

SEL-Based Lesson Plans for Empowering Student Leadership - Grades 6-7

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Overview of Lesson Plans and Key Terms

As schools begin, whether live, virtual, or hybrid, it is essential to attend to students' social-emotional issues, to their (and staff members') need for expressing grief, processing trauma, and healing, and to help build the character virtues needed to make our schools places of equity and brave spaces for deeper intergroup and intrapersonal understanding, empathy, and cooperative social action for social justice.

The lessons being provided are adapted from the MOSAIC curriculum: **Mastering Our Skills And Inspiring Character**. These lessons are based on evidence-based social-emotional learning curricula recognized by CASEL (Social Decision Making/Social Problem Solving) and character education curricula recognized by character.org (Life, Career, and College Advisory). The MOSAIC lessons guide secondary students to find their **positive purpose** by supporting **character** inspiration and SEL **skill** mastery in daily 15-minute lessons sequenced around **monthly themes**. At the end of each month, students practice skills and character virtues in the context of discussions that **target school and community action**. MOSAIC is not confined to the daily lessons; it is designed for **follow-through in all classes** and school routines. Because of the integration of skills and virtues, MOSAIC is considered a social-emotional and character development (SECD) approach.

1) Inspiring Character

- Lessons inspire students to become their “Best Self” and to find a Positive Purpose; focus is on Purpose and on a constellation of the **5 supporting character virtues** required to act on a Positive Purpose
 - **Constructive Creativity**- Thinking “outside the box”; looking at something in a different way from most others in order to develop new ideas and solutions.
 - **Helpful Generosity**- Giving to others; can be things (like money/games/fun) or love, kindness, time, appreciation, or help

- **Optimistic Future-mindedness**- Set goals for yourself; being optimistic; planning for a positive future
- **Responsible Diligence**- Sticking with it and not giving up, even if times are hard; being dependable
- **Compassionate Forgiveness and Gratitude**- moving on after something bad happens; not holding a grudge against others; finding things to be grateful for and showing it, even in the context of difficult conversations.

2) **Mastering Skills**

- Lessons that highlight **4 focal SEL skills** in the context of group problem solving
 - **Communication**- Listening to others; Letting people know what you think
 - **Emotion Regulation**- Dealing with everyday feelings like sadness, anger, happiness, or anxiety
 - **Empathy**- Putting yourself in someone else’s shoes to understand how they see the world
 - **Problem Solving**- Thinking through a problem carefully and making a decision and a plan (Uses “PLAN,” a generic model of problem solving used for social problem solving and for social action and school-community issues)

- 3) The full MOSAIC curriculum and supplemental lessons, along with sample videos, supportive research, and training/PD materials can be found at www.secdlab.org/MOSAIC

Full MOSAIC Curriculum Structure

Each month

- **15-minute lessons** (14-18 days of lessons per month)
- **Monthly theme** is linked to **one Virtue**
- **2 focal skills** highlighted in context of group problem solving work
- **Calendar** with checklist and milestones to aid in implementation for teachers
- **Throughline sheet** posted in all MOSAIC classrooms to remind students and instructors about key MOSAIC concepts and action steps, to help integrate MOSAIC concepts in other classes
- **Feedback**- brief online surveys for teachers to complete each month (includes broad student feedback)
- **3 years curriculum sequence**
 - Year 1= Better Me
 - Year 2= Better School
 - Year 3 = Better World (Format includes longer and more integrative lessons and specific lessons focused on the Visual and Performing Arts)

MOSAIC Curriculum Timeline

Month	Theme	Virtue	Skills
September	Why are we here: Finding Our Purpose	Introduction to Positive Purpose	Communication & Social Problem Solving
October	Where are we going: Reaching our Purpose is a Journey	Overview of all virtues	Overview of all skills
November	Making Ourselves/School/World Better	Constructive Creativity	Communication & Social Problem Solving
December	Giving Back to Our Selves/School/World	Helpful Generosity	Empathy & Social Problem Solving
January	Planning for the Future	Optimistic Future-Mindedness	Emotion Regulation & Social Problem Solving
February	Showing Resilience and Overcoming Obstacles	Responsible Diligence	Emotion Regulation & Social Problem Solving
March	Appreciating Ourselves/ Our School/ the World	Compassionate Forgiveness	Communication & Empathy
April	Connecting with Others and Being a Leader	Compassionate Gratitude	Emotion Regulation & Empathy
May	Looking Forward: Next Steps on the Journey	Positive Purpose Conclusion	Communication & Social Problem Solving
June	Looking Back: What Have I Accomplished, What Have I Learned?	All Virtues and Summary	All Skills Integrated

*Note: These SECD-Based Leadership Lesson Plans are developed from select monthly topics related to leadership in the classroom from a combination of various years of the original MOSAIC curriculum. They have been accordingly relabeled from the original to accommodate to the chronology and topic nature of lessons. **NOTE: These lessons can be used in live or remote formats.** These lessons focus predominantly on the leadership lessons found in months October, April, June and December (Section I, Section II, Section III, Section IV) respectively.*

Other Glossary Terms

Core Instructional Strategies:

The lessons draw upon four core teaching strategies and tools that increase students' perspective-taking, empathy, problem solving, communication, and civic engagement, including:

1. "Norms"
2. "Yes-No-Maybe"
3. "Respectful Debate"

"PLAN" problem solving and social action framework

Each is briefly explained below:

- **Norms** help establish foundational guidelines for appropriate classroom behavior.
- **Yes-No-Maybe** involves asking students to listen to a statement and then decide if they agree (Yes), disagree (No), or are not sure about it (Maybe). They then go to a side of the room with students feeling the same way, discuss reasons for their opinions, and listen respectfully and without comment as their classmates state their views and the reasons for them. This strategy is easy to implement and helps instructors encourage listening, delay of gratification, cooperation, and perspective-taking, foundational tools for harmonious social interaction and effective problem solving.
- **Respectful Debate** requires slightly more preparation than Yes-No-Maybe to implement and thus might benefit from being used after

first trying Yes-No-Maybe. Respectful Debate deepens students' perspective-taking by having students rotate and debate on both sides of an issue, as well as by having them summarize and check for understanding the points made by the other side, which helps further hone students' perspective-taking, empathy, emotion regulation, communication, and critical thinking skills, which will further enhance future problem solving.

- **PLAN**, which stands for **P**roblem Description, **L**ist of Options, **A**ction Plan, and **N**otice Successes, is a problem solving and social action framework that students can use for any problem they encounter, including a historical issue they would like to analyze (or re-analyze) and consider alternative solutions for, a social injustice or current event they would like to address, or a current school-related problem or issue they want to help solve (e.g., bullying, gangs, substance use, cheating, lack of inclusion). This problem solving framework requires more planning than the previous instructional strategies and builds upon the perspective-taking skills that the previous tools more directly addressed. As a result, instructors might want to consider incorporating PLAN after they have established classroom Norms, and have tried Yes-No-Maybe and Respectful Debate one or two times.

