiveness means that your classroom is a safe place to question the information and procedures and ask for help.
- Here is some guidance to give students in planning their research:
 - *“We are going to use our PLAN problem solving model to work on the global problem of clean water. (Show MOSAIC Projector Display with PLAN model.)”*
 - *“I expect you to gather relevant information from multiple print and digital sources, as well as interviews with individuals. You will be exposed to new information by reading informational texts or by listening to/ viewing a speaker. This can include teachers from different backgrounds within the school as well as experts outside the school.”*

STEP 3. Create Problem Description (P) Defining The Issue

- Problem Based Learning typically begins with the presentation of an "ill-structured" (open-ended, "messy") problem. This is followed by a process that resembles the PLAN problem solving model used in MOSAIC. We will use the PLAN framework here to guide students in exploring their question.
- Many or most students will not be familiar with water as a global problem. Show MOSAIC Projector Display: Clean Water Resources and Questions. Start them off with the following video resources, and then encourage them to do some research to answer the questions (which they should write in the MOSAIC journals):
 - Video Resources:
 - Student-created documentary (5:50):
 - https://www.youtube.com/watch?v=lwuQZ_mph58
 - Brief documentary from a clean water advocacy organization (3:23):
 - <https://www.youtube.com/watch?v=BCHhwXvQqXg>

- TED talk (8 minutes) about how to solve the water crisis from a young scientist who started to work on this problem when she was 14 years old:
 - https://www.ted.com/talks/deepika_kurup_a_young_scientist_s_quest_for_clean_water
- *Research Questions:*
 - *Where and how do people in different places around the world get their drinking water? How do you get it?*
 - *What do scientists and public health officials say constitutes clean water?*
 - *What are the most common problems with drinking water, including metals like lead but also including other problems? What health issues are caused by unclean drinking water?*

Step 4: Brainstorm a List of Options (L) To Solve The Problem

- Say, *“Before we start this section, I would like you to go back to your Stress Thermometers and MOSAIC journals and write down the number of stress you feel now, from 0- no stress- to 10- so much stress you can’t stand it—and label it, “During the project.” We will come back to it.”*
- Have subgroups of students identify which 2-3 questions they will work on and their strategy for gathering information about them. As appropriate, have them use MOSAIC time and/or out-of-class time to do their research. Establish a timeline for them.
- Explain that the questions the group decides to work on could be different from the three listed on the MOSAIC Projector Display.
- *Possible Additional Questions:*
 - *What are the best practices in keeping drinking water clean? What are best practices in cleaning up water that is not clean?*
 - *How do other countries use the best current knowledge on water quality and safety? Where are they falling short?*
 - *What are the most relevant state/national/international laws or agreements related to clean water?*

- *What local state, national, and/or international organizations work to solve the clean water issue? What has been the role of international organizations in providing clean drinking water for people?*
 - *What states/countries seem to have done the best job with regard to clean drinking water? What have they done?*
 - *How does the problem and potential solutions differ in different states? Countries? What are some differences in the US, Africa, Central or South America, the Middle East, and Asia?*
 - *What are some possible solutions to the local/state/national/global issue of the availability of clean water as your group has defined the problem?*
- Help your students identify what are types of evidence/data that can be used. Some examples are below. Help them to divide up responsibilities to address the questions their group selected:
 - Lists of facts
 - Web sites
 - International student projects
 - International reports
 - Interviews with experts
 - Examples/Case studies
 - Statistics
 - Definitions
 - Figures and charts
 - Quotations

Step 5: Develop and Act On An Action Plan (A) To Solve The Problem

- Say, *“Now that you have done the research that time has allowed, it is time to address the problem with an action plan.”*
- Use **MOSAIC Handout: STAT Worksheet List of Options** and say, *“Based on what you have learned, where do you feel that action is most required? What aspect of the clean drinking water problem do you most want to see changed? Use the handout to guide your discussion and planning.”*
- Decide if your purpose will be to Inform or Persuade:

- *To Inform: increase knowledge; improve understanding of a process or procedure; share others' successful solutions to a problem; answer a question in a truthful, balanced way; compare and contrast information, points of view*
- *To Persuade: take a stand and defend it; appeal to sense of logic/reason; appeal to emotions*
- Say, *“Next, you must plan your presentation. Who is your audience? Who is most affected? Who needs to know about the issue? How will you present your ideas?”*
- Taking responsible action allows for much student choice. Since students have varied abilities, they need the ability to choose what action they can take. Performing arts students can step in and use their talents to support selected actions. Individuals or small groups of students can choose to perform different responsible actions. Show **MOSAIC Projector Display: Responsible Actions** for sample actions that you can support:
 - *Design a computer simulation that models the impact of a proposed solution and present it to the school and/ or to a community*
 - *Present a position to the school board that needs to be taken about the issue*
 - *Send a proposal to an international organization with an alternate action step*
 - *Present a proposal to different community groups*
 - *Write a persuasive letter about a position to an official: the editor of a local paper; a community, state, or national official; an environmental agency; an international organization.*
 - *Take creative action to support an action: draw/paint an image of an unclean water system and its consequences; illuminate the issues and/or solutions via song/music*
 - *Create a video or documentary to present at a Town Hall, School Board, Parent, and/or other relevant community meeting or send to a relevant national or international group.*
- Use the *MOSAIC Projector Display: STAT Preparing Presentation* to document and plan for presentation.

- Provide these language considerations for students to reflect on as they prepare their communication of ideas and suggestions to other:
 - Grammar, Spelling, Punctuation
 - Style: review sentence structure; wordiness; redundancy; active voice
 - Flow of ideas that others can follow
 - Clear vocabulary
 - Imagery/Analogy that can make your points more appealing and memorable
- Work with students to develop a set of steps, responsible persons, and a timeline to carry out their plans, appropriate to the time you expect them to devote in and outside of MOSAIC lessons.
- NOTES:
 - Carrying out the action plan may require your time and help outside of MOSAIC class.
 - It may be useful to refer back to the **B.E.S.T. MOSAIC Projector Display** from Activity 2 to aide your students in practicing their public speaking skills

Step 6: Notice Successes as Part Of Ongoing Evaluation And Refinement

- To the extent to which your students are able to carry out their plan and share their suggestions, it is important to review and reflect on what happened and what they learned.
- This debriefing exercise applies both to individuals and the group:

“Today, we will review what you were able to do to share your responses to the clean water problem. Take pride in what you have done well; learn from what you have not done well. Thomas Edison took pride in unsuccessful experiments as part of his Responsibly Diligent and Constructively Creative journey to successful outcomes!”
- *“In your MOSAIC journals, summarize the process your team used and the difficulties encountered. What did you feel went well? What would you do differently next time? What are the key skills and key virtues your learned are most needed to make progress in action plans to investigate issues like clean drinking water?”*
- As time allows, give students an opportunity to share their responses. Provide a positive summary that praises their positive efforts and encourages them to address other global issues.



STEP 7. Facilitate “One Thing I Learned” for March Reflection

- Refer to the Summary of Lessons sheet on the first page of the month’s curriculum in order to review this past month’s list of activities.
- Teachers ask students to, “*In your MOSAIC journal, write down one thing you learned this month and one way you intend to use what you’ve learned.*”
- If time allows, ask for volunteers to share their responses.



Partial List of Standards Potentially Met By March STAT Activity 3 on the topic of Clean Water:

- **NJSLSA.W8.** Gather relevant information from multiple print and digital sources.
- **NGSS. HS-ETS1-1.** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- **Social Studies. 6.2.12.A.6.a.** Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues;
- **Social Studies. 6.3.12.B.1.** Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations;
- Students' informal discussions are supported by two *Anchor Speaking and Listening Standards*:
 - **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively; and
 - **NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats.
- Three *Anchor Reading Standards* are linked to the analysis of information:
 - **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats;
 - **NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text; and
 - **NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics.
- **Health/Physical Education. 2.2.8.D.1.** Plan and implement volunteer activities to benefit a local, state, national, or world health initiative; and
- **Technology. 8.1.12.C.1.** Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

(MOSAIC Projector Display)

January Activity 3 PLAN

Problem Description

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

List Options

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

Action Plan

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

Notice Successes!

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

March Activity 3

Clean Water Resources and Questions

- **Video Resources:**

- Student-created documentary (5:50):
 - https://www.youtube.com/watch?v=lwuQZ_mph58
- Brief documentary from a clean water advocacy organization (3:23):
 - <https://www.youtube.com/watch?v=BCHhwxxvQxg>
- TED talk (8 minutes) about how to solve the water crisis from a young scientist who started to work on this problem when she was 14 years old:
 - https://www.ted.com/talks/deepika_kurup_a_young_scientist_s_quest_for_clean_water

- **Research Questions:**

- Where and how do people in different places around the world get their drinking water? How do you get it?
- What do scientists and public health officials say constitutes clean water?
- What are the most common problems with drinking water, including metals like lead but also including other problems? What health issues are caused by unclean drinking water?

(MOSAIC Projector Display)

March Activity 3

Responsible Actions

Sample actions that you can support:

- Design a computer simulation that models the impact of a proposed solution and present it to the school and/ or to a community
- Present a position to the school board that needs to be taken about the issue
- Send a proposal to an international organization with an alternate action step
- Present a proposal to different community groups
- Write a persuasive letter about a position to an official: the editor of a local paper; a community, state, or national official; an environmental agency; an international organization.
- Take creative action to support an action: draw/paint an image of an unclean water system and its consequences; illuminate the issues and/or solutions via song/music
- Create a video or documentary to present at a Town Hall, School Board, Parent, and/or other relevant community meeting or send to a relevant national or international group.

(MOSAIC Handout)

March Activity 3

STAT Worksheet: List of Options

STEP 1. Clean Water Problem Description:

STEP 2. Ready-Set-Brainstorm!

- Arrange into groups of three (one person is the note-taker).
- Think of **all the possible ways** to solve the problem or issue from **the summary problem description**.
- Set a timer for 3 minutes and brainstorm as fast as you can—no idea is a bad idea!

STEP 3. List Options on Board or Paper

- Take quick notes on chart paper or the board of student ideas

STEP 4. Choose Top 3 Options

- Write the top 3 ideas that the class agrees upon on the ***STAT Worksheet: “Action Plan”*** for the next part.

March Activity 3

STAT Worksheet: Action Plan

STEP 1. Review Top Clean Water Options and Discuss Pros & Cons

- Go through each option and ask your teammates for good (pro) and bad (con) things about each one.

Option 1. _____
PROS: (+) _____ CONS: (-) _____

Option 2. _____
PROS: (+) _____ CONS: (-) _____

Option 3. _____
PROS: (+) _____ CONS: (-) _____

We decided that the best suggestion for solving this issue or problem would be:

Top Clean Water Option Chosen by the Group:

(MOSAIC Handout)

March Activity 3

STAT: Preparing for Presentation

Our group is: **Informing** **Persuading**

Our Audience is:

A summary of our idea for addressing clean water is:

We will present by this method:

Use this space to draft/create your presentation:

April

*Appreciating Ourselves, Our School,
and the World*



YEAR 3

APRIL THEME

Connecting with Others and Being a Leader

APRIL VIRTUE & SKILLS

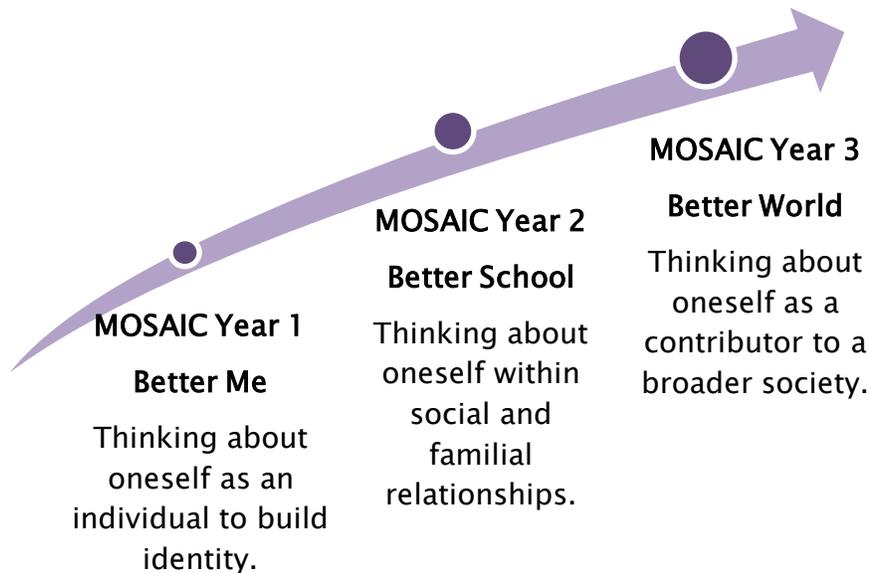
Virtue:

Compassionate Forgiveness

Skills:

Emotion Regulation & Empathy

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness
and Gratitude

Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

MOSAIC VIRTUES & SKILLS BY MONTH

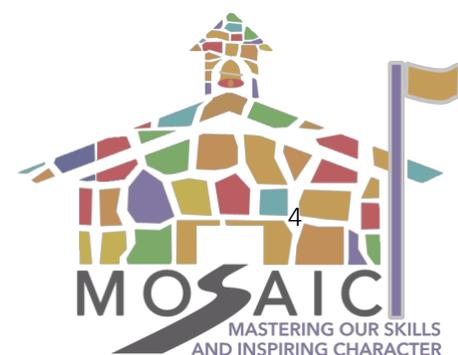
MONTH	THEME	VIRTUE	SKILLS
September	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
October	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
November	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
December	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
January	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
February	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
March	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
April	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
May	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
June	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

MOSAIC APRIL THROUGHLINE

CONNECTING WITH OTHERS AND BEING A LEADER

How can we incorporate MOSAIC into our class today?

