

# May 2017

*Looking Forward: Next Steps on the  
Journey*



**YEAR 1**  
Teacher Led SCA

# MAY THEME

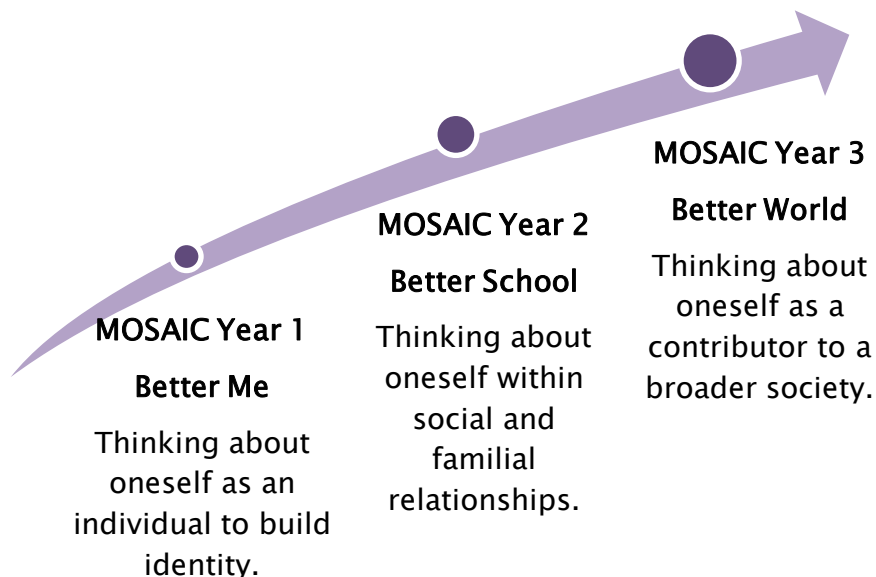
Looking Forward: Next Steps on the Journey

## 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

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

## May Activity 3

### VIRTUE & SKILLS

Virtue and Skill  
Integration

# Reflection of SCA and Service Day 11-12

### OBJECTIVE

Students will reflect on the SCA 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.

### MATERIALS

- ❖ Chart paper or board space
- ❖ **MOSAIC Handouts**
  - MOSAIC Handout: SCA : **Best Way to Help Future 6<sup>th</sup> graders**
  - MOSAIC Handout: SCA **Top Suggestion**

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### TEACHER TIPS

1. *For Day 11, students will be reflecting on SCA from this year. If you have not completed all SCA cycles, discuss what worked best during the lessons that you tried.*
2. *Please be sure that computers are available for Day 12*
3. *If your students require more structure in discussions, have them pair-share or free-write/draw before having a full class discussion.*

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## “Reflection of SCA and Service” Overview

**Day 11: Notice Successes- Reflect on SCAs from the Past Year**

**Day 12: Connect to Greater Service in the Community**

## Day 11: Notice Successes- Reflect on SCAs from the Past Year

### STEP 1. Notice Successes from Past Month's School-Community Action (2-3 min)

- Say, *"We have accomplished so much as a class throughout our SCAs this year. Who would like to share one success we have had in moving forward with school improvement?"*
- First, ask students to share successes that your class had in moving forward with school improvement from the past month.
- 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. Problem Description (P): Reflect on SCAs from the Year (1 min)

- Say, *"This SCA will be a little different. We will be reflecting on our SCA suggestions, and selecting one suggestion that we recommend be considered by the new cohort of 6<sup>th</sup> graders next year in order to help the new students get off to a good start. This is part of our theme, Looking Forward- in this case, using our experience to help future students look forward."*

### STEP 3. List of Options (L): Ready-Set-Brainstorm! (3-5 min)

- Put students into groups of three (one student is note-taker).
- Say, *"Groups will brainstorm a list of all of the suggestions made during the past year in SCA lessons, and gather suggestions to improve the school for next year's 6<sup>th</sup> graders. This may be something that was removed thanks to a past SCA suggestion or something that is occurring as a result of the SCAs."*

### STEP 4. List of Options: Share Ideas (3-5 min)

- Asks, *"Can the note taker from each group give a brief explanation about their group's discussion of suggestions for future 6<sup>th</sup> graders?"*
- Take notes on the board, or ask a student to take notes.

- All options should be listed (repeated thoughts about an option receive a check mark).

#### **STEP 5. Action Plan (A): Select Top Suggestion (3-5 min)**

- Ask students about the list of suggestions in order to select the suggestion that had the most positive impact for future 6<sup>th</sup> graders in the school. Questions can include the following:
  - Say, *“Which option do you think...
 
    - ... would be the easiest to do?
    - ... would be most helpful to future 6<sup>th</sup> graders in our school?
    - ... would be most likely to get approved?”*
- Say, *“Now we are going to vote to pick the best idea. Please raise your hand if you chose the following option...”*

**NOTE:** This is a different context because the students will not be able to implement. They are making a suggestion that they will deliver but cannot take more responsibility for it than that.

- For ties, or differences of only one vote, two options can be suggested.
- After students vote, lead a short discussion.
- Say, *“We have done a great job choosing one option. It is important for us to reflect on why we made the choice we did.”*  
Ask questions like:
  - *What was it that led you to think this mattered the most for helping future 6<sup>th</sup> graders?*
  - *What difference do you think this idea can make in the experience of students becoming 6<sup>th</sup> graders in our school?*
- Add top suggestion to the **MOSAIC Handout: School-Community Action: Recommendation for Next Year**

(MOSAIC Handout)

## May Activity 3, Day 11

### SCA: Best Way to Help Future 6<sup>th</sup> Graders in Our School

Before you begin, remember that this SCA is about REFLECTING on the past year's SCA, so it will be a little different.

#### STEP 1. Ready-Set-Brainstorm!

- Put students in groups of three (one person is the note-taker).
- Ask students to think of **all of the SCA suggestions they have made this past year**, and to think about the best way to help future 6<sup>th</sup> graders in the school.
- Set a timer for 2 minutes and tell them to brainstorm as fast as they can—no idea is a bad idea!
- Walk around and help everyone.

#### STEP 2. List Options on Board or Paper

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

#### STEP 3. Choose Top Option

- Hold a class-wide vote to pick the top SCA suggestion. Write the top suggestion that the class agrees upon on the **MOSAIC Handout: SCA: Best Ways to Help Future 6<sup>th</sup> Graders in Our School**.

(MOSAIC Handout)

# May Activity 3, Day 11

## School-Community Action: Suggestion

**TURN THIS IN BY THE END OF THE WEEK!**

**Date:** \_\_\_\_\_

**To:** \_\_\_\_\_

**Our class decided that the way to help make the school better for incoming 6<sup>th</sup> graders is:**

\_\_\_\_\_  
\_\_\_\_\_

**Because:**

\_\_\_\_\_  
\_\_\_\_\_

**Sincerely,**

\_\_\_\_\_

**Ambassador/Teacher**

\_\_\_\_\_

**Ambassador/Teacher**

**Teacher** \_\_\_\_\_

**Room #** \_\_\_\_\_

**Grade** \_\_\_\_\_