More detailed information on implementing each and all of these strategies can be found at www.secdlab.org/STAT

Ambassadors and Ambassador Elections

In the MOSAIC curriculum, each advisory elects one or two student Ambassadors to represent that advisory in student government in the school and to co-lead with teachers regular discussions on social issues affecting the classroom, school, community, and world. They also assist with other MOSAIC lessons, such as working with small groups of their peers or students with special needs. Because of the preparation, training, and ongoing support involved in having Ambassadors in classes, the lessons provided do not include this form of student leadership; however, lessons in the Appendix (and those at www.secdlab.org/MOSAIC) include Ambassador involvement.

Upstander

An upstander is the opposite of a bystander. The latter sees or knows of an incident of harassment, intimidation, bullying, or cyberbullying and says nothing, giving tacit approval and permission. The upstander stands up in the face of injustice and speaks to the perpetrator or a responsible adult. It is only reasonable to expect most students to be upstanders when there are clear norms that are shared by the majority of students and adults with regard to how people in a school should treat one-another. Then, it can be expected that most students will be upstanders and not have to be heroic.

Throughline Sheets

Because most normal people retain only a bit of what they learn, it is recommended that those working with youth post Throughline Sheets in classrooms and other spaces where they would like to see SECD skills learned in advisories, homerooms, counseling groups, etc., widely applied. These sheets summarize what was covered in lessons and provide action-oriented reminders about applying them throughout the school day. Here is a sample from the full MOSAIC curriculum:

MOSAIC THROUGHLINE

**WHERE ARE WE GOING: FINDING
OUR POSITIVE PURPOSE IS A
JOURNEY**

**MOSAIC's monthly theme can be
incorporated into our class by:**

- Knowing how you can step up right now and be a leader.
- Knowing how leadership can make a difference in this class.
- Knowing we all accomplish more when we ask for and give help.

Using SECD-Based Leadership Lesson Plans in an Online Environment

Screen sharing

- Images and links can be displayed to the class from the teacher's desktop over zoom by clicking “share screen” which can be found at the bottom of the screen. This allows all of the students to see the same screen at once with teacher’s full control - ideal for the ‘monitor projections’ throughout the lessons, demonstrations and displaying images/videos for all to see.
- Group discussions may be conducted over default zoom settings or through breakout groups
 - Break out groups can be organized so that group discussions can be conducted separately from the main zoom group.
 - Breakout Rooms allow you to seamlessly split your Zoom meeting into separate sessions for small group discussion, and then bring those sessions back together to resume the large group meeting. As the meeting host, you can group participants into these separate sessions automatically or manually, and can switch between sessions at any time.
 - Example activities that can use zoom breakout rooms:
 - Norms
 - Skit activity preparation
 - Yes-No-Maybe activities
 - Paired discussions
 - MOSAIC circle - can call on students to participate as desired, or assign numbers to students beforehand
 - Helpful Generosity

Enabling Break out rooms

- Click enable breakout sessions in meeting settings. Launch Breakout Rooms from the host controls during a meeting

Pre-assigning Breakout Rooms

1. Go to your meeting in the Zoom Web Portal. In the **Edit Settings** menu, scroll down to the **Meeting Options** area and check the **Enable join before host, Only authenticated users can join**, and the **Breakout Room** pre-assign boxes.
2. There are two options for pre-assigning meeting participants to Breakout Rooms:
 - If you have less than 20 students in your class, we recommend **pre-assigning participants using the web portal**.
 - If you have more than 20 students in your class, and/or you will be using Breakout Rooms several times through the semester and wish your students to be assigned to the same breakout group each time, we recommend you pre-assign breakout rooms with a csv upload (csv can be an excel file) to assign them to Breakout Rooms.
 - You should NOT use the students' email addresses that are listed in Canvas to populate the csv file. You MUST take students' official email addresses found in the roster
 - Students can change their preferred email address in Canvas, so using a list of those email addresses would break the csv upload.
 - Once you have created a csv with students' official email addresses, you can **pre-assign breakout rooms with a csv upload**.
3. Before your meeting, instruct students to **sign in to Zoom via SSO** , with the domain name/URL . This ensures that students will be recognized by Zoom when they sign in, and they will be automatically assigned to their breakout rooms.

For more help see:

https://support.zoom.us/hc/en-us/articles/360032752671-Pre-assigning-participants-to-breakout-rooms#h_f1d7287d-ade8-4b73-b0b9-37365faecf55

MOSAIC Journals

Based on lesson plan suggestions, MOSAIC journals can be incorporated as personal reflections, that students keep for their personal reference, or shared reflections. Below are a few suggestions as to how to incorporate each into your lessons.

Personal reflections

MOSAIC journals for students' personal reflections can be incorporated through the following:

- Using own notebooks and paper students
- Computer note taking applications e.g. Notes/pages on apple devices, Microsoft Word, sticky notes

Shared Reflections

Shared reflections that require teacher oversight, where a physical journal could be handed in to be checked and graded, can be replaced by the following online resources:

- Online teaching platforms i.e. Canvas/Sakai/Blackboard
 - Students can submit documents/responses through such platforms
 - Can assign discussion threads to prompts
- Use shared online applications such as Google Docs
- Video chat platforms typically have chat boxes that can initiate instant responses and reflections

- **NOTE:** In response to points and topics shared by teachers and students, students may feel the need to express whether they agree/disagree with what is being said. In line with the 'Norms' topic, you may want to instill agreed-upon policies of talking etiquette to keep verbalization an expression to a minimum when other students are talking. In-class methods of doing this include having a talking stick or clicking when students agree with a point. Virtual classrooms do not allow for such a possibility. Instead, a policy may be that if a point is liked, students can use the "reactions" button in the bottom right hand corner of the Zoom (or similar video chat applications) screen to which they can "thumbs up" or send a smiley to indicate their support for the point. Alternatively, a response in the chat box may be adequate also.

Diagrams and Fill in the Blank Worksheets

Due to the constraints of the remote learning environment, we understand that we are unable to supply template diagrams for certain activities. Therefore, we suggest:

- Substituting white board/blackboard collaborative activities that are typically shared in the classroom via displaying diagrams on screen share (which can become a collaborative task)
- Requiring students to draw the diagrams themselves based on the activity and feedback on their thoughts/opinions/outcomes.
- Ask students to do the tasks in small groups and contribute group ideas to whole class discussion

Bi-monthly Reflection and Feedback

We encourage the Bimonthly Reflections and Feedback lesson to be an optional last class that summarizes, reflects upon and consolidates MOSAIC learning. The purpose of this lesson is to provide instructors with the opportunity to see how the MOSAIC lessons worked for the students; in addition to helping students to engage with the material learned, identify how they can apply the teachings in their everyday routines, and encourage youth voice and empowerment through voicing their opinions.

This section is solely for personal instruction purposes and to encourage and empower students to speak their opinions and feedback on the lesson plans. The SECD lab has no intention of collecting the feedback or using it for data collection.