- Use self-calming skills to deal with stress.
- Practice empathy when others have upset us.
- Be understanding when you are in a leadership role.
- Reach out to others and be forgiving so you can move on.



MOSAIC in April

Year 3 Curriculum
8th grade students

April Activity 1: Intro to Compassionate Forgiveness

Day 1: Introduce Theme and Ambassador Check-in

Day 2: Take a Brain Break

Day 3: Apply Compassionate Forgiveness to Life

Days 4-5: Beliefs about Compassionate Forgiveness and Throughline

April Activity 2: Combat Stress

Day 6: Positive Self-Talk

Day 7: Positive Self-Talk Practice

April Activity 3: Students Taking Action Together

Day 8: A Role Model for Social Action and Reaching Future Dreams

Day 9-10: Human Rights

April Activity 4: Bimonthly Reflection & Feedback

Day 11: Reflection & Feedback for March/April

April Activity 1

Intro to Compassionate Forgiveness

Days 1 to 5

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

Students will take a position on “Connecting with Others and Being a Leader,” the new theme of the month.

MATERIALS

- ❖ MOSAIC Journals
- ❖ April Throughline

April Activity 1 Tips

1. *Encourage students to relate theme to their own life and use personal examples.*
 2. *examples during the activities.*
-

“Introduction to Forgiveness” Overview

Day 1: Introduce Theme and Ambassador Check-in

Day 2: Take a Brain Break

Day 3: Apply Compassionate Forgiveness to Life

Days 4-5: Beliefs about Compassionate Forgiveness and Throughline

DAY 1: *Introduce Theme and Ambassador Check-in*

STEP 1. Ambassador Check-in

- Introduce the theme and virtue by saying to students, *“This month we will be focusing on the theme of ‘Connecting With Others and Being a Leader’, and the virtue of Compassionate Forgiveness.”*
- Tell students, *“We will begin with an update from the Ambassadors on the Positive Purpose Projects.”*
- Prior to this class, please help Ambassadors prepare to give a brief update/progress report on the Positive Purpose Project. Their report can include:
 - What is currently being worked on?
 - What questions do you have that the class can give you help with?
 - How can members of the class be helpful at this point in the project?
 - Anything else you would like to communicate to the class about the Positive Purpose Projects?
 - What questions do any class members have about the Project?

STEP 2. Introduce Compassionate Leadership

- Say, *“Ambassadors are your class leaders. How do they show they are compassionate leaders?”* Take two or three responses.
 - Some responses might include:
 - Compassionate leaders are understanding and forgiving when others make mistakes or have difficulties.
 - Leaders show compassion by being not being selfish and by thinking of others when making decisions
 - Compassionate leaders have empathy for those they work with and for those who are suffering from problems they are trying to help solve.



- *“Please take out your MOSAIC Journals. Take 2-3 minutes to think of someone in your life that gives a good example of compassionate leadership to others. Please write down 3 qualities that this person has that makes them a leader that shows compassion.”*

STEP 3. Forgiveness and Leadership (6-8 min)

- Say, *“Another part of compassionate leadership is that we are forgiving of those who disagree with us. So when some of you might disagree with how the Positive Purpose Project is going, it is important that the Ambassadors listen to you and not get defensive or lash out at you or ignore you because you disagree.”*
- *“How do you think you should respond when Ambassadors disagree with your suggestions?”*
- Take a few responses and then ask, *“How do you think group members, citizens, workers, and students should respond, in general, when leaders disagree with them?”*
- Make the point that emotion regulation is important to keeping your strong feelings calm when a leader disagrees with you, or when someone you are leading disagrees with you.
- Ask, *“What do you do to keep your emotions under control when someone disagrees with you about something you care about?”*
- Highlight useful emotion regulation strategies that students are already using.

Day 2: Take a Brain Break

STEP 1. Introduce Brain Break Activity

- *“Today, we are going to take a Brain Break. We are going to do an activity that will help your brain work a little better. It’s something you can try before a test or any situation where you want to be as alert and thoughtful as possible.”*
- *“Scientists around the world have come to understand that our brains are affected by what goes on outside them.”*

STEP 2. Lead Brain Break #1

- *“I will call out the instructions for you and keep a count for you.”*

BRAIN BREAK

- *Gently tap the top of your head with your fingertips 12 times*
- *Gently tap the sides of your head with your fingertips 12 times*
- *Gently tap the back of your head with your fingertips 12 times*
- *Tap the tops of your shoulders with your fingertips 8 times*
- *Grab your right shoulder with your right hand and rotate your arm backwards 4 times. Then, rotate forwards 4 times.*
- *Grab your left shoulder with your left hand and rotate your arm backwards 4 times. Then, rotate forwards 4 times.*
- **Optional: Massage Circle between Brain Breaks**
 - *“Form a circle, front to back, so that everyone can reach the shoulders of someone right in front of them and everyone is included. Gently hold on to the shoulders of the person in front of you and massage the 12 times/for 15 seconds.”*

STEP 3. Lead Brain Break #2

- Repeat the same “Brain Break” process.
- *“This time, as you are doing the Brain Break, be sure you are inhaling through your nose, breathing out through your mouth, and smiling while you are touching your head, shoulders, etc. Smiling is very important because it increases the flow of oxygen to our brains, which helps us be more Constructively Creative and Optimistically Future-Minded.”*

STEP 4. Brain Break Debrief

- *“Did you feel any different between the first time and the second time you had a Brain Break? How did you feel different?”*
- *“Remember to ask for a chance to do Brain Breaks before tests or any situation where you want to be at your most alert.”*

FOLLOW UP

- Arrange for Brain Breaks to be given before standardized and other testing.
- Be sure other staff members know about Brain Breaks in case your 8th graders ask to have them.
- Consider using Brain Breaks to begin faculty meetings or staff committee meetings or professional development or PLC sessions.

DAY 3: *Apply Compassionate Forgiveness to Life*

STEP 1. Listen to the Interview with George Takei

<http://www.wnyc.org/story/is-forgiveness-the-ultimate-test/>

Time: 8 minutes

STEP 2. Discuss the George Takei Interview



- Ask students to write in their MOSAIC Journals. Say, *“Write in your journal two questions you had, and one emotion you felt when listening to George Takei’s story.”*
- Call on several students to share their questions, which may be related to “internment” and other historical elements to George Takei’s story.
- Then, ask students, *“What were some of the feelings you had while listening to the story?”* Take a few responses and be sure the Ambassadors respond.
- Then ask, *“Why do you think George Takei was willing to forgive the government?”*
- *“When in your life have you forgiven someone despite it being very hard to do so?”*
- *“What helped you to be able to be forgiving?”*

DAYS 4-5: *Beliefs about Compassionate Forgiveness and Throughline*

STEP 1. Yes-No-Maybe about Compassionate Forgiveness

- Tell students, *“Today we are going to continue to respond to the story of George Takei and his family’s being imprisoned because they were Japanese-Americans and how he forgave the government for doing that. We will use our Yes-No-Maybe format for this.”*
- Read at least two of the statements below, and give your students the opportunity to determine if they believe the statement is true (Yes), not true (No) or either sometimes true or they are not sure (Maybe). Have your Ambassadors go to different groups to help them facilitate discussion and hear one-another’s perspectives:
 - *It is easy to show Compassionate Forgiveness to yourself for things you have done that you are not proud of.*
 - *Saying that you forgive someone really does not make them feel better.*
 - *Once someone does something wrong to you, you can never have a good relationship with them again.*
 - *If you don’t forgive, the only one you are hurting is yourself.*
 - *Create your own!*
- After each question, have a spokesperson for each group summarize the reasons why they chose, Yes, No, or Maybe. Give an opportunity for other group members to add if they wish.

STEP 2. Reflect on Similarities and Differences

- After you have completed the questions you have time for, let students take a seat and review answers that stood out.
- Ask students, *“Was there anything that surprised you during the activity?”*

- *”Point out that, “You had many different thoughts and there was not a single right answer.”*

STEP 3. Introduce the Throughline Sheet

- Say to students, *“During the rest of this month, we will be using tools to plan for your positive future. This month’s Throughline Sheet reminds us to:*
 - *1) Use self-calming skills to deal with stress.*
 - *2) Practice empathy when others have upset us.*
 - *3) Be understanding when you are in a leadership role.*
 - *4) Reach out to others and be forgiving so you can move on.*
- *We will learn to use these tools in more detail in the coming weeks.”*
- End the class by selecting a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.



FOLLOW UP

- Throughout the month, provide specific, labeled praise for acts of leadership, forgiveness and gratitude in your MOSAIC class and in your other classes.
- Your class is now familiar with the MOSAIC Circle and Yes-No-Maybe formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use a MOSAIC Circle or “Yes-No-Maybe” pedagogy to actively engage students in the topic.

CONNECTING WITH OTHERS AND BEING A LEADER

How can we incorporate MOSAIC into our class today?

- Use self-calming skills to deal with stress.
- Practice empathy when others have upset us.
- Be understanding when you are in a leadership role.
- Reach out to others and be forgiving so you can move on.

April Activity 2

Combat Stress

Days 6 to 7

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

Students will be able to use positive self-talk to combat stress.

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - Stress Thermometer
 - Positive Self-Talk Statements

April Activity 2 Tips

1. *Encourage students to practice their positive self-talk skills throughout the day.*
-

“Combat Stress” Overview

Day 6: Positive Self-Talk

Day 7: Positive Self-Talk Practice

DAY 6: *Positive Self-Talk*

STEP 1. Introduce and Show Video

- The affirmations in the video are presented in the **MOSAIC Projector Display: Positive Self-Talk**, should you want to use them with your students or if the video is unavailable.
- Say to the students, *“What we say to ourselves matters. When we talk positively to ourselves, we gain confidence; when we talk negatively to ourselves, we make it more likely we will fail.”*
- *“So it’s important for our success- in tests, in relationships, in projects, in helping make our communities and the world better- to say positive things to ourselves, even when we have doubts.”*
- *“Here is a video of many positive self-statements you can make to yourself. After you watch and listen, I will ask you to pick 5- or create 5- that you think will be most helpful to you when it comes to taking tests, and then another 5 (they could overlap) that you think will help you in your relationships and other parts of your life, and write them in your MOSAIC Journals.”*
- *“After the video, we will use a MOSAIC Circle and have everyone share one statement that will help them stay confident during tests, and one statement that will help them be effective in relationships.”*

Video <https://www.youtube.com/watch?v=Rv3ejDal7vE>

(Stop at 3:22, “I am talented at many things,” to avoid any pop-ups)

STEP 2. Review Structure of MOSAIC Circle As Needed (2-3 min.)

- Review the structure of a MOSAIC Circle:
 - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
 - Explain to students, *“In order to discuss the video we just watched, we will be using a MOSAIC Circle. In a MOSAIC Circle, we will*

respond to a specific question, and everyone in our class will get a turn to share their thoughts and feelings.”

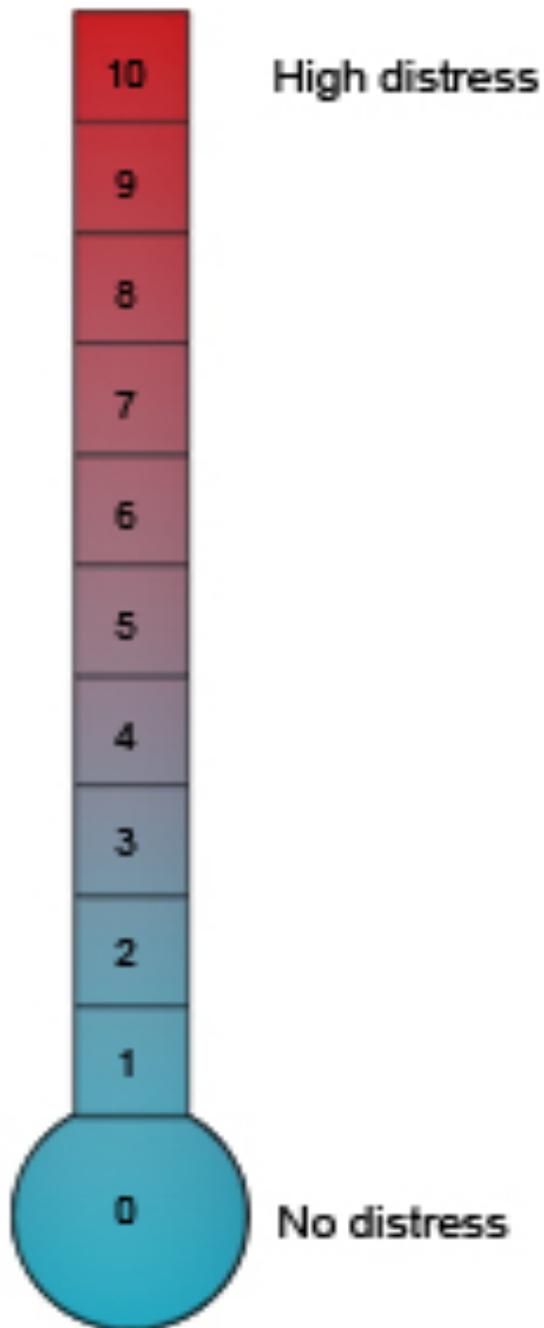
- Ask students to recall the norms of a MOSAIC Circle. Be sure that the following norms are mentioned:
 - *What is said in the MOSAIC circle stays in the MOSAIC Circle*
 - *One person talks at a time (depending on the needs of your classroom, it may be helpful to incorporate “Speaker Power” tools, such as a talking stick).*
 - *Right to pass- students do not need to answer the question if they do not want to.*
 - *No dialogue- MOSAIC Circle is not a time for discussion; it is a time to share your own thoughts and feelings.*

STEP 3. Conduct MOSAIC Circles and Debrief (4-5 min.)

- Conduct one MOSAIC Circle answering, *“What positive self-statement did you select for preparing for a test?”*
- Conduct a second MOSAIC Circle answer, *“What positive self-statement did you select for relationships or other areas of your life?”*
- After both Circles, ask:
 - *“Which statements came up most for tests? Which for relationships?”*
 - *“What similarities did you notice in both circles? What differences?”*
 - *How will you remember to use positive self-talk when you are in situations other than MOSAIC classes?”*
- NOTE: If necessary, the second circle and debrief can be continued as the start of the next lesson.

April Activity 2

Stress Thermometer



April Activity 2

Positive Self-Talk Statements

I can do anything
I am fearless
I pursue my dreams with ease
I am assertive
I tell others how I feel
I can stand up to anything
I am very attractive
I am bold and outgoing
I can achieve anything I desire
I always stand up for myself and my beliefs.
I always find a way to succeed
I am original
I confidently meet any challenge
I am talented at many things

I know I can achieve anything
I can face anything that confronts me
I am a winner
I am bold and brave
I am fearless
I am in control of my life
I achieve massive success
I believe in myself completely
I can easily overcome any failures or setbacks
I speak my mind
I respect myself deeply
I am confident that I can achieve anything
I am strong

DAY 7: Positive *Self-Talk Practice*

STEP 1. Practice Self-Talk (5-7 min)

- Say, *“Staying upset about things that happened in the past can hold you back from becoming your best self.”*
- Ask, *“It also applies when we think too much about situations that were hard for us in the past and that are coming up again. What is an example of some situations that have been unpleasant or hard or frightening for you in the past that might come up again?”*
- Take a few responses. Be sure to prompt them to include taking tests and being bullied and wanting to avoid it.
- Then ask, *“How do you feel when you think about these upcoming situations?”* Take a few responses. Give them the opportunity to express their feelings in depth if they wish.
- Say to students, *“When we are anticipating an unpleasant situation, we have strong feelings. Maybe we want to give up, avoid it, or lash out against it. In these moments, regulating our stress can help us to avoid more trouble and to move on, including facing the situation if we have no choice, and make the best of it. This is not easy, and so we need to practice regulating our stress, like working out at the gym. Every day this week, you will get to practice positive self-talk.*
-  *“First, think of something stressful in your life that is upcoming, and write down your Stress Thermometer number, from 0-10, in your MOSAIC Journal for how stressed you are feeling right now.*
- *“Next, you will practice positive self-talk. That means you will speak to yourself in third person say encouraging statements to yourself that complete these sentences:”*
- *“For the next 2 minutes, practice by saying:*
- *_____ (your name) is _____*

- _____ (your name) can _____

- _____ (your name) will _____



- (After 2 minutes) *“Now, write down in your MOSAIC Journal your stress thermometer (show handout) number for how you feel right now as you anticipate the upcoming situation.”*

- Have students share their numbers. Ask what challenges they experienced with positive self-talk and help them to address them.

- Ask them how they will remember to use positive self-talk in upcoming situations.

FOLLOW UP

- All school staff should know to remind students to use positive self-talk.

April Activity 3

Students Taking Action Together

Days 8 to 10

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

Students will learn about a social action role model and be introduced to the United Nations Human Rights.

MATERIALS

- ❖ Chart paper or board space
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - Tererai Trent Article
 - UN Human Rights Most Focused on Youth
 - Example UN Rights Posters

April Activity 4 Tips

1. *STAT (Activity 3) asks students to create UN Human Rights Posters. This may be a good project to showcase to the school or community. Ambassadors can play a role in organizing the event, if all of the eighth grade classrooms are interested.*
 2. *Use your Ambassadors to lead or co-lead this activity.*
-

“STAT” Overview

Day 8: A Role Model for Social Action and Reaching Future Dreams

Day 9-10: Human Rights

DAY 8: A Role Model for Social Action and Reaching Future Dreams

STEP 1. Introduce Tererai Trent Video

- *“Today, we will watch a video about Tererai Trent. Tererai grew up in a cattle-herding family in rural Zimbabwe, where cultural practices and a war that liberated her country charted the course of her life. Men worked in mines, and women were expected to stay at home and take care of the family.”*
- *“Tererai did not have the opportunity to go to school. She was forced to marry young and had three children by the time she was eighteen. But she never lost sight of her dreams: she wanted to be educated and taught herself to read and write from her brother’s schoolbooks.”*
- *“The video tells the story of what happened next. Look for examples of her Compassionate Gratitude, Responsible Diligence, Helpful Generosity, Optimistic Future Mindedness, Empathy, and Problem Solving. Notice also how she communicates.”*

STEP 2. Show Video

<http://www.oprah.com/own-world/tererai-trent-returns-to-zimbabwe-to-share-her-story-video>

Length: 3:45

- NOTE: Use the MOSAIC Projector Display: Tererai Trent Article as a supplement to the video or to replace the video if you do not have access to the video.

STEP 3. Lead Discussion about Video

- After the video, ask students to, *“Write down your dreams for the future and place them in a safe place where you can look back on them in the future.”*
- Lead a discussion using these questions or others you prefer:

Example Discussion Questions:

- *“Where did you see examples of Compassionate Gratitude, Responsible Diligence, Helpful Generosity, Optimistic Future Mindedness, Empathy, and Problem Solving in Tererai Trent’s story?”*
- *“What did you notice about how Tererai Trent communicated her story? What did she do that you thought was most effective?”*
- *“Why was education important to Tererai Trent?”*
- *“What did she do to help others become better educated?”*
- *“What can you do to help yourself become better educated?”*
- *“What can you do to help others around you become better educated?”*
- *“How did this video affect what you wrote down about your dreams for the future?”*

April Activity 3

Tererai Trent Article

Tererai Trent: Turning Compassionate Gratitude into a Life of Empowerment Through Education

From: <http://boldandfearless.me/dr-tererai-trent-why-this-woman-from-zimbabwe-became-oprahs-favorite-guest/>

For More Information: <http://www.tereraitrentinternational.org/>.

Rooted in humble beginnings, Tererai grew up in a cattle-herding family in rural Zimbabwe, in a country known as Rhodesia under colonial rule, where cultural practices and a war that liberated her country charted the course of her life. Men worked in mines, and women were expected to stay at home and take care of the family.

Tererai did not have the opportunity to go to school. Undeterred, she still dreamed of an education and determinedly taught herself to read and write from her brother's schoolbooks. Despite being forced to marry young and have three children by the time she was eighteen, she never lost sight of her dreams.

As a young mother without a high school diploma, Tererai met a woman who would profoundly impact her life: Jo Luck, president and CEO of Heifer International. She told Tererai, *"If you believe in your dreams, they are achievable."* With this inspiration and her own mother's encouragement, Tererai wrote down her dreams of going to America for higher education, sealed them in a tin can, and buried them under a rock, ultimately redesigning the blueprint of her life.

Years later in 1998, Tererai moved with her family to Oklahoma where she eventually earned a bachelor's degree in agricultural

education. In 2003, Tererai received her master’s degree, and in December 2009, she obtained her doctorate from Western Michigan University. It was soon followed by a two-year commitment to work with Heifer International, which had sponsored her Ph.D.

Dreams Fulfilled

Tererai, who was featured in the book [Half the Sky](#), caught the attention of Oprah Winfrey who invited Tererai to [appear on her show](#). Winfrey then surprised her with an award of \$1.5 million to be used toward building a school in Zimbabwe. (Oprah eventually named Tererai her all-time favorite guest after 25 years of *The Oprah Winfrey Show*’s run on network TV.)



Upon return to Zimbabwe, Tererai began work on Matau—the public school that Tererai attended more than forty years ago. Matau’s infrastructure was falling apart due to Zimbabwe’s economic crisis.

She says, “It lacked desks, chairs, books, and skilled teachers. On average, five children shared a math textbook and four shared a seat and desk. Most children completed a seven-year school-cycle without access to a single textbook. This is what led me to rebuild the school and to give back to my community by improving the lives of women and girls.” The dire statistics that might discourage some served to fuel Tererai’s dreams.

In 2011, Tererai founded Tinogona Foundation, now known as [Tererai Trent International \(TTI\)](#), whose mission is to provide universal access to quality education to children regardless of their

gender or socio-economic backgrounds, as well as empower rural communities.

“Once, after a speaking engagement at The Agnes Irwin School in Pennsylvania, where I was addressing elementary school children, I wondered (as I often did), if I had made an impact on these young lives. I wondered if the young people had really grasped the depth of my message. And then a nine-year-old girl named Evelyn did something that would leave an indelible impression on me. This bright-eyed girl with a soft voice and amazing smile said to me, ‘can you wait here while I go and find the change in my backpack so you can build more schools?’ Those words affirmed for me that **girls are powerful and together, we can change the world,**” says Tererai.



Her Life Today

Today, Tererai has an undying resolve to pay it forward, benefiting the community in which she grew up. “I am proof that educating girls can create a positive reaction in a community, and help break the cycle of poverty,” says Tererai. Alongside her quest to improve the quality of

education in Zimbabwe, Tererai and her staff at TTI work tirelessly to increase employment, bolster the local economy, and build communities that can, and will, believe in themselves.

Gifted with natural charisma that inspires people from all walks of life, Dr. Trent’s compelling story motivates people to fight for their own dreams, as well as the dreams of others. Dr. Trent’s picture book, *[The Girl Who Buried Her Dreams in a Can](#)* (Viking Books), is based on her story of perseverance.

Days 9-10: Human Rights

STEP 1. Introduce UN Human Rights

- *“The United Nations is an organization made up of all of the countries of the world. In addition to dealing with political issues and attempting to preserve peace in the world, the United Nations also works on behalf of human rights, including the rights of children.”*
- *The MOSAIC Projector Display: UN Human Rights Most Focused on Youth shows you some of the human rights declared by the United Nations that are particularly important for young people throughout the world.*
- *(<http://www.un.org/en/universal-declaration-human-rights/index.html>)”*

STEP 2. Introduce Posters about UN Human Rights

- *“The next MOSAIC Projector Display: Example UN Rights Posters shows posters made by young people around the world telling about human rights they feel are most important.”*
- *“Look up some additional information about the United Nations and its work at <http://www.un.org/en/about-un/>”*

STEP 3. UN Sustainable Development Goals Posters

- *“The UN has also made global goals for Sustainable Development. Those can be found here:*

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

- *“Pick one of the UN Goals and work with two or three other students to make a Human Rights poster. You will have the rest of this class and the next MOSAIC class and any other time you would like to devote. You can also find out more about the UN goal you pick at the UN website.”*
-

- *“Our Ambassadors will help us collect and display the posters around the school after they are completed. Perhaps we will arrange a program to present them to parents and the community.”*
- Optional: Arrange a school-wide program to present the posters to parents and the community.
- Note: You may want to coordinate this activity with your Arts teachers.

April Activity 3

United Nations Human Rights Most Focused on Youth

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 18.

Everyone has the right to freedom of thought, conscience and religion;

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

Everyone has the right to freedom of peaceful assembly and association.

Article 23

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall

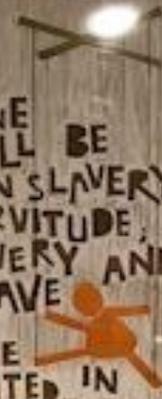
further the activities of the United Nations for the maintenance of peace.

April Activity 3 Example UN Rights Posters






EVERYONE
HAS THE RIGHT TO
LIFE,
LIBERTY AND
SECURITY OF
PERSON.


NO ONE
SHALL BE
HELD IN SLAVERY
OR SERVITUDE,
SLAVERY AND
THE SLAVE
TRADE
SHALL BE
PROHIBITED IN
ALL THEIR FORMS


NO ONE
SHALL BE
SUBJECTED TO
TORTURE
OR TO CRUEL,
INHUMAN OR
DEGRADING
TREATMENT OR
PUNISHMENT


EVERYONE
HAS THE RIGHT TO
FREEDOM OF THOUGHT,
CONSCIENCE AND RELIGION;
THIS RIGHT INCLUDES
FREEDOM TO CHANGE HIS
RELIGION OR BELIEF,
AND FREEDOM, EITHER ALONE
OR IN COMMUNITY WITH
OTHERS AND IN PUBLIC OR
PRIVATE, TO MANIFEST
HIS RELIGION OR BELIEF
IN TEACHING, PRACTICE,
WORSHIP AND OBSERVANCE.


EVERYONE
HAS THE RIGHT
TO FREEDOM OF OPINION
AND EXPRESSION.
THIS RIGHT INCLUDES
FREEDOM TO HOLD
OPINIONS
WITHOUT INTERFERENCE
AND TO SEEK, RECEIVE
AND IMPART INFORMATION
AND IDEAS
THROUGH ANY MEDIA
AND REGARDLESS OF
FRONTIERS


1) EVERYONE
HAS THE RIGHT TO
FREEDOM OF PEACEFUL
ASSEMBLY AND
ASSOCIATION.
2) NO ONE MAY BE
COMPELLED TO BELONG
TO AN ASSOCIATION

April Activity 4

Bi-monthly Reflection & Feedback

Day 11

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

Students will reflect on the previous month's MOSAIC lessons and collectively provide feedback.