Leadership Lesson Plans - Section I

Section I - Lesson 1

Introduction to Virtues

“Introduction to Theme” Overview

Part 1: Theme of the Month

Part 2: Four Skills Definitions

Part 3: Four Skills Skit

Part 4: Most Important Skill

Part 1: *Theme of the Month*

STEP 1. Introduce Theme and Idea of “Upstander” (1-2 min)

- **Let students know that the theme of the month is, “What Kind of Person Do I Want to Be?”**
- **Say, “*An Upstander is a kind of leader who respects all kinds of people. An Upstander stands up for other people and for themselves.*”**

STEP 2. Show Video (or Read Alternative Script) (4-5 min)

- **Say to students, “*In this term, we are going to think about how we can become an Upstander.*”**
- **“Sometimes when we see famous athletes or performers they make their job look easy! But it took them a lot of practice to get there.”**

Video: Steph Curry Work Ethic Video

<https://www.youtube.com/watch?v=rxsdiusm1NQ>

(Video = 4 minutes)

Alternative Script for Steph Curry Work Ethic Video

“Steph Curry won MVP in the NBA in 2015. He became that skilled and high a level of a player from years of practice and dedication to his sport. At skills practice, Steph Curry would start working out 30 minutes before the other players got started. Steph Curry didn’t need a coach to tell him to work hard. He just did it. After practice, he would not leave until he ‘swished’ 5 free-throws in a row.”

STEP 3. Upstander Discussion (3-4 min)

- **The goal of this discussion is to get students thinking about what habits they can form to be “Upstander.”**
- **Say, *“Successful people in all fields- athletes, performers, scientists, even teachers- can make what they do look easy because we don’t see how hard they practice. We also don’t always see who has helped them along the way and who helps them now in their job.”***
- **Example Discussion Questions (Try to ask 2 or 3):**
 - What is Steph Curry’s Positive Purpose?
 - What habits does Steph Curry have that have helped him reach his goals?
 - What are the barriers or obstacles Steph Curry has faced to reach his goals?
 - Who do you think has helped Steph Curry reach his goals?
 - What kind of habits would help you be an Upstander?
 - What are some things you have practiced and gotten better at?

STEP 4. Instructions for “I used to...but now I...” (1 min)

- Say, *“The four MOSAIC skills are just a few habits that will help you become the person you want to be. Now, we will think about how you have gotten better at the four skills we talk about in MOSAIC.”*

- Have students divide a page in their MOSAIC Journals into two columns.

- Tell them to write “I used to...” above the left column and “but now I...” above the right column. Demonstrate to students as needed.

- Say to students, *“I will read a list of questions, and you will answer each question by filling out the table.”*

- Example:
 - Since last school year, how have you become better at communication?
 - I used to...talk out of turn in class... but now I am better at raising my hand

STEP 5. Read Prompts to Students (3-6 min)

- Define the MOSAIC skills as necessary throughout this exercise (definitions listed below the prompts). Before you define skills, ask students to share their knowledge about each skill. You will use this exercise to prompt discussion in Part 2.
- **Optional: Show MOSAIC Projector Display: MOSAIC Skills.**
 - **Example:**
 - “What is involved with being a good communicator?”
- **“I used to....But now I...” Prompts**
 - How have you gotten better at communicating your thoughts to other students or adults? (Communication)
 - How have you gotten better at keeping calm when you are upset? (Emotion Regulation)
 - How have you gotten better at working in groups with others? (Problem Solving)
 - How have you gotten better at including others? (Empathy)
 - How have you gotten better at seeing other students’ points of view? (Empathy)
 - ❖ *Note - MOSAIC journals are suggested to be personal for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*

(MOSAIC Projector Display)

Lesson 1 - Activity 1

MOSAIC Skills

Communication

- Listening to others
- Letting people know what you think

Emotion Regulation

- Dealing with feelings like sadness, anger, happiness, or anxiety/worry;
- Keeping calm

Empathy

- Putting yourself in someone else's shoes to understand how they see the world

Problem Solving

- Thinking through a problem carefully and making a decision and a plan (using the P-L-A-N problem solving model: *P- Problem Description; L- List of Options; A- Action Plan; N- Notice Successes*)

Part 2: *Four Skills Definitions*

STEP 1. Introduce Theme and Throughline Sheet (2-4 min)

- Begin by summarizing and reviewing the discussion from Part 1. Ask students to share what they remember.

- Tell students, “The Monthly Theme, ‘What Kind of Person Do I Want to Be?’ is about figuring out what kind of a middle school student you want to be this year. It’s important to think about how you can be more of an Upstander.”

- **Introduce and post the Throughline Sheet:**

- “The Throughline Sheet asks you to think about how you can be an Upstander throughout the school day.”
 - **Ask for help**
 - *You’re not standing by and watching your school work get harder, you’re taking action.*
 - **Be a role model**
 - *Sometimes just doing the right thing goes a long way to set an example for other students.*
 - **Help others**
 - *When someone needs help, go out of your way to help them out.*
 - **Show respect for all people**
 - *Even when people are very different from you, you respect their rights and opinions.”*

STEP 2. How Skills Support Being an Upstander (5-6 min)

- Explain, “In the news and in **MOSAIC**, too, we often see individual winners and heroic Upstanders being celebrated, so we think that being an Upstander is something we can do on our own. But this is not true. Being an Upstander requires cooperation, support, and collaboration from friends, families, and teachers. No one succeeds completely on their own.”
- **Consider giving examples from your own experience**
- Refer to the “I used to...but now I...” exercise from Part 1 and lead a discussion about how skills support being an Upstander.

Example Discussion Questions:

- What skills have you gotten better at since last year?
- How did you get better?
- Who supported you or helped you?
- Did you practice?
- What skills can you work on this year to become more of an Upstander?
- Distinguish between a “Bystander” and an “Upstander.”
- “A bystander and an upstander observe the same events. But a bystander takes no action. An upstander tries to make a positive change, even when it is hard to do.”

STEP 3. Introduce “Four Skills Skit” (5-8 min)

- ***Review four MOSAIC skills, “Who can tell me what skills we focus on in MOSAIC?”***
- ***Show the MOSAIC Projector Display: MOSAIC Skills. Remind students that MOSAIC helps you reach goals by practicing four important skills:***

1. Communication- Listening to others; Letting people know what you think

2. Emotion Regulation- Dealing with everyday feelings like sadness, anger, happiness, or anxiety/worry

3. Empathy- Putting yourself in someone else’s shoes to understand how they see the world

4. Problem Solving- Thinking through a problem carefully and making a decision and a plan

- **Form 4 groups so that all skills can be covered.**
- **You can assign skills to the groups or have students choose.**
- **Show MOSAIC Projector Display: Four Skills Skit.**
- **Provide “Four Skills Skit” Instructions:**

1. Write a short role-play (skit) that shows two different endings to a common problem in our school.

Ending 1: What happens when the student in the skit doesn't use a MOSAIC skill?

Ending 2: What happens when the student does use a MOSAIC skill?

2. You can use the suggested problems or make your own.

- **Circulate to help students identify common problems students face.**
- **Help students consider alternative endings.**
- **Students can complete their skit during Part 3.**

MOSAIC *THEME THROUGHLINE*



What kind of person do I want to Be?

How can we incorporate MOSAIC into our class today?

- *Ask for help when you need it.*
- *Be a role model to other students.*
- *Help others who need your help*

Show respect for all people.