MATERIALS

- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Teacher Handout:
 - Bi-Monthly Feedback

October Activity 5 Tips

1. Completing the **MOSAIC Teacher Handout: Bi-Monthly Feedback** and sharing with your school's MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom.

“Bi-Monthly Reflection & Feedback” Overview

Day 11: Reflection & Feedback for March/April

Day 11: Reflection & Feedback for March/April

STEP 1. Introduce Reflection & Feedback Format (1-2 min)

- Let students know that this is the last MOSAIC lesson of the month, and it's time to get their feedback about the activities that took place this month.
- Remind students of the importance of their opinions and ideas about how to make things better, as good problem solvers.

STEP 2. Students Give Feedback on March and April (3-5 min)

- Prompt students to provide feedback about the activities from March and April. Be prepared to adjust the prompts if your MOSAIC scheduled changed due to testing.
- Say, *"In March, we focused on the theme of Appreciating Ourselves, Our School and Our World. We did activities to practice communication and empathy, and we focused on Compassionate Gratitude. We also learned about the problem of clean water and worked on this problem during STAT."*

Discussion Questions:

- *What were some things you liked about MOSAIC in March?*
- *How could those March lessons be better?*
- Say, *"In April we focused on the theme of Connecting with Others and Being a Leader, and the virtue of Compassionate Forgiveness. We heard George Takei's interview about the Japanese American internment and learned how to apply Compassionate Forgiveness to our lives. We practiced positive self-talk and we learned about Tererai Trent and we made posters to show United Nations Human Rights."*

Discussion Questions:

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

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

- Show MOSAIC Projector Display: MOSAIC Reflection.



- Have students respond to the scenario in their MOSAIC Journals. Tell students they have 5 minutes to respond.
- While students are writing in their MOSAIC Journals, complete the **MOSAIC Teacher Handout: Bi-Monthly Feedback**. Save this feedback and use to plan improvements for MOSAIC for the rest of the year. Additionally, if your school has a MOSAIC instructional support team, share this information with that team to inform wider MOSAIC improvements at the grade school levels.

STEP 4. Students Share Reflection Responses (2-3 min)

- Have students share their responses if there is time. You can also have students read each other's responses if you need more time to complete your feedback.
- Do not press students if they are reluctant to share their opinions.

April Activity 4 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

An important test is coming up next week, but you don't have enough time to study. Your friend suggests writing some of the important facts on your hand before the test. You know that it is wrong to cheat but you are also scared of failing the test.

What have you learned in MOSAIC that would help you figure out what to do?

Bi-Monthly Teacher Feedback

School_____

MOSAIC Year (Grade Level): _____

1. **How much of the MOSAIC curriculum were you able to complete over the past two months?**

Not very much

Somewhat

Very much

2. **What did you like best about MOSAIC over the past two months (e.g., activities, student growth moments, etc.)?**

3. **What would you like to change about the MOSAIC program from the past two months?**

4. **What support(s) would help you teach MOSAIC most effectively?**

May

Looking Forward: Next Steps on the Journey



YEAR 3

MAY THEME

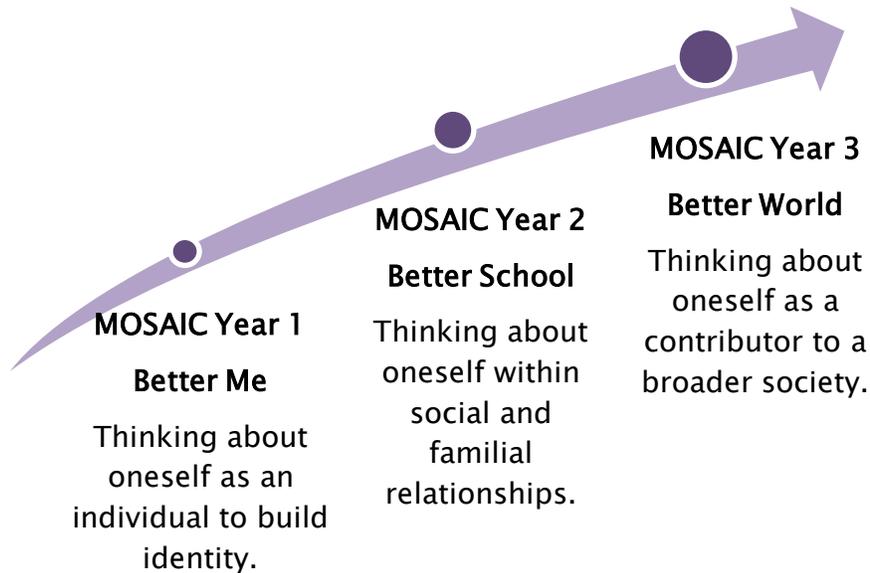
Looking Forward: Next Steps on the Journey

MAY VIRTUE & SKILLS

Virtue:
Positive Purpose

Skills:
Communication and Problem Solving

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness and Gratitude

Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

MOSAIC VIRTUES & SKILLS BY MONTH

MONTH	THEME	VIRTUE	SKILLS
September	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
October	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
November	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
December	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
January	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
February	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
March	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
April	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
May	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
June	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

MOSAIC MAY THROUGHLINE

LOOKING FORWARD: NEXT STEPS ON THE JOURNEY

How can we incorporate MOSAIC into our class today?

- Remember Principal Kafele's message by reflecting on your purpose at the start of each class!
- Use creative forms of expression to share what we have learned in MOSAIC.
- Help make the school a better place for our incoming 6th graders and others new to our school.



MOSAIC in May

Year 3 Curriculum

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

May Activity 1: Positive Purpose Continued

Day 1: Positive Purpose and Principal Kafele

Day 2: Respectful Debate and Throughline

May Activity 2: Demonstration Project

Day 3: Plan Demonstration

Day 4: Create Take-Away Demonstration

Day 5: Create Demonstration (continued)

Day 6: Practice Take-Away Demonstration

Day 7: Practice Demonstration (continued)

Day 8: Share Take-Away Demonstration

Day 9: Notice Successes and Wrap Up

May Activity 3: Reflection on STAT and Service

Day 10: Notice Successes- Reflect on STAT and Positive Purpose Projects

Day 11: The Importance of Careful Communication, via Humor

Day 12: Looking Ahead to High School

May Activity 1

Positive Purpose Continued

Days 1 to 2

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will discuss what purpose means to them, what they think their purpose might be, and how to pursue that purpose in their future.

MATERIALS

- ❖ MOSAIC Journals
- ❖ May Throughline
- ❖ MOSAIC Projector Display: Principal Kafele

TEACHER TIPS

- 1. Students' understanding of purpose is expected to grow and change throughout their adolescence. Be sure to help students reflect on how their understanding of purpose has changed from when they began attending this school.*
- 2. If students are having trouble sharing and listening in the MOSAIC Circle, introduce "speaker power" by using an object, such as a talking stick, to be passed around the circle. The only person who should be talking is the person with the talking stick. It is also helpful to incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.*
- 3. Be sure to highlight any display of problem solving or effective communication when appropriate.*

Intro to Positive Purpose and Theme of Looking Forward

Day 1: Positive Purpose and Principal Kafele

Day 2: Respectful Debate and Throughline

Day 1: *Positive Purpose and Principal Kafele*

STEP 1. Present “Positive Purpose” with Principal Kafele Video (4-5 min)



- Introduce the activity by saying to students, *“This month we will be focusing on the theme of ‘Looking Forward: Next Steps on Your Journey,’ along with revisiting the virtue of Positive Purpose. We will begin by watching a video. Some of you may have watched videos with Principal Kafele, and this is another video he made. Please take out your MOSAIC journals. As you are watching the video, please write down your reaction to the video, something important that was said, or something new that you learned.”*
- Play the video titled “You have to get up early in the morning.”
 - LINK: <https://www.youtube.com/watch?v=PVmG8OGwt98>
 - Length: is 3:51.
- Alternate or additional video, “Who determines your destiny?”:
 - LINK: <https://www.youtube.com/watch?v=NHCSHCMo-K8>
 - Length: 5:31.

****If unable to access video:****

- Use MOSAIC Projector Display: Principal Kafele Video, and ask students to take turns reading the text aloud.

STEP 2. Reflect on Video (2-3 min)

- Facilitate discussion about positive purpose.
- *Example Discussion Questions:*
 - *What does Principal Kafele mean by getting up early in the morning??*
 - *Why do you think he says that obstacles and roadblocks can’t be avoided? Isn’t that discouraging?*

- *Do you agree with Principal Kafele’s idea that, “You have to make the decision that I am going to step up my game. You have to know your purpose and you need a 100% commitment to your sense of purpose and your decision to follow it successfully.”?*

STEP 3. THINK: Create a Personal Definition (2-3 min)

- Say to students, *“Now look back in our MOSAIC Journals to your entries from September of this year.”*
- *“Keeping in mind your Positive Purpose that you wrote about in September, and the reaction you had when watching Principal Kafele’s video, take a few minutes to review and rethink your own personal definition of Positive Purpose. Write in your journals what you would say is your personal definition of Positive Purpose NOW, as you prepare to head into high school. You will be asked to share your writing with a partner.”*



STEP 4. PAIR-SHARE: Create a Shared Partner Definition (3-4 min)

- Say, *“Turn to the person next to you and share your personal definition. Discuss how your definitions have or have not changed, and why. As you work together, try to combine your ideas and agree on a shared definition. Be sure to write that definition in your MOSAIC notebook as a shared definition.”*
- Circulate and help students think about how their understanding of purpose has changed.

(MOSAIC Projector Display)

May Activity 1

Principal Kafele: You have to get up early in the morning to fulfill your destiny and your purpose

In his videos, Principal Kafele has a message for all youth, boys and girls, Black, Hispanic, Asian, White, and other.

If you are disciplined, serious about your goals, resilient, diligent, and passionate about your dreams, you have to get up early in the morning.

And you can't allow challenges to stop you. You must turn your ideas into reality and not be overcome by challenges.

Knowing your life's journey, your purpose must be your focus. You must be in the driver's seat. Potholes, road blocks, challenges, obstacles, dead-ends- these are not only possible, they are likely.

However great the challenges are- it's up to you to keep going. It's your decision. To live your life according to YOUR dream, YOUR goal, YOUR purpose... you have to make the commitment.

You have to navigate around challenges, distractions, obstacles.

You have to make the decision that I am going to step up my game.

You have to know your purpose and you need a 100% commitment to your sense of purpose and your decision to follow it successfully.

To do this, you have to have attitudes of success and follow them up with actions of success. You have to get up early in the morning.

You have to lead the pack, get started before everyone else, start the day ready.

Look at the newspaper or read the news on your computer, know what's going on in the world. Be ahead, be aware. Get the rest you need but get up early. Go the extra mile

Meeting your destiny, reaching your purpose, does not happen overnight. It will take you what it has taken me: years of commitment and dedication, long days and long nights. But if you don't do it, life will do it for you, and it will not work out as well. You've got to get up early in the morning to reach your destiny and fulfill your purpose.

Day 2: *Respectful Debate and Throughline*

STEP 1. Introduce Respectful Debate (2 min)

- Tell students, *“Today we are going to have a respectful debate. Who can remind us about the norms for respectful debating?”*
 - Examples: Acknowledge other opinions, no interrupting, etc.
- Part of what we want students to learn is about respectful disagreement.

STEP 2. Conduct Respectful Debate (8-10 min)

- Break the class in half to create Team A and Team B. If possible, rearrange seating so that students can be sitting with their groups.
- Read one of the statements below, or modify to better fit your group or circumstances:
 - *You’ve got to get up early in the morning to reach your destiny and fulfill your purpose*
 - *MOSAIC virtues and skills just don’t apply to real life in this community.*
 - *Being Responsibly Diligent in the face of obstacles and roadblocks matters even when you are not successful in overcoming them.*
- Say, *“Discuss with your team (for two minutes) why you agree/disagree with the statement. Next, Team A will get a chance to argue their opinion. Then, Team B, will get a chance to respond to the comments. Next, Team B will argue their opinion and Team A will get to respond. Keep in mind that this is a respectful debate, and we want to follow our norms.”*

STEP 3. Reflect on Similarities and Differences (4-5 min)

- After you have completed the questions you have time for, let students take a seat and review answers that stood out.

- Ask students, *“Was there anything that surprised you during the activity?”*
- Ask students, *“What strategies for getting better at pursuing purpose came up most often in the activity?”*
- Point out that, *“There were many different thoughts, and there was not a single right answer.”*
- Emphasize, *“Sometimes in order to pursue your positive purpose you must learn to problem solve in difficult situations and learn to openly communicate with others. That’s why it’s so important to use PLAN and BEST. This allows for strong connections with those around you so you can get the help that you need to become the person you want to be!”*

STEP 4. Introduce the Throughline Sheet

- Say to students, *“During the rest of this month, we will be using tools to help you plan for a future with a positive purpose. This month’s Throughline Sheet reminds us to:*
 - *Ask yourself how what I am doing today is helping me to meet my destiny tomorrow.*
 - *Remember what we learned in MOSAIC and remind one-another to use it all the time, in and out of school.*
 - *Help make the school a better place for our incoming 6th graders and others new to our school.*



- End the class by selecting a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.

FOLLOW UP

- Your class is now familiar with the MOSAIC Circle, Yes-No-Maybe, and Respectful Debate formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area,

and use a MOSAIC Circle, “Yes-No-Maybe,” or Respectful Debate pedagogy to actively engage students in the topic.

- If you have time, it can be especially valuable for your students to do an additional Respectful Debate on one of the statements you did not get to.

MOSAIC MAY THROUGHLINE

LOOKING FORWARD: NEXT STEPS ON THE JOURNEY

How can we incorporate MOSAIC into our class today?

- Remember Principal Kafele's message by reflecting on your purpose at the start of each class!
- Use creative forms of expression to share what we have learned in MOSAIC.
- Help make the school a better place for our incoming 6th graders and others new to our school.



May Activity 2

Demonstration Project

Days 3 to 9

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will demonstrate what they have learned in MOSAIC using an expressive medium of their choice.

MATERIALS

- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - Ways to Express Myself
 - Planning My Project

TEACHER TIPS

- *This activity is meant to allow students the space to express themselves creatively in different media. Feel free to suggest or encourage projects that use materials and methods not explicitly written in the curriculum and to bring in any special skills or interests you are able to offer the students.*
- *In larger classes, it may be necessary to work in groups, and not pairs, for this activity in order to complete the full project and presentation.*
- *The “Activity 2: Demonstration Project” series is designed to be flexible. You will need to help students plan projects that will fit within the time constraints you have.*
- *Note that for the students who are interested in participating, take photos and videos of students’ take-away projects and put projects on your school’s web sites and share the link with other students, parents, and the wider community.*

“Demonstration Project” Overview

Day 3: Plan Demonstration

Day 4: Create Take-Away Demonstration

Day 5: Create Demonstration (continued)

Day 6: Practice Take-Away Demonstration

Day 7: Practice Demonstration (continued)

Day 8: Share Take-Away Demonstration

Day 9: Notice Successes and Wrap Up

Day 3: *Plan Demonstration*

STEP 1. Introduce Demonstration (1-2 min)

- Explain to students, *“As the school year comes to an end, we will wrap up our time in MOSAIC by working on final take-away projects. These projects will be a way for you to creatively communicate something you have learned in MOSAIC—about yourself or about your school—that you think would be helpful for the next year’s class of 8th graders. If you did MOSAIC last year, you may have done this before. What is different now, is that you are being asked to reflect on this past year in MOSAIC, you are working with a group of students with different experiences in MOSAIC over the past years, and your focus is on a message for next year’s class of 8th graders.”*
- Tell students, *“You have the option to work in pairs or in small groups, depending on what type of project you chose to do.”*
 - NOTE: This may not be true for all classrooms (see Tips).
- Say to students, *“When we have completed these take-away projects, you will have the opportunity to submit a photo or video of your project to be considered for the school web site. This submission may be selected to be shared other students, teachers, parents, and the wider community!”*

STEP 2. Give Topic Ideas (1-2 min)

- Say, *“One good way to inspire your project is to think about ideas you have had from your Students Taking Action Together experiences this year and from your MOSAIC skill and virtue lessons over the past years.”*
- *Your project is about what you aspire to as a future leader, and it can focus on:*
 - Community/Civic Leaders
 - Business Leaders
 - Educational Leaders
 - International Leaders
 - Technology Leaders

- Sports/ Entertainment Leaders
- Religious Leaders
- Health, Mental Health, Social Services Leaders

STEP 3. Demonstrate Multiple Intelligences Options (5-6 min)

- Say, *“Creative projects can take many forms. Take a moment to brainstorm different forms of expression. Who can tell me one form of expression?”*
- Take answers from 2-3 students.
- Show **MOSAIC Projector Display: Ways to Express Myself** and ask for student volunteers to take turns reading the many different ways that students can express themselves.

STEP 4. Help Students Recognize Personal Expression (7-8 min)



- Say, *“Please take out your MOSAIC notebooks. Now that we understand some different forms of expression, write down 2-3 ways that are most comfortable for you.”*
- Encourage reflection by saying,
 - *“Can you think of a time that you used one of these ways to express yourself as a leader? If so, write it down.”*
- Say, *“Tomorrow we are going to start planning our Demonstration Projects using the form that is most comfortable for us. Please come to class tomorrow with a couple of ideas about the projects.”*

May Activity 2

Ways to Express Myself

Students Can Express Themselves By:

- Doing a photo essay
- Writing a report
- Keeping a journal
- Select a song to share
- Write song lyrics or rap lyrics
- Compiling a collage
- Building a model
- Doing a statistical chart
- Recording interviews
- Setting up an experiment
- Designing a mural
- Choreographing a dance
- Making a video
- Creating a rap or a song
- Giving a PowerPoint presentation
- Developing a musical
- Writing a play or commercial

Day 4: Create Take-Away Demonstration

STEP 1. Introduce Student Planning (1-2 min)

- Say, *“Today we are going to begin planning our demonstration projects. Yesterday we discussed the multiple ways to express yourself and today we are going to use those strengths to create our projects.”*
- Have students break into pairs or small groups to work on their project.
- Show **MOSAIC Projector Display: Planning Our Project** and ask for student volunteers to read the instructions aloud.

STEP 2. Think-Pair-Share (10-12 min)



- THINK: Say, *“Please take out your MOSAIC notebooks. Once you are ready, take 2 minutes to think about what you want to do for your project. Answer the questions on the projector in your journal.”*
 - NOTE: Have students pair up within groups and then share the results of the paired conversations to arrive at a consensus. This then becomes an activity to build teamwork, listening, respectful disagreement, communication, diligence, etc.
- PAIR: Ask, *“Now, share their project idea with a partner, along with your preferred way of expression. We want to practice our communication skills so let’s make our ideas brief! I am going to set the timer for one minute. Each partner should take 1 minute to explain his/her idea. Once you are done, your partner will respond for 1 minute with feedback, ideas, and support.”*
 - NOTE: It may be helpful to use the timer on your phone or computer for this portion. If a buzzer/alarm sound goes off at 1 minute, students are more likely to stay focused.

SHARE: Say, *“Each pair (or group) must confirm their project with me. So, you need to share and decide what you will do and how you will show what you know, what mode of expression you will use. I will sign your journal to indicate that this project is appropriate and feasible to work on during the next week or so.”*

○Examples:

- Write song lyrics or rap lyrics that summarize what you learned about responsible diligence or how you can be a source of help to your school, community, or the world, through MOSAIC.
 - Possible titles:
 - *How X Skill (or Virtue, or Helping Experience) Helps Me Be Who I Am*
 - *How X Skill/Virtue/Helping Experience Helps Me to Become What I Want to Become*
 - *How X Skill/Virtue/Helping Experience Made a Positive Difference in My Middle School Story*
- Bring in or create a picture that shows how your school community changed this year because of a MOSAIC virtue or Students Taking Action Together-related helping experience.
 - A Before/After picture about your school in September and in June.
- Write a commercial that shows the importance of a virtue or skill you learned in MOSAIC this year.
 - Example topics:
 - Compassionate Forgiveness with peers/adults
 - The Benefits of Helpful Generosity
 - Positive Purpose
 - Being a Calmer, More Confident, and Focused Person

(MOSAIC Projector Display)

May Activity 2 Planning Our Project

To show what we have learned about: _____

We will: _____

Brief description of what we plan to do:

Day 5: Create Demonstration (continued)

STEP 1. Set Goal for What to Accomplish Today (1-2 min)

- Say, *“As we have learned in MOSAIC, it is helpful to set goals in order to accomplish a task. Today, it is expected that you will continue to work on your projects individually/together.”*
- Begin by setting an expectation for what students will accomplish during MOSAIC time today.

STEP 2. Circulate as Students Work on Projects (10-12 min)

- Majority of today’s MOSAIC time should be spent allowing students to work on their projects.
- Monitor student projects to make sure they will meet the goal of the session.
 - NOTE: Students who are done with their projects early can join the teacher in circulating the class to help others work on their projects.

STEP 3. Summarize Progress and Explain Next Steps (1 min)

- Praise students’ work and label specific Virtues and Skills you saw during the work time.
- Say, *“Great work today. You will have 2 more days before you will present your projects to each other.”*

Day 6: *Practice Take-Away Demonstration*

STEP 1. Facilitate Mid-Activity Peer Check in for Feedback (5-6 min)

- Say, *“We are going to start today by having a check in for feedback with other classmates. Please find another group to partner with.”*

Note: If you have an odd number of groups, you can be the partner for one of them.

- Use a timer set for 30 seconds, and restart for each step:
 - Say, *“One group will have 30 seconds to explain and show your project. Once the timer goes off, the other group will have 30 seconds to respond with:*
 - One thing that they like about the group’s project
 - One suggestion for the group that could help them to improve their project
 - Switch roles:
 - 30 seconds: Switch roles- now the other group shares their project!
 - 30 seconds: Switch roles- now the other group responds with a compliment and suggestion.

STEP 2. Circulate as Students Prepare (8-10 min)

- Say, *“Using the feedback that your peers shared, continue to work on your project.”*
- Help students as they practice and prepare for their presentation.

STEP 3. Summarize Progress and Explain Next Steps (1 min)

- Praise students’ work and label specific Virtues and Skills you saw during the work time.
- Say, *“These projects are really coming along nicely! You will have 1 more day to work on them before you will present your projects to each other.”*

Day 7: Practice Demonstration (continued)

STEP 1. Students Prepare to Share their Projects (1-2 min)

- Begin by letting students know how they will be sharing their projects during the next MOSAIC class:
 - Depending on your class size, how much you time you have, and the breakdown of individual and group projects, you can choose from the following options for students to share their projects, or use another approach that fits your timing and circumstances:
 - Students could present their projects within small groups: Groups could be created either by shared topic, or by dispersing the topics chosen among groups.
 - If time permits, you can join with another MOSAIC classroom to share projects from both classrooms!

STEP 2. Circulate as Students Prepare (7-8 min)

- Help students as they practice and prepare for their presentation.

STEP 3. Summarize Progress and Explain Next Steps

- Say, ***“At our next MOSAIC class, you will share your projects with each other.”***
 - Encourage students to work on their projects at home, if needed
- NOTE: If students are done early on Day 7, this time can be utilized to start the sharing/presentations. Remember, this can be done in a small group (e.g., individuals/groups present to each other) or in front of the whole class (i.e., if larger groups were used). These lessons are flexible with timing, and should be completed in the most appropriate way for your classroom.

Day 8: Share Take-Away Demonstration

STEP 1. Introduce “Take-Away Demonstration” (1-2 min)

- Begin by setting an expectation for how much time each student group will have to share. Say, *“You will each have ___ minutes to present your project. Remember to use your BEST selves when presenting and be proud of the project you created.”*

STEP 2. Facilitate “Take-Away Demonstration” (11-13 min)

- Following the structure you determined in Day 7, allow student groups the opportunity to present the take-away project to the class.
- Allow time for congratulations and positive compliments:
 - Depending on the size of your class and time constraints you are under, you may choose to have a final applause and compliment circle at the end of the class, or to allow for a 1-2 positive comments after each individual or group presentation.

STEP 3. Submit Photos and Videos to Your School (1-2 min)

- Praise students’ work and label specific Virtues and Skills you saw during the take-away demonstration.
- Say, *“Remember, you now have the opportunity to share your great work with our school and community by sending a photo or video of your take-away project to the Principal (or whomever has been arranged to be the recipient for these).”* Selected photos and videos will be posted on the school website, where students, teachers, and family members will be able to access as they wish.

Day 9: Notice Successes and Wrap Up

STEP 1. Facilitate Closing Discussion (10-12 min)

- Say, ***“Let’s gather in a circle.”*** (If needed, use some other configuration that allows students to see one-another), either standing or sitting.
- Provide the Prompts:
 - Say, ***“How have you seen yourself and each other grow over this year?”***
 - Encourage students to make specific comments about at least two other classmates they have seen grow, saying specifically in what ways. Be sure every student receives a comment.
 - Say, ***“How can you use what you learned in MOSAIC as we finish this year and move into next year?”***
- **OPTIONAL:** Ask students to leave a note to a member of the incoming 8th grade class about how they can expect to grow from MOSAIC, and these notes can be put in the new 8th graders’ MOSAIC Journals next year.



STEP 2. Notice Successes and Wrap-Up (2-3 min)

- This is an opportunity for you to share your observations/feelings about this past year’s MOSAIC lessons and the growth you have seen in the students and let them know that you expect them to apply the skills and virtues they have learned during the summer and next year in school, and follow their sense of Positive Purpose, whether or not they are in a school that has MOSAIC or something like it.
- You may wish to share, individually with each student through a personal note, how you have seen them grow over the year.

May Activity 3

Reflection on STAT and Service

Days 10 to 12

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will reflect on the STAT lessons over the past year and use the PLAN problem-solving framework to discuss what issues are most important to them. Students will learn that school improvement and community service is something that kids and teens around the world are engaging in, and that there are resources and networks that they can be a part of.