(MOSAIC Projector Display)

Lesson 1 - Activity 2

MOSAIC Skills

Communication

- Listening to others
- Letting people know what you think

Emotion Regulation

- Dealing with feelings like sadness, anger, happiness, or anxiety/worry;
- Keeping calm

Empathy

- Putting yourself in someone else's shoes to understand how they see the world

Problem Solving

- Thinking through a problem carefully and making a decision and a plan (using the P-L-A-N problem solving model: *P- Problem Description; L- List of Options; A- Action Plan; N- Notice Successes*)

(MOSAIC Projector Display)

Lesson 1 - Activity 3

MOSAIC Skills Skit

Directions: With your group, write a short role-play (skit) that shows two different endings to a common problem in your school. You can use the suggested problems or make your own.

- Ending 1: What happens when the student in the skit doesn't use a MOSAIC skill?
- Ending 2: What happens when the student does use the MOSAIC skill?

Common Problems in Middle School

Communication: *How to avoid a fight but still stand up for yourself*

Emotion Regulation: *How to keep calm when you hear about a really mean rumor*

Empathy: *How to include students who are different from you*

Problem Solving: *How to get homework done at home when there are a lot of distractions*

Part 3: *Four Skills Skit*

STEP 1. Students Complete “Four Skills Skit” (3-4 min)

- Make sure all members of groups are participating and are included. Not everyone has to perform, but everyone should be involved.
- Pay attention to how students are working together in groups—in Activity 3, you will be adding “Norms” for working in groups.

STEP 2. Students Share “Four Skills Skit” (8-9 min)

- Have each group share their skit.
- As each group shares, have the audience notice successes and provide feedback.
- Examples:
 - “You made this topic funny but still showed us how important empathy can be!”
 - “You thought hard about a real problem students face.”

STEP 3. Discuss Skills and Anti-Bullying (2-4 min)

- The purpose of this discussion is to help students connect being an “**Upstander**” and showing **Virtues** to the context of bullying.

Example Discussion Questions:

- One important place to be an **Upstander** is to stand up to bullying. Which of the four skills do you think a bully has the least of? Why do you think so?
- Using **PLAN Problem Solving skills**, how else can you deal with someone that you have a problem with besides bullying them?
- Do you think bullies have skills in Emotion Regulation? What about Empathy? Why or why not? What do you think happens in the long run to people who bully other people?
- How can you use **Communication** to support people who are picked on or teased or put down by others?

Part 4: *Most Important Skill*

STEP 1. Identify Most Important Skill (3-7 min)

- If students haven't shared skills yet, have students share the skills.

- Then ask students, ***“Which of these four MOSAIC skills is most important to being an Upstander with people you don’t know very well, like students in school who aren’t your friends?”***
- There is no right or wrong answer!
- Support students in concluding that they are all important skills, but still ask them to choose the one they think is most important.
- Have students write the most important skill in their MOSAIC Journals.
 - ❖ *Note - MOSAIC journals are suggested to be shared for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*

STEP 2. Place Students in Groups (2-3 min)

- Place students in groups based on the most important skill they identified.
 - Groups should be 3-4 students.
 - If a student is the only one to select a skill, have them make a second choice.

- It's okay if some skills are not represented or if some skills are represented twice.

STEP 3. Provide Instructions for Defending Skill (1-2 min)

- *Instructions for groups:* Students will work together to write down why their skill is the most important to being an Upstander.
- Ask students to identify a note-taker.
- Students brainstorm reasons their skill is more important than the other skills.
 - *Example:*
 - Problem Solving is the most important because you will use all the other skills to solve your problem.

STEP 4. Facilitate Student Sharing (3-9 min)

- Circulate as students work in groups.
- As time permits, have students share their work.
- Students will need to save their work for the next activity!

FOLLOW UP

- Be sure to post the Throughline Sheet in your classroom and integrate it into all of your classes!

- See the following materials for follow up:

- Article/Video: Deliberate Practice

<http://www.makeuseof.com/tag/want-become-expert-something-try-deliberate-practice/>

- This article summarizes research on deliberate practices and includes a video about Kobe Bryant's work ethic.

- Videos/Articles featuring WNBA giving back:
- <http://www.wnba.com/news/wnba-cares-week-tips-off-a-summer-of-giving-back-to-communities/> (Article)
- <http://www.espn.com/espnw/news-commentary/small-wonders/article/11119714/small-wonders-wnba-star-tina-charles-wants-change-world-one-aed-time> (Video)
- <https://www.youtube.com/watch?v=8hwYmodlpds> (This video features LA Sparks President Christine Simmons talking about giving back to the community and girls' careers.)

Section I - Lesson 2

Leadership

“Leadership” Overview

Part 1: MOSAIC Virtues

Part 2: Leaders in My School

Part 3: Share Leaders in My School

Part 4: My Student Leadership Qualities

Part 1: *MOSAIC Virtues*

STEP 1. Review Positive Purpose and Virtues (2-3 min)

- Ask students, ***“Who can tell me what a virtue is?”***
- Explain, ***“A virtue is a good quality, or character trait, that someone has. It is the ideal or best way to act.”***
- Ask students to explain why MOSAIC focuses on Positive Purpose and the five supporting Virtues.
- Highlight, ***“Finding our Positive Purpose gives life meaning (or focus).”***
- And, ***“We need five Virtues to find our Positive Purpose and work toward it.”***

STEP 2. Review Five Supporting Virtues Definitions (6-7 min)

- Show the **MOSAIC Projector Display: Five Virtues** to introduce/remind students about the five virtues they learn about in MOSAIC.

- Have students work in small groups to match definitions to the words.
 - *Optional:* Make this into a game by offering a reward (e.g., 5 minutes of free time) to the group that completes the activity first and gets all the answers correct.
- Review answers to **MOSAIC Projector Display: Five Virtues** (Answer Key below)
- Explain, ***“All of these virtues work together to make a person the best person he or she can be; these virtues also make a classroom or a school the best it can be!”***

ANSWER KEY

- **Helpful Generosity:**

- B. Giving to things (like money/games/fun) to others without expecting anything in return;
- F. Giving love, kindness, time, appreciation, or help to others

- **Optimistic Future-mindedness:**

- H. Thinking about how your actions affect other people;
- I. Setting goals for your future;
- K. Having a hopeful outlook or being optimistic

- **Responsible Diligence:**

- D. Being dependable (people can count on you);
- G. Working hard and getting your work done;
- J. Sticking with it and not giving up, even if times are hard

- **Compassionate Forgiveness:**

- E. Moving on after something bad happens;
- M. Not holding a grudge against others

- **Constructive Creativity:**

- A. Thinking “outside the box”;
- C. Finding new solutions to problems;
- L. Looking at something in a different way from most others

STEP 3. Discuss Virtues (5-7 min)

- The discussion of virtues will be a review for students who had MOSAIC last year. The goal of this discussion is to help students think about how the MOSAIC virtues can be helpful for being a leader and for reaching goals.

Example Discussion Questions:

- ***What other words have you heard to describe these virtues in different parts of your life?***
 - ***Does your family have any sayings or other ways to describe these same virtues?***
 - ***Do your friends have any sayings or other ways to describe these same virtues?***
- ***Which virtue is important in our school?***
- ***What leaders do you think of when you think about these virtues?***
- ***What virtue do you think is most important to being an Upstander?***
- ***How do the MOSAIC virtues and skills work together to help you become an Upstander?***

(MOSAIC Projector Display)

Lesson 2 - Activity 1

Five Virtues

Directions: Match 2-3 definitions (on right) to the Virtues (on left).