MATERIALS

- ❖ Computer/Projector
- ❖ MOSAIC Projector Display:
 - Newseum Collection of Headlines That Miscommunicated
 - Tools I am Bringing to High School

TEACHER TIPS

1. *For Day 10, students will be reflecting on their Students Taking Action Together and Positive Purpose Projects. For the STAT activities, you may wish to make a list in advance of those you worked on most and would like to have students reflect on.*
2. *Ambassadors will need some advance notice and help in preparing for their reports on Day 10.*

“Reflection on STAT and Service” Overview

Day 10: Notice Successes- Reflect on STAT and Positive Purpose Projects

Day 11: The Importance of Careful Communication, via Humor

Day 12: Looking Ahead to High School

Day 10: Notice Successes- Reflect on STAT and Positive Purpose (or related) Projects

STEP 1. Notice Successes from Positive Purpose Projects (6-7 min)

- Say, *“Our Ambassadors and those in other MOSAIC classes worked very hard on Positive Purpose Projects. I invite the Ambassadors to present a brief report and have a discussion with the class about those projects. We have accomplished so much as a class throughout our work in STAT this year. Who would like to share one success we have had in moving forward with school improvement?”*
- First, have Ambassadors share what they feel has been most successful about the Positive Purpose Projects this past year.
- Then, ask them to comment on these questions:
 - *“What was the biggest challenge that your group faced and overcame? What MOSAIC virtues and skills helped you to be successful. they have had in moving forward with school improvement from the past month. Then, ask other students. Some Ambassador Alumni might mention successes related to change efforts in which they have been involved.”*
- If you have received a formal report or email about any progress made, let the students know.
- Report on any other conversations or changes that have happened in the school as a result of past discussion

STEP 2. Notice Successes from Students Taking Action Together (6-7 min)

- In preparation for this lesson, create your own list of the various Students Taking Action Together activities or projects that you engaged in (e.g., gun violence, social action/protest songs, social action heroes, clean water).
- Ask students, *“Review the list and write in your MOSAIC journals which projects you found most valuable and what you learned most from them.”*
- Have them share their responses with 2-3 classmates.
- As time allows, have them share their responses with the whole group. Summarize the main lessons they seem to have learned.

Day 11: The Importance of Careful Communication, via Humor

STEP 1. Introduce Professional Communication Bloopers

- Say to the students, *“As you move on to high school and college and careers, one thing MOSAIC has tried to communicate is the importance of good communication skills! But even professionals, even major news organizations, still make mistakes. Looking at some of these mistakes will help you always ask yourselves if what you are saying, which may be clear to you, will be clear to your audience.”*
- Tell students, *“The “Newseum” in Washington D. C. is a must-visit for all middle and high school students who care about news, journalism, history, photography, free speech, and clear communications. At the Newseum, among many other exhibits, they display examples of communication errors in news headlines (a.k.a. ‘bloopers’). That is what we are going to look at.”*

STEP 2. Conduct Blooper Activity

- Taking a look at these bloopers can be instructive for students, as well as fun. Below is an activity to analyze these communication errors. You may want to frame this as “Noticing Successes in communicating the wrong message”!
- For each of the headlines in the **MOSAIC Project Display: Newseum Collection of Headlines That Miscommunicated**, ask your students:
 - To figure out what the real message was supposed to be
 - How the headline could have been re-written as an example of clear communication
- Have them work in small groups and have everyone begin on the same two or three headlines. See if they come up with the same analysis.

STEP 3. Debrief Blooper Activity

- Debrief, make sure they understand the dual meaning of the headline, and discuss with them the importance of:
- Checking their work beyond spellcheck

- Asking others to read their work for clarity
- The proper use of punctuation and grammar
- After being debriefed for one or two rounds, the students should begin to improve their attention to the spelling, grammar, and word-use errors that can dramatically change the intended meaning of a brief communication.

May Activity 3

Newseum Collection of Headlines That Miscommunicated

"Japanese Scientists Grow Frog Eyes and Ears." (*Daily Camera*, Boulder, CO, 1/4/2000.)

"Panda Lectures This Week at National Zoo." (*The Washington Post*, 1/13/01.)

"Dr. Tackett Gives Talk On Moon." (*Indiana Evening Gazette*, Indiana, PA, 3/13/76.)

"Principal Transfers Upset Parents." (*Des Moines Register*, Des Moines, IA, 5/12/01.)

"Crowds Rushing To See Pope Trample 6 to Death." (*Journal Star*, Peoria, IL, 7/9/80.)

"Babies Are What the Mother Eats." (*The Times-Herald*, Newport News, VA, 7/11/84.)

"U. S. Advice: Keep Drinking Water from Sewage." (*Journal and Courier*, Lafayette, IN, 9/17/92.)

"Nuns Forgive Break-In, Assault Suspect." (*The Columbus Dispatch*, Columbus, OH, 7/15/98.)

"Hillary Clinton on Welfare." (*Los Angeles Times*, 3/22/95.)

"Empty Seat at Dinner Signals Turkey's Sensitivity Over Role." (*The New York Times*, 12/11/96.)

"Salad Still Good After 50 Years." (*Tribune-Star*, Terre Haute, IN, 3/11/98.)

"Parking Lot Floods When Man Bursts." (*The Herald-Sun*, Durham, NC, 2/4/94.)

"Sisters Reunited After 18 Years in Checkout Line at Supermarket." (*Arkansas Democrat*, 9/29/83.)

"Asteroid Nearly Misses Earth." (*The Washington Post*, 6/24/02.)

Day 12: *Looking Ahead to High School*

STEP 1. Interviews About Bringing MOSAIC Skills and Virtues With You

- As your students look forward to high school, you can guide their reflection toward anticipating the skills and virtues that they think will be most important to bring with them.
- Say to the students, *“As you prepare to start high school during the next school year, you will bring different things with you on the first day. Today, you are going to pair up with a classmate and do a brief interview about two things in particular that you are taking with you from MOSAIC: virtues and skills.”*
- Show the MOSAIC Project Display: *Tools I Am Bringing to High School* and say, *“You will have five minutes to interview your partner and then your partner will have five minutes to interview you. I will set a timer to keep track.”*

STEP 2. Debrief as Pairs and In Group

- After the interviews, give the pairs a chance to discuss anything else they would like to add or ask. Allow for a whole-group discussion as time allows, or summarize based on what you heard circulating around the room, to reinforce the theme that by Noticing Successes they have in MOSAIC, they make it more likely that they can have success in high school and beyond.

TEACHERS: There is no additional Feedback activity because May Feedback will be part of the first activity in June.

May Activity 3

Tools I am Bringing to High School

Interview Questions:

1. What MOSAIC skills or virtues do you think will be most important to bring with you into high school?
2. What successes did you notice this year that led you to choose what you chose?
3. What parts of being a successful high school student will these skills or virtues help with most?
4. Why did you pick these and not others?

June

*Looking Back: What Have I Accomplished?
What Have I Learned?"*



YEAR 3

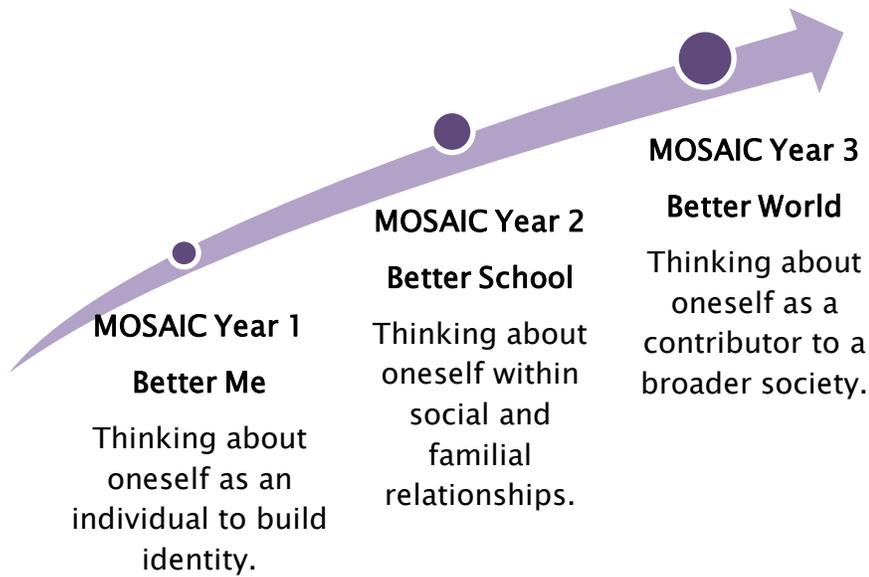
JUNE THEME

Looking Back: What Have I Accomplished? What Have I Learned?"

JUNE VIRTUE & SKILLS

Virtue & Skill Integration

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness and Gratitude

Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

MOSAIC VIRTUES & SKILLS BY MONTH

MONTH	THEME	VIRTUE	SKILLS
September	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
October	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
November	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
December	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
January	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
February	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
March	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
April	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
May	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
June	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

MOSAIC JUNE THROUGHLINE

LOOKING BACK: WHAT HAVE I ACCOMPLISHED? WHAT HAVE I LEARNED?

How can we incorporate MOSAIC into our class today?

- Sharing what we have learned this year using creative forms of expression.
- Reflecting on how we have been able to use the MOSAIC skills and virtues in different ways in all of our classes.
- Thinking about our successes as we look ahead to the future.



MOSAIC in June

Year 3

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials*

June Activity 1: End-of-Year Reflection

Day 1: Classroom End-Of-Year Reflection & Feedback

Day 2: Student Individual End-Of-Year Reflection & Feedback

Days 3-4: Great Leader Trading Cards

Day 5: Heroes: Leaders Who Have Overcome Challenges

June Activity 2: Conversation Series

Day 6: Looking Back

Day 7: Generosity Debate

Day 8: Leadership Roles

Day 9: Gratitude and Appreciation

Day 10: Looking Ahead

Day 11: Final MOSAIC Lesson

June Activity 1

End-of-Year Reflection

Days 1 to 5

VIRTUE & SKILLS

Virtue and Skill
Integration

OBJECTIVE

Students will use the June theme, “*Looking Back: What Have I Accomplished? What Have I Learned?*” to reflect on the entire year’s MOSAIC lessons.

MATERIALS

- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Display:
 - Group Reflection & Feedback
 - Great Leader Trading Cards
- ❖ June Throughline
- ❖ MOSAIC Student Handout:
 - Student End-of-Year Feedback
- ❖ MOSAIC Teacher Handout:
 - End-of-Year Feedback

June Activity 1 Tips

1. *Make a copy of the **MOSAIC Student Handout: End-of-Year Feedback** for each student in your class.*
2. *To help students feel confident in the anonymity of their responses, you could have a student collect feedback forms and place them into an envelope before returning them to you.*
3. *Completing the **MOSAIC Teacher Handout: End-of-Year Feedback** and sharing with your school’s MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom.*

“End-of-Year Reflection” Overview

Day 1: Classroom End-of-Year Reflection & Feedback

Day 2: Student Individual End-of-Year Reflection & Feedback

Day 3-4: Great Leader Trading Cards

Day 5: Heroes: Leaders Who Have Overcome Challenges

DAY 1: *Classroom End-of-Year Reflection & Feedback*

STEP 1. Introduce June Theme and Throughline (2-3 min)

- The June theme is: *“Looking Back: What Have I Accomplished? What Have I Learned?”*
- Say to students, *“Last month, we looked forward. We thought about how MOSAIC can help us think about our future. In June, we are going to spend some time looking back, reflecting on everything we have learned in MOSAIC this year.”*
- Say to students, *“During the rest of this month, we will be using tools to help you reflect on your experience with MOSAIC this year. We will look back at the whole school year in the remaining weeks.”*
- Select a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.
 - *How can we incorporate MOSAIC into our class today?*
 - *Sharing what we have learned this year using creative forms of expression.*
 - *Reflecting on how we have been able to use the MOSAIC skills and virtues in different ways in all of our classes.*
 - *Thinking about our successes as we look ahead to the future.*

STEP 2. Introduce Yes-No-Maybe (1-2 min)

- To get students thinking, play a quick round of “Yes-No-Maybe” with the students.
- Assign “yes,” “no,” and “maybe” to three different sections of the room.
 - *Tip: Create Yes-No-Maybe signs, or have students make, and tape them to sections of the room*
- Tell students, *“I will ask you some questions about the whole year of MOSAIC. For each question, you can answer yes, no, or*

maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”

- Try to get to at least two questions.
- For a quicker version of “Yes-No-Maybe” students do not need to discuss responses with their group.

STEP 3. Play “Yes-No-Maybe” (3-5 min)

- Read any of the statements below, or create your own.
 - *Yes-No- Maybe Questions*
 - *This year in MOSAIC, I learned something new about my classmates.*
 - *I have some ideas for how MOSAIC could be better next year.*
 - *I feel more hopeful about what I can accomplish in the future than I did at the start of the year.*
 - *Our “Students Taking Action Together” discussions have led to positive changes in our school.*
 - *I am more clear about my own Positive Purpose than I was at the start of the school year.*
- Say to students, *“Now, you’ve started Looking Back on this year. It’s time to share your ideas.”*

STEP 4. Classroom Reflection and Feedback (5-10 min)

- Show **MOSAIC Projector Display: MOSAIC Group Reflection and Feedback**, solicit open-ended positive and constructive feedback about each of the questions.
- Either take notes on student comments yourself, or designate a student note-taker.
- Help students be as specific as possible in their suggestions.
- Do not press students if they are reluctant to share their opinions.

- Summarize the positive and constructive comments you hear from the students.

NOTE: Keep note of your student's responses to share with any MOSAIC instructional support teams in your school and to help you improve MOSAIC next year.

MOSAIC JUNE THROUGHLINE

**LOOKING BACK: WHAT
HAVE I ACCOMPLISHED?
WHAT HAVE I LEARNED?**

**How can we incorporate MOSAIC
into our class today?**

- Sharing what we have learned this year using creative forms of expression.
- Reflecting on how we have been able to use the MOSAIC skills and virtues in different ways in all of our classes.
- Thinking about our successes as we look ahead to the future.



June Activity 1

Group MOSAIC Reflection & Feedback

Classroom (Group) End-of-Year Feedback:

The summary of student feedback will be used to make the MOSAIC lessons better and better!

Topic	Student Answers
What was helpful about MOSAIC this year?	
How much did MOSAIC help you learn about your classmates this year?	
What would make MOSAIC better for next year?	
How could our Students Taking Action Together conversations be improved?	

Day 2: *Student Individual End-of-Year Reflection & Feedback*

STEP 1. Introduce Student End-of-Year Feedback (1 min)

- Say to students, *“Last class we reflected as a group on our year in MOSAIC, and today, you will each have the opportunity to share your individual reflections and feedback on MOSAIC this year.”*

STEP 2. Students Complete Feedback Handouts (10-12 min)

- Give students the paper copies of the **MOSAIC Student Handout: End-of-Year Feedback**.
- Say to students, *“Please complete this form with your honest opinions so MOSAIC can be better for students next year. Your answers will be anonymous; this means that they will not have your name on it. Your answers will tell us what changes need to be made in MOSAIC and what we should keep the same.”*
- To help students feel confident in the anonymity of their responses, you could have a student collect feedback forms and place them into an envelope before returning them to you.
- While students are filling out their End-of-Year Feedback, complete your own **MOSAIC Teacher Handout: End-of-Year Feedback** to share with any MOSAIC instructional support teams in your school and to help you improve MOSAIC next year.
 - NOTE: This feedback survey is different from the past formats because this feedback is for the **ENTIRE year of MOSAIC**.

STEP 3. Collect Student Feedback Handouts (1-2 min)

- To help students feel confident in the anonymity of their responses, you could have a student collect feedback forms and place them into an envelope before returning them to you.

FOLLOW UP

- Reflection and feedback is integral to the MOSAIC process. Continuous input from you and your students will help your school make MOSAIC into the best program it can be. Use this, along with feedback you have gathered throughout the year, to plan improvements for MOSAIC next year. Additionally, if your school has a MOSAIC instructional support team,

share this information with that team to inform wider MOSAIC improvements at the grade school level.

June Activity 2

End-of-Year Student Feedback

Dear MOSAIC students,

*Your voice matters to making MOSAIC better and better!
Your name will not be included in your answers. Please
answer honestly.*

School_____

MOSAIC Teacher Name: _____

MOSAIC Year (Grade Level): _____

June Activity 2

End-of-Year Teacher Feedback

MOSAIC Teachers,

Your voice matters to making MOSAIC better. Your feedback should be given to the MOSAIC instructional support team in your school. You do not have to include your name with your responses. Please answer honestly. Additionally, keep a copy for your own reference to make improvements in MOSAIC for next year.

School_____

MOSAIC Year (Grade Level): _____

Days 3-4: *Great Leader Trading Cards*

STEP 1. Identify Great Leaders



- Say to students, *“We have talked a lot about leadership in MOSAIC. Think about a person you know or have read about that you consider to be a great leader. Take out your MOSAIC Journal and write down this person’s name. Then, write what is it about this person that makes you think he or she is a great leader.”*

STEP 2. Distribute the Card Material and Show Instructions

- Give students half of an 8.5 by 11 piece of paper.
- Show the instructions on the **MOSAIC Projector Display: Great Leader Trading Card**

STEP 3. Students Create Cards

- If you wish, you can give them more than one MOSAIC lesson to carry out the activity, especially if they need to get additional information.

STEP 4. Students Exchange Cards and Share

- After students have completed cards, have students circulate among their classmates and review each other’s cards and ask questions about their leadership choices.
- Tell students, *“You should exchange cards with someone whose leader is also a great leader.”*
- After students have exchanged (they can exchange several times), give them a chance to discuss with the class why they made the exchange.

Day 5: Heroes: Leaders Who Have Overcome Challenges

STEP 1. Identify Heroes as Leaders Who Have Overcome Challenges

- Say to students, *“Many times, we don’t know the story behind great leaders. And sometimes, there are people who have been great leaders that we may never have heard of.”*
- *“At the National Liberty Museum, there is a Wall of Heroes and it includes some people we probably have heard of, but did not know the health, psychological, and other challenges they had to overcome, and some people we probably have not heard of. We are going to learn more about these people today.”*

STEP 2. Show or Distribute the Stories

- Ideally, you can enlarge, print out, and post 5 or more of the stories so that students can have a gallery walk and spend some time with each story. You also can print out copies for students.

STEP 3. Students Take a Gallery Walk

- Have students read 5 of the stories, including at least 2 of people they had not heard of.

STEP 4. Students Write Reflections in MOSAIC Notebooks

- After students have reviewed the cards, have students write their reflections in their MOSAIC notebooks or on a separate piece of paper
- Ask students, *“You should exchange reflections with someone whose wrote about someone that you did not.”*
- After students have exchanged reflections (they can exchange several times), give them a chance to discuss with the class what they learned about leadership and what inspiring messages they are taking with them from this activity.



June Activity 1

Great Leader Trading Cards

1. Choose a great leader
2. Write on the front of the card:
 - Name of the Person
 - Job/Special Role/Relationship to you
 - She/He is a great leader because.....
 - I can follow in his/her footsteps by.....
3. Write on the back of the card:
 - Quote said by the person OR something the person might have said OR something you would say about the person
 - What you know about where the person was born and lives/lived
 - When was the person born
 - How you think this person became a great leader. (Who helped?)

(MOSAIC Projector Display)

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Sonia Sotomayor



(b.1954) Sonia Sotomayor is an Associate Justice of the Supreme Court of the United States, only the third female and *first* Hispanic-American to serve in this position.

Ms. Sotomayor is a woman of very humble beginnings. She was born to Puerto Rican immigrants who barely spoke English and raised in struggling neighborhoods in Bronx, New York.

But the obstacles to her success had another component as well. She was diagnosed with **TYPE 1 DIABETES** (formerly Juvenile diabetes) at age eight and has taken daily injections of insulin ever since. Despite this illness, Sotomayor was the valedictorian of her senior class, graduated summa cum laude from Princeton University and earned a law degree from Yale University. People with type 1 diabetes couldn't have a finer role model.

Muhammad Ali

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Wilma Rudolph



(b.1940-d.1994) Born prematurely, Wilma Rudolph battled numerous illnesses as an infant, including the crippling disease of **POLIO**. Rudolph's left leg became nearly useless, but her family massaged it daily in hopes that feeling would return.

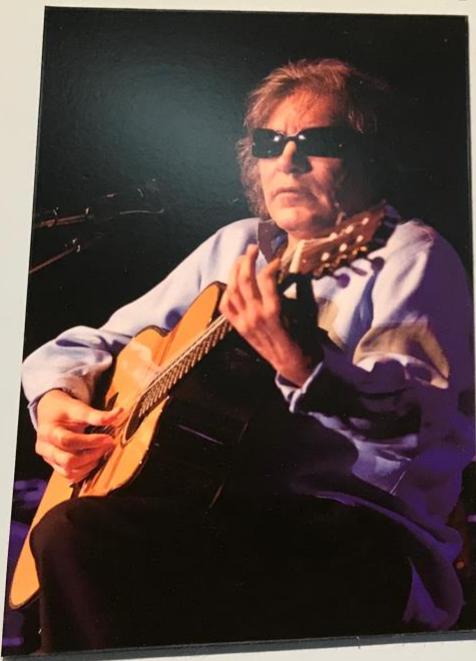
Even with braces on her legs, Rudolph dreamed of becoming an athlete. Through hard work, determination and persistence, she built up her strength and eventually overcame her disability.

In high school, Rudolph worked with the track coach from Tennessee State University and won nine races at the amateur Athletic Union Championship Meet. The highlight of Rudolph's track career came in 1960 when she set a world record in the 200 yard dash at the Olympic trials, then captured three gold medals at the Olympic Games in Rome.

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Jose Feliciano



(b.1945) Jose Feliciano is a singer, who was born in Lares, Puerto Rico. The victim of CONGENITAL GLAUCOMA, he was left permanently blind at birth.

Feliciano overcame his handicap to score many international hits. He had become a household name all over Latin America, when he moved to Los Angeles to pursue his dream of becoming a household name in the United States, too. Feliciano then came up with hits such as *Feliz Navidad* (I wanna wish you a Merry Christmas!!) and his own version of The Doors' song, *Light My Fire*. He immediately became a sensation all across North America and sold millions of albums there with those two songs. In 1995, Feliciano was honored by the government of New York, which re-named Public School 155 the Jose Feliciano Performing Arts School.

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Alexandra Scott



(b.1996-d.2004) Although Alexandra Scott lost her battle with PEDIATRIC CANCER at age eight, her legacy lives on. Alex is the inspiration behind *The Alex's Lemonade Stand Foundation*, an organization that has raised over \$10 million for childhood cancer research.

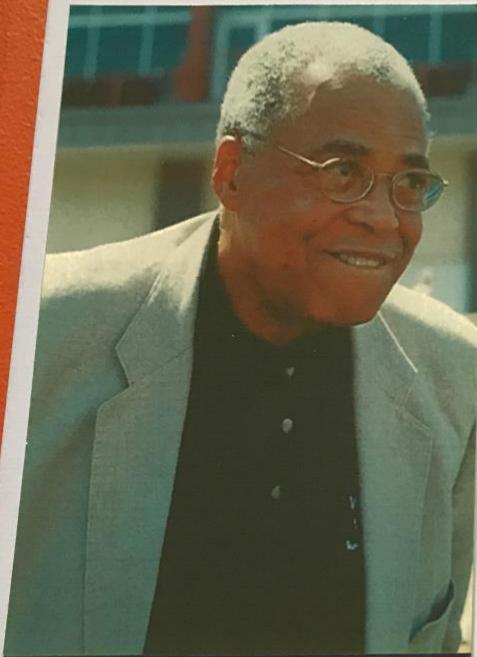
Alex opened her first lemonade stand when she was just four to raise money "to help her doctors find a cure for kids with cancer." No one could have imagined that this simple idea from a child would launch a nationwide campaign.

As Alex's lemonade stand became an annual event, her spirit and determination had the media buzzing! She and her family were invited on *The Oprah Winfrey Show*, *The John Walsh Show*, *The Today Show* and others. By 2002, there were "Alex's Lemonade Stands" in all fifty states and beyond.

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

James Earl Jones



(b.1931) A man who now holds Tony Awards, Emmys, a Golden Globe and other honors, James Earl Jones was once ashamed to speak. He had a **SPEECH IMPEDIMENT** as a child, which kept him nearly silent for many years.

Jones began writing poetry in high school as a way to express himself. A wise teacher recognized this talent as a way to break through his speech difficulties. When asked to recite his poems aloud from memory, Jones discovered that he did not stutter.

Jones began acting lessons at the University of Michigan and later moved to New York City to pursue his career. Today, he is an accomplished actor best known for his dynamic voice. Jones is the voice of Darth Vader in *Star Wars*, the voice that proclaims "This is CNN," and the spokesperson for Verizon in numerous commercials

James McFluvin

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Helen Keller



(b.1880-d.1968) As a child who was DEAF AND BLIND, Helen Keller was usually so angry she could not interact with her family. Through the patient work of teacher Anne Sullivan, Keller learned to read, write, and speak, and eventually went on to graduate with honors from Radcliffe College in 1904.

Keller used her abilities to reach out to the world, becoming an advocate for social reform. Her speeches and writings changed attitudes about people with disabilities, particularly in regard to the education system, where she helped end the practice of “treating” the blind, deaf and mute in asylums.

Keller also provided tremendous financial support for the disabled community, raising millions of dollars for the American Foundation for the Blind.

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Barbara Jordan



(b.1936-d.1996) At the peak of her career, Congresswoman Barbara Jordan began to suffer from **MULTIPLE SCLEROSIS**. She continued in office, walking first with the aid of a cane and eventually using a wheelchair.

As the first African American woman to hold a seat in the Texas State Senate and the first southern African American woman to serve in the U.S. House of Representatives, Jordan broke barriers of both gender and race in the U.S. political arena. She is best remembered for her powerful speaking skills, particularly her speech favoring Richard Nixon's impeachment in 1974 and her keynote address at the 1976 Democratic Convention.

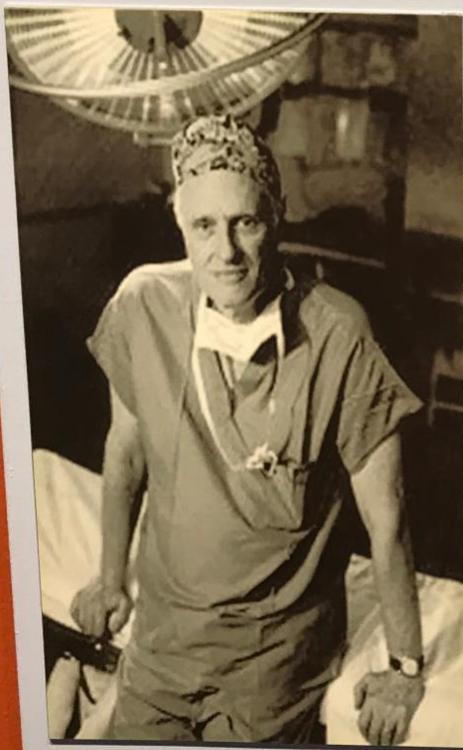
Jordan was awarded the Presidential Medal of Freedom in 1994, among many other honors.