Helpful Generosity	A. Thinking “outside the box”
	B. Giving to things (like money/games/fun) to others without expecting anything in return
	C. Finding new solutions to problems
Optimistic Future-mindedness	D. Being dependable (people can count on you)
	E. Moving on after something bad happens
	F. Giving love, kindness, time, appreciation, or help to others
Responsible Diligence	G. Working hard and getting your work done
	H. Thinking about how your actions affect other people
	I. Setting goals for your future
Compassionate Forgiveness	J. Sticking with it and not giving up, even if times are hard
	K. Having a hopeful outlook or being optimistic
	L. Looking at something in a different way from most others

Part 2: Leaders in My School

STEP 1. Add Norms for Small Group Work (2-3 min)

- Tell students, ***“In MOSAIC, we work in groups a lot. So, we are going to pause to see if we need to add ‘Norms’ for working in groups.”***
- Have students suggest norms to add—think about the last group activity and what norms may prevent problems.
- Whenever possible, connect Norms to the MOSAIC Virtues and Skills.
- Add 2-3 norms specific to working in small groups to your classroom’s MOSAIC Norms (a student can be responsible for adding them).
- Suggested Norms: (Virtues and Skills in parentheses)
 - Take turns speaking (Emotion Regulation)
 - Participate actively in group tasks (Problem Solving)
 - Listen to each other (Communication)
 - Respect each other (Empathy)
 - Encourage others to contribute and offer help (Helpful Generosity)
 - Stay on task (Responsible Diligence)

STEP 2. Introduce Leadership (3-5 min)

- Say, ***“In MOSAIC, when we are thinking about what kind of person we want to be, we are also thinking about how we can be a leader. Leadership is a part of every person, not just formal leaders. Everyone is a leader at least sometimes. Being an Upstander is one way to be a leader. But there are many different ways to be a leader.”***
- Show students a Google image search for “Pictures of great leaders” or go to <http://www.thefamouspeople.com/>
- Ask students: ***“Everyone take a moment to think of a great leader. Raise your hand when you have one in mind. What goals did your leaders have? What did he or she want to accomplish? How do you think he or she was able to reach his or her goals?”***
- Ask, ***“What comes to mind when you think about great leaders? What makes a leader a great leader?”***
- Be sure to make the point that every leader is a good problem solver. They often become known as leaders because they take the lead in solving an important problem. They also show Responsible Diligence, in that they keep working on the problem even when they run into big obstacles.

- Make sure students understand that:
 - There are lots of different kinds of leaders.
 - the kind of leader one is, and how one is remembered as a leader, depends a lot on character and virtues.
 - Every student has the potential to be a leader.
 - leadership is not only about being in charge.
 - leadership also means participating in a group and working together.

STEP 3. Explain “Leaders in My School” Activity (2-3 min)

- Say, ***“This activity will ask you to think about the leadership qualities of people in our school.”***
- Show the **MOSAIC Projector Display: Leaders in My School.**
- Split class into small groups to come up with people in the school who fit the leadership descriptions on the **MOSAIC Projector Display: Leaders in My School.**

- Tell students to write down their list of leaders in their journals.
 - ❖ *Note - MOSAIC journals are suggested to be personal or shared for this task, based on instructor preference (see 'Using MOSAIC Lesson Plans in an Online Environment')*

STEP 4. Circulate as Students Work in Groups (4-8 min)

- Highlight students who are following your MOSAIC norms for group work.
- Help students see that leaders in their classroom can be either a student or a staff member or both.

(MOSAIC Projector Display)

Lesson 2 - Activity 2

Leaders in My School

Directions: Working in your group, write the names of **people in our school** who fit each leadership description in your MOSAIC Journals.

Problem Solver with Helpful Generosity

This person is a problem-solving leader because she or he is generous with his or her own time and energy. When this person works with others, he or she gives respect to them without expecting anything in return.

Problem Solver with Responsible Diligence

This person is a problem-solving leader because he or she can be relied upon to get things done. People in the group can depend on this leader.

Problem Solver with Compassionate Forgiveness

This person is a problem-solving leader because she or he is empathetic (has empathy and cares about the feelings and experiences of others). He or she understands that people who make mistakes should be given another chance.

Problem Solver with Optimistic Future-mindedness

This person is a problem-solving leader because he or she is hopeful about the future and sets goals to improve him/herself and the surrounding community.

Problem Solver with Constructive Creativity

This person is a problem-solving leader because she or he comes up with new ideas when others are stuck or can't solve a problem. This creative thinker thinks of new ways to solve problems!

Part 3: *Share Leaders in My School*

STEP 1. Share “Leaders in My School” (7-8 min)

- Allow students to complete Part 2 “Leaders in My School” activity as needed.
- Show the **MOSAIC Projector Display: Leaders in My School.**
- Lead students in sharing and reflecting about the people they listed.
- As students share, work with them to identify the following:
 - ***What is this leader’s Positive Purpose?***
 - ***What does he or she most want to accomplish?***
 - ***Why does he or she lead?***
 - ***What are the Virtues this leader uses to work toward his/her Positive Purpose? Provide examples of how this leader uses the virtue.***
 - Constructive Creativity
 - Helpful Generosity
 - Optimistic Future-Mindedness
 - Responsible Diligence
 - Compassionate Forgiveness

- ***What skills does this leader use?***

- Communication
- Emotion Regulation
- Empathy
- Problem Solving

- ***In what ways is this leader an Upstander?***

STEP 2. Reflect on Leaders in the School (7-8 min)

- Ask students to think about how people in the school can be leaders even when they don't have official leadership titles.

- *Example Reflection Questions:*

- ***Who did you think about a lot during this activity?***
- ***Who is a great leader in our classroom? What makes him or her great?***
- ***Who is a great leader in our classroom who does not have an official leadership title?***

- *How did this activity make you think about yourself or someone in your life differently in terms of leadership?*
- *Who is a role model to you in how you can be a leader? Why?*

Part 4: My Student Leadership Qualities

STEP 1. Introduce Students as Leaders (3-5 min)

- Say, *“You all have your own ways of being a leader in our school.”*
- Highlight different ways of being a leader:
 - You could be a leader in a club, like a President or Secretary.
 - To be a leader, there have to be other club members who work together!
 - Leadership also means working together toward a common Positive Purpose. Leaders lead **toward** something.
- Ask, *“What do different groups in our school do?”*

- Explain, ***“A leader is also someone who is a role model, who helps a group follow their norms, and who reaches out to offer help to someone who is hesitant to ask.”***

- *Examples:*

- When other students are breaking rules by skipping class, a student leader might say, “I’m not going to be a follower. I’m going to go to class.”
- When a new student comes to school, a student leader might introduce him/herself and offer to help the new student find their next class.

STEP 2. Students Identify Leadership Qualities (5-7 min)

- The **MOSAIC Projector Display: My Student Leadership Qualities** lists Virtues and Skills and asks students to list which qualities they have now and which they are working on.
- Students will identify and organize the leadership characteristics they have as a student in this school.
- There are three ways your class can carry out this activity depending on your resources and time:

- 1) You can make copies of the **MOSAIC Projector Display: My Student Leadership Qualities** for students.
- 2) You can show the **MOSAIC Projector Display: My Student Leadership Qualities** and have students create their own representation of the MOSAIC skills and virtues in their Journals.
- 3) You can work with students to create an artistic representation of which MOSAIC skills and virtues make them a leader.
 - ❖ *Note - MOSAIC journals are suggested to be personal or shared for this task, based on instructor preference (see 'Using MOSAIC Lesson Plans in an Online Environment')*
- Qualities that are most important to the students go on the inner circle and less important qualities go on the outer circle.
- Say, ***"You can add other leadership qualities that you think you have or that you are working on."***

STEP 3. Students Share Leadership Qualities (3-7 min)

- Have students share their work from the **MOSAIC Student Handout: My Student Leadership Qualities**
- Encourage students to offer opinions about their classmates' leadership qualities. And offer your own suggestions!

- Optional: Round Robin Sharing format
 - Students share in their seated order (or have students stand in a circle).
 - Student A starts with a leadership quality he or she has. Student B either agrees with A or adds another quality. Student C either agrees with what was said by A or B or adds another quality.
 - This continues until all kids have a chance OR if time runs out.
 - The teacher can list the qualities on the board as they come up, and check off ones that are agreed with by other students.

FOLLOW UP

- In all of your classes, look for examples of leadership and highlight both its importance and how it was done. This can happen in literature, history, discoveries in math and science, the arts, etc.
- In all of your classes, identify leaders when you do group work and give the leaders some special, clear responsibilities.
- Highlight the importance of leadership to making progress in almost any area of life.

(MOSAIC Projector Display)

Lesson 2 - Activity 3

My Student Leadership Qualities

Instructions: How are you a leader in this school? Which leadership Virtues and Skills do you have right now? Which ones are you working on? (Cut out and organize or write below.)

MY VIRTUES

Helpful Generosity

Responsible Diligence

Optimistic Future-mindedness

Constructive Creativity

Compassionate Forgiveness

Positive Purpose

MY SKILLS

Keeps Calm

Kind to Others

Good Communicator

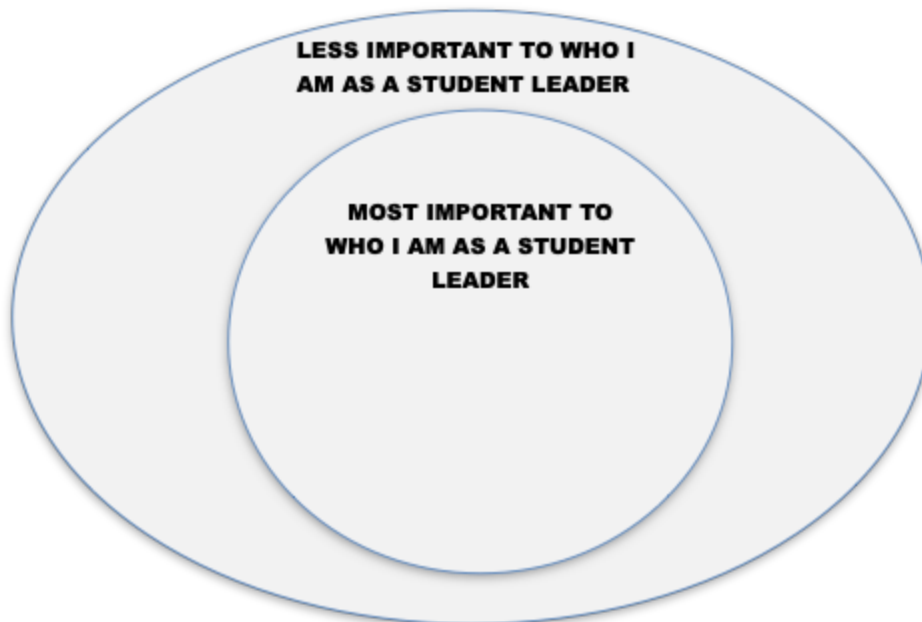
Good Problem Solver

(Emotion Regulation)

(Empathy)

(Communication)

(Problem Solving)



Leadership Lesson Plans - Section II

Section II - Lesson 3
*Intro to Compassionate
Forgiveness*

“Introduction to Forgiveness” Overview

Part 1: Introduce Theme and Oprah’s Story

Part 2: Apply Compassionate Forgiveness to Life

Part 3: Respectful Debate

Part 4: Gratitude/Forgiveness Venn Diagram and Throughline

Part 1: *Introduce Theme and Oprah's Story*

STEP 1. Introduce Compassionate Leadership (3-5 min)

- **Introduce the activity 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.*”**
- **Ask students, “*Who can give me a quick definition of leadership?*”**
- **Take one or two responses and ensure that students have the idea that leadership is providing guidance to others to help them achieve their goal or goals important to an organization or group of which they are a part. Three common examples: music conductors, coaches, and school principals are all leaders, but within a family or group of friends, anybody can be a leader.**
- **Using those responses, ask, “*How do you think leaders show compassion?*” 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**

- ***“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.”***

❖ *Note - MOSAIC journals are suggested to be personal or shared for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*

STEP 2. Introduce Vignette of Forgiveness (6-8 min)

- ***Say, “We can feel stressed by small things, like being late for school or big things like losing a loved one or being separated from people you love. When we are stressed by small things, self-talk and power posing can be very helpful. But how do we deal with big, unfair things that happen that really should not have happened?”***
- ***“For the next few lessons, we are going to talk about someone who was harmed by another person, group, or country.”***
- ***“This person found a way to move on after they were harmed. We are going to spend some time trying to understand how they were able to do this.”***
- ***Say to students, “Today, we will learn about the story of Oprah Winfrey. Raise your hand if you have heard of Oprah.”***
- **Ask for a few student volunteers to share what they know about Oprah.**

- **Next, show the MOSAIC Projector Display: The Story of Oprah, and ask for several student volunteers to read the story aloud**

STEP 3. Discuss Oprah's Vignette (2-3 min)

- **Ask students to write in their MOSAIC Journals. Say, *“Write in your Journal one emotion you felt when reading Oprah’s story.”***
 - ❖ *Note - MOSAIC journals are suggested to be personal or shared for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*
- **Ask students, *“Which strategy did Oprah use to calm herself down and gain a more rational perspective?”***
- **Say to students, *“Continue to think of other ways Oprah was able to move on and contribute. We will revisit this conversation in a future lesson.”***

(MOSAIC Projector Display)

Lesson 3 - Activity 1

The Story of Oprah

Oprah Winfrey was born in Kosciusko, Mississippi and spent the first five years of her life on her grandmother's farm, while her mother looked for work up North. At age six, Oprah was sent to live with her mother in Milwaukee, Wisconsin. In Milwaukee, her mother worked long hours as a housemaid and left Oprah either alone or with male relatives. During this time, Oprah was repeatedly abused by these relatives. She even tried to run away. At age 14, Oprah left her mother's house and was on her own.

Soon after, Oprah went to Nashville, Tennessee to live with her father, who was a strict disciplinarian. Her father insisted that Oprah meet curfew, and that she read a book and write a book report every week. Although it was hard, with this structure, Oprah did really well and became an honors student. Oprah went on to win a full scholarship to Tennessee State University. During college, Oprah also worked as a local TV news anchor.

Oprah pursued a very successful career hosting the most popular daytime talk show in history, and receiving many awards and honors for her acting in movies such as *The Color Purple* and *Beloved*. Oprah also started her own broadcasting company, called Harpo Productions. With this company, and Oprah's popularity, she has been able to have a lot of influence, and has used this power for good.

Oprah uses her talk show to promote social justice, health, and self-help. She uses her broadcasting company to produce programs about important issues such as poverty, racism, and abuse. She uses her social

power to lobby for important policy changes. For example, in 1993, Oprah testified in front of the US Senate about the National Child Protection Act. That same year, President Clinton signed the “Oprah Bill,” which created a national database of convicted child abusers to help many adults and organizations better help and protect children in difficult situations. Oprah continues to work on important projects, and it is exciting to wonder what she will do next!

Part 2: Apply Compassionate Forgiveness to Life

STEP 1. Review Compassionate Forgiveness (1 min)

- Ask, ***“After our discussion about Oprah yesterday, can anyone tell me what Compassionate Forgiveness is?”***
- If not addressed, remind students that Compassionate Forgiveness is a process through which the victim lets go of anger or resentment or a desire for revenge for someone that they feel did something wrong to them or someone they care about.
- Compassionate Forgiveness enables people to move on with their own lives.

STEP 2. Introduce Emotion Regulation (2-3 min)

- Say, ***“Today we are going to learn about regulating our emotions. In order to regulate our emotions, we need to be aware of how our emotions work and the skills we need to manage our emotions rather than being managed by our feelings. The way we act is related to what we think and how we feel.”***
- Examples:
 - If a driver thinks “That car should not have cut me off”, he/she may feel angry and yell out the window.
 - If an athlete thinks “Yes!! I scored a goal”, he/she may feel proud and smile.

- If your friend thinks “I can’t believe I fell in the hallway”, he/she may feel embarrassed and want to go home.
- Say, ***“Now that we understand the basics of emotion regulation, let’s keep this in mind while learning about forgiveness.”***

STEP 3. Relate Compassionate Forgiveness to a Short Story
(5-6 min)

- Say, ***“Listen to this short story...***
 - ***A teacher once told each of her students to bring a clear plastic bag and a sack of potatoes to school. For every person they refuse to forgive in their life's experience, they chose a potato, wrote on it the name and date, and put it in the plastic bag. Some of their bags were quite heavy.***

They were then told to carry this bag with them everywhere for one week, putting it beside their bed at night, on the car seat when driving, next to their desk at work.

The hassle of lugging this around with them made it clear what a weight they were carrying spiritually, and how they had to pay attention to it all the time to not forget and keep leaving it in embarrassing places. Naturally, the condition of the potatoes deteriorated to a nasty smelly slime. This was a great metaphor for the price we pay for keeping our pain and heavy negativity! Too often we think of forgiveness as a gift to the other person, as letting someone get away with something, yet it clearly is for ourselves!”

- Facilitate a group discussion about the story.

Example Discussion Questions:

- ***What do you think about this story?***
- ***Why did she make them carry potatoes around?***
- ***What did the students learn from this activity?***

STEP 4. Apply Emotion Regulation to the Activity (5-6 min)

- Say, ***“Now we are going to think about emotion regulation. What did you do during that activity to help you pay attention? Think about your thoughts, feelings and behaviors.”***
- Have students write their MOSAIC Journals. Say, ***“Write down in your MOSAIC Journal what you did to regulate your emotions during that activity. What did you do well? What could you do better next time?”***
 - ❖ *Note - MOSAIC journals are suggested to be personal or shared for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*

- Have one or two students share their experiences.

OPTIONAL Activity for Applying Compassionate Forgiveness to Students' Lives

STEP 3. Practice Compassionate Forgiveness (8-10 min)

- Say, ***“Now we are going to practice. Think of someone in your life who you are not happy with right now. Write down in your MOSAIC Journal why you are upset with that person. Also write about how it makes you feel to be upset with them. Once you are done, look up at me.”***
 - ❖ *Note - MOSAIC journals are suggested to be personal for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*
- Have students practice Compassionate Forgiveness by saying, ***“Now write in your MOSAIC Journal what it would feel like to forgive this person. Remember, they do not need to apologize first or admit how much they hurt us, but we are forgiving them so that we feel better.”***
- Facilitate sharing in pairs. Say, ***“Turn to the person next to you and tell each other about how it felt to do this activity. You do not need to tell them details about who you were upset with or what you are forgiving that person for doing, just talk about the experience of forgiveness.”***

Part 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.”***
- Say, ***“Now we are going to set norms for the discussion. What is important to remember when debating with others?”***
 - Examples: acknowledge other opinions, no interrupting, etc.

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

- Choose one debate topic from the list below:
 - ***It is important to be forgiving in order to connect with others.***

- ***I feel that I am able to understand the needs of others and the feelings they experience.***

 - ***If someone is truly sorry and asks for forgiveness, I will forgive them no matter what they have done.***

 - ***It is impossible to have a good relationship with others without forgiving them for everything they have done wrong.***

 - ***How I feel about someone depends more on their past actions than their present actions.***

 - ***Compassionate Forgiveness is an important part of showing leadership.***

 - ***Create your own debate topic!***
- Have students write the debate topic in their MOSAIC Journals.
 - ❖ *Note - MOSAIC journals are suggested to be personal or shared for this task, based on instructor preference (see 'Using MOSAIC Lesson Plans in an Online Environment')*

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. 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.

Part 4: *Gratitude/Forgiveness Venn Diagram and Throughline*

STEP 1. Complete Venn Diagram Activity (3-4 min)

- Show **MOSAIC Projector Display: Gratitude and Forgiveness Venn Diagram**
- Introduce the activity by saying to students, ***“Now we are going to complete a Venn Diagram. A Venn Diagram consists of ideas presented as circles, and they are arranged in ways that show how related they may be. It’s a useful way to show and understand how ideas can be similar and also different. In one circle write “Compassionate Gratitude” and the other write “Compassionate Forgiveness”, and write how they are different. In the overlapping part of the circles, write how Compassionate Gratitude and Compassionate Forgiveness are the same.”***
- Circulate and help students as needed.

STEP 2. Review Structure of MOSAIC Circle (1-2 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, ***“We will now 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:***
 - ***What is said in the MOSAIC circle stays in the MOSAIC Circle***
 - ***One person talks at a time***
 - ***Right to pass- you do not need to answer the question if you 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.”***

- Suggestions:

- Incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.
- It may be helpful to incorporate “Speaker Power” tools, such as a talking stick

STEP 3. Conduct MOSAIC Circle (4-5 min)

- Say to students, ***“Today in our MOSAIC Circle, we will each share one way that you can show more leadership, Compassionate Forgiveness and Compassionate Gratitude toward others.”***

- Example response:

- I can show more leadership, forgiveness and gratitude toward others by standing up to bullying. If I see a peer being bullied in the hall this week, I am going to tell a teacher rather than keep walking past the situation.

- Emphasize, ***“Sometimes in order to show leadership you must learn to be accepting of others for who they are, regardless of what they have done in the past. This allows for strong connections in your school and community and will help you lead in the best way possible!”***

STEP 4. Introduce the Throughline Sheet (1-2 min)

- 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

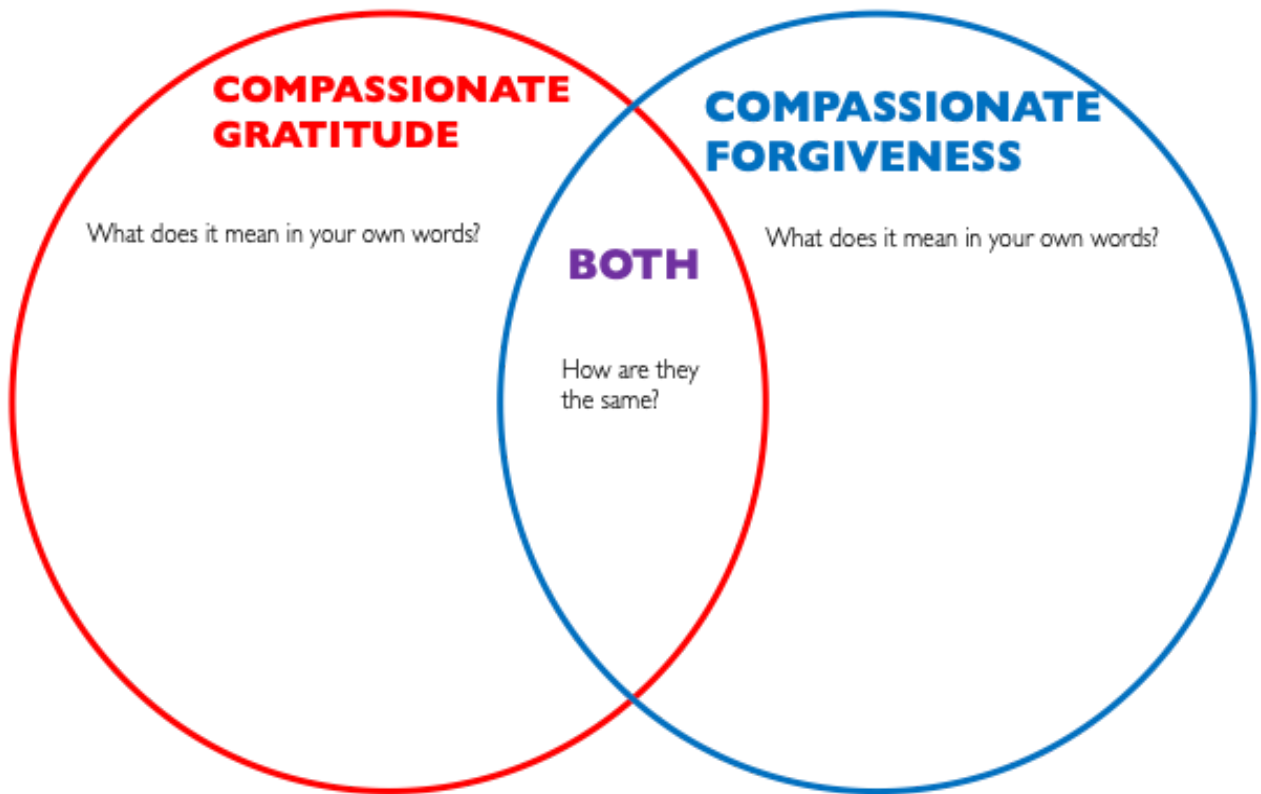
- Throughout the month, provide specific, labeled praise for acts of leadership, forgiveness and gratitude in all of your classes.
- Your class is now familiar with the MOSAIC Circle and Respectful Debate formats. Whenever time is available, during your other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use a MOSAIC Circle or Respectful Debate pedagogy to actively engage students in the topic.

(MOSAIC Projector Display)

Lesson 3 - Activity 2

Gratitude and Forgiveness Venn Diagram

Directions: Follow the instructions in each of the areas for GRATITUDE, FORGIVENESS AND BOTH.



Section II - Lesson 4
*Emotion Regulation and
Leadership Project*

“Emotion Regulation and Leadership Project” Overview

Part 1: Power Posing and Self-Talk

Part 2: Oprah’s Compassionate Forgiveness

Part 3 & 4: Compassionate Forgiveness and Leadership Project

Part 1: Power Posing and Self-Talk

STEP 1. Provide a rationale for power posing and self-talk (1 min)

- Say to students, ***“Last month, we talked about what causes stress and how we can communicate when we are stressed. This month, we are going to learn a new way to calm down when we are stressed that works for students your age.”***
- Introduce the following video, saying, ***“Talking to yourself in the third person and sitting with an upright and confident posture can seem a bit silly at first-- it’s common to laugh when trying it for the first time. However, even famous athletes talk to themselves in the third person and maintain good posture, to help them perform in high-stakes games.”***

STEP 2. LeBron’s Self-Talk (2-3 min)

- Show this video, and instruct students to ***“listen to how LeBron James talks in the third person as a way to make a more rational and less emotional decision.”***
 - <https://www.youtube.com/watch?v=0vrpwk1MSIA>
 - Length: 1 minute
- If the video is not available, show the attached **MOSAIC Projector Display: LeBron’s Story**. Allow one student to read aloud.

- Tell students, ***“You can talk to yourselves in the third person, just like LeBron does! For example, if your friends are pressuring you to do something that could get you in trouble, you could pause and say [Pick a student’s name to use here] has got to do what’s best for [STUDENT’S NAME]. What are [STUDENT’S NAME]’S goals and virtues, and what decision should [STUDENT’S NAME] make right now to reflect these?”***
 - Share an example of speaking to yourself in the third person from your own life, or make one up that could apply!
- ***“Let’s try it out!”***

STEP 3. Practice Self-Talk and Power Posing (8-10 min)

- Show **MOSAIC Projector Display: Stress Thermometer**
- Say to students, ***“You may have heard of a stress thermometer. If not, you will see, it’s easy to use. On a scale of 0-10, We are going to use this thermometer to measure our stress levels again in this activity. I would like you to imagine a time you were stressed, upset, or frightened about something. Sometimes, just imagining a stressful event can make us feel a bit stressed. Don’t say what the event is, but please write down in your MOSAIC Journal the level of stress you feel right now, when imagining this event, from 0-10, with 0 being no stress at all and 10 being such high stress you can hardly stand it.”***
 - ❖ *Note - MOSAIC journals are suggested to be personal for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*
- Ask students, ***“Do you ever find that you are calm when giving your friends and family advice, but have a more difficult***

time calming yourself down when feeling stressed? Times you might feel stress could be before a test, a class presentation, or a big game or performance. By talking to yourself in the third person, it's like you become your own coach, just like you are for your family and friends."