Stevie Wonder

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Fred Epstein, MD



(b.1937-d.2006) When Fred Epstein was a boy struggling with **DYSLEXIA**, his parents worried “What will become of Fred?” Today, we know the answer. A Lifetime Achievement Award Recipient from the American Association of Neurological Surgeons and Founding Director of the Institute for Neurology and Neurosurgery at Beth Israel Medical Center in New York, Dr. Epstein was a world-famous pioneer in pediatric brain stem and spinal cord surgery. He is known for both his innovative and aggressive treatment and his compassionate, humanistic approach.

Dr. Epstein’s story is chronicled in his recent book, *If I Get to Five, What Children Can Teach Us About Courage and Character*. In addition to sharing amazing stories about young people, Epstein explains how his severe learning disability formed his character, drive and empathy for children.

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Emily Dickinson



(b.1830-d.1886) According to the doctors of her day, Emily Dickinson struggled with **ANXIETY** and may have had **AGORAPHOBIA**, the fear of leaving one's home. She is also thought to have had a **BIPOLAR DISORDER**, as recent dating of her poems suggests that her writing reflects distinct mood swings.

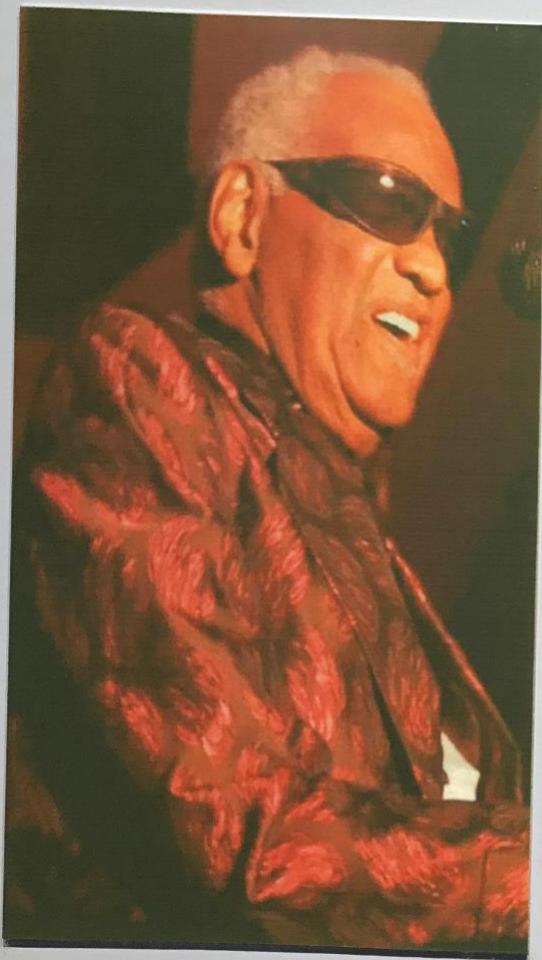
Fortunately, these traits seemed to have strengthened her poetry rather than hindered it, suggesting that something good can come from a challenging situation.

Though virtually unknown in her lifetime, Dickinson is regarded as one of the classic American poets of the 19th century. She wrote nearly 1,800 poems, but only a handful of them were published during her lifetime – all anonymously and probably without her knowledge.

June Activity 1

Heroes: Leaders Who Have Overcome Challenges

Ray Charles



(b.1930-d.2004) Ray Charles came from an impoverished family in Albany, Georgia. He developed glaucoma at age 5 and within two years had become completely BLIND.

Charles developed his love and feel for rhythm as a boy singer in a Baptist choir. He later studied music at the State School for the Deaf and Blind in St. Augustine, Florida, where he showed an incredible talent for playing various instruments, including the piano.

By the late 1950s, Charles had become a major recording artist. His amazing versatility and raw, soulful delivery appealed to a wide audience.

Charles received many awards and accolades over his lifetime. He was an original inductee into the Rock & Roll Hall of Fame in 1986.

June Activity 1

Heroes as Leaders Who Have Overcome Challenges

1. In your MOSAIC notebook, write the names of the leaders whose stories you read.
2. Reflect on these questions:
 - Whose story most inspired you? Why?
 - What story most surprised you? Why?
 - What MOSAIC virtues, or other virtues, do you feel these heroic leaders showed?
 - I can follow in his/her footsteps by.....

June Activity 2

Conversation Series

Days 6 to 11

VIRTUE & SKILLS

Virtue and Skill
Integration

OBJECTIVE

Students will be able to discuss various topics with their class.

MATERIALS

- ❖ Paper/MOSAIC Journals
- ❖ Pens/pencils

June Activity 2 Tips

1. A conversation series is an excellent way to get students thinking more deeply about one topic.
2. You can modify the sequence based on the number of days you have available (you do not need to do all of the lessons or you can add conversations if you have extra time).
3. The Day 10 lesson is meant to be your final MOSAIC lesson of the year, so please adjust your planning accordingly

“Conversation Series” Overview

Day 6: Looking Back

Day 7: Generosity Debate

Day 8: Leadership Roles

Day 9: Gratitude and Appreciation

Day 10: Looking Ahead

Day 11: Final MOSAIC Lesson

Day 6: Looking Back

STEP 1. Introduce Conversation Series (1-2 min)

- Say, *“A Conversation Series is a time where we can discuss different topics.”*
- Say, *“We will be reflecting on the past year and thinking about what is to come in the year ahead”*

STEP 2. Break into Groups (5-6 min)

- Break students into small groups and ask them to think about the following questions (chose 2-3):
 - *What is the best memory you have from this year?*
 - *What is something that happened this year that you’re still upset about, or are having a hard time forgetting?*
 - *For those of you who are feeling this way, what MOSAIC virtue and/or skill could you practice in order to feel better about your circumstance?*
 - *What is something that you wish you could “do over” this year?*
 - *What is something that you did that was taking a step in the right direction this school year?*
 - *Do you think that practicing the MOSAIC virtues/skills helped you in taking a step in the right direction? Which one(s)?*
 - *If you could pick one or two words to describe how you did in school this year, what would you say?*
 - *If you could pick one or two words to describe the type of friend you were this year, what would you say?*

STEP 3. Have Students Share (4-5 min)

- If possible, have students get into a circle (or at least face one-another).
- Ask, *“Would anyone like to share their answer to one of the questions you discussed in your group?”*
- Allow some students to share and facilitate an open discussion.

STEP 4. Reflection (2 min)

- Ask students *“Was there anything that you learned about your classmates that surprised you during this activity?”*
- Point out the similarities in their responses and emphasize the positive actions they’ve taken this past year.

DAY 7: *Generosity Debate*

STEP 1. Review Conversation Series Format (1 min)

- Remind students that this month, you are using a “Conversation Series” format. Rather than asking a variety of questions, this series will be focused on one debate question.
- Add that this series about generosity will also include action steps of doing good deeds over the next few days.

STEP 2. Debate: Generosity (10 min)

- Ask one student to recite the class’ definition of “generosity” written in their MOSAIC notebooks.
- If no one has the definition written, ask, *“Who can tell me what generosity means?”*
- Arrange students into two groups for a debate. One group represents “Yes” and the other group represents “No.”
- Position students to face each other on opposing teams and instruct them to pick a speaker to present their group position.
- Students in each respective group should come up with 1-2 reason(s) to support their position.
- The speaker for each group will present their position.
- After each speaker has presented, each group will come up with one rebuttal for the opposing team and have a speaker present the rebuttal.
- Question for debate:
 - *“Is it important to be generous even if the person you are generous to is not generous back to you? Why or why not?”*

- Yes: It is important to be generous, even if it is not reciprocated by others.
- No: It is not important to be generous if others do not reciprocate our actions.

STEP 3. Reflection (3-4 min)

- Ask students, *“Was there anything that surprised you during the activity?”*
- Ask students, *“What did you find difficult to debate about generosity?”*

DAY 8: *Leadership Roles*

STEP 1. Introduce another “Conversation Series”

- Let students know that in this conversation series, they will imagine themselves in leadership roles and have a discussion about them.

STEP 2. Topic 1: If I were President... (4-6 min)

- Begin by asking students to define the roles and responsibilities of being President.
- Use the following discussion questions to have a conversation as a class:

Example Discussion Questions:

- *What would be the best thing about being President?*
- *What would be the hardest thing about being President?*
- *What kind of leadership qualities do you think a President needs? Why?*
- *If you were President, what would be the number one project you would work on?*
- *If you were President, what would be the most important thing you would tell the people in your country?*

STEP 3. Topic 2: If I were a CEO... (4-6 min)

- Begin by asking students to define the roles and responsibilities of being a CEO of a big company. Make sure students know what a CEO is.
- Use the following discussion questions to have a conversation as a class:

Example Discussion Questions:

- *What kind of company would you want to be the CEO of? Why?*
- *What would be the best thing about being a CEO?*
- *What would be the hardest thing about being a CEO?*
- *As CEO of a big company, what kinds of projects would you work on to make the world a better place??*
- *If you were a CEO of a large company, what kinds of things would you want your employees say about you?*

STEP 4. Reflection (3 min)

- Ask students, *“Was there anything that surprised you during the activity?”*
- Point out the similarities and differences that students found about the qualities of being a President and a CEO.
- Ask, *“What is one thing you learned from your classmates about their thoughts of what it takes to be a President or a CEO?”*

DAY 9: *Gratitude and Appreciation*

STEP 1. Introduce today's "Conversation Series"

- *"In today's conversation, we are going to think about our classmates and have a conversation with some of them about things about them we are grateful for and appreciate."*

STEP 2. Thinking about my classmates... (4-6 min)

- Show the **MOSAIC Projector Display: Thinking About My Classmates**
- Say to the class, *"When I give you a signal, get up and start to walk around the classroom. Keep walking until I give you another signal. Then, stop and pair off next to someone who is close to where you are. When I give you another signal, you will start a conversation with that person for 2 minutes."*
- *"In your conversation, pick something from the list of things you appreciate about your classmates and tell your classmate what you appreciate about them and why. Then, your classmate will do the same for you. When I give you the next signal, you will finish your conversation and thank each other. Then, I will give you another signal, and we will repeat the same process again. You will get to pair off three or four more times."*

STEP 3. Reflection (3 min)

- Ask students, *"What did you hear that was most pleasing? Most surprising?"*
- *"How did it feel to be appreciated? How do you think others feel when you show appreciation for them?"*

(MOSAIC Projector Display)

June Activity 2

Thinking About My Classmates

Think about all the students in your MOSAIC classroom.

In your MOSAIC class, who do you think is a good leader?

In your MOSAIC class, who wants to make your school and community better?

In your MOSAIC class, who is compassionate and shows concern for others?

In your MOSAIC class, who communicates well with others?

In your MOSAIC class, who is helpful in solving a problem or getting something important done?

In your MOSAIC class, who is creative?

In your MOSAIC class, who is generous?

In your MOSAIC class, who is good at keeping calm in difficult situations?

DAY 10: *Looking Ahead*

STEP 1. Introduce today's "Conversation Series" (1-2 min)

- Say, *"Today, we will be using our Optimistic Future Mindedness skills to think ahead about our hopes and concerns for next year."*
- Ask *"Can anyone tell me what Optimistic Future Mindedness means again?"*

STEP 2. Break Into Groups (5-6 min)

- Break students into small groups and ask them to think about the following questions:
 - *What are you most looking forward to next year in school?*
 - *What is your biggest worry about the next school year?*
 - *What is one thing you want to improve about yourself next year in school?*
 - *If you could pick one word to describe your "ideal self" in school next year, what would it be?*
 - *What is one goal you have for yourself for next year with regard to school?*
 - *What are some steps you will take to achieve it?*

STEP 3. Have Students Share (4-5 min)

- If possible, have students get into a circle (or at least face each other).
- Ask, *"Would anyone like to share what they talked about in their groups?"*
- Allow some students to share and facilitate an open discussion.

STEP 4. Reflection (2 min)

- Ask students, *“Was there anything that you learned about your classmates that surprised you during this activity?”*
- Point out that the similarities in their responses and emphasize the positive hopes they have for next year.

DAY 11: *Final MOSAIC Lesson*

STEP 1. Facilitate Closing Discussion

- Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
- Provide the Prompts:
 - *“How have you seen yourself and each other grow over this year?”*
 - Encourage students to make specific comments about classmates they have seen grow, saying specifically in what ways.
 - *How can you use what you learned in MOSAIC over the summer and into next year?*

OPTIONAL: Ask students to leave a note to themselves in their MOSAIC Journals. This can apply to 8th graders as well, as they can keep their Journals and to refer to them often in high school.

STEP 2. Notice Successes and Wrap-Up

- This is an opportunity for you to share your observations/feelings about this past year’s MOSAIC lessons and the growth you have seen.
- You may wish to share how you have seen each student grow over the year and let them know that you expect them to apply the skills and virtues they have learned during the summer and next year in school, and follow their sense of Positive Purpose, whether or not they are in a school that has MOSAIC or something like it.
- OPTIONAL: Give out awards/certificates to all students that describe how they have grown over the year (or over all of middle school!).

STEP 3. Distribute MOSAIC Journals

- If you have not done so already, distribute MOSAIC Journals to all Year 3 students.
- Year 3 students should think about how they can use their MOSAIC Journal going into High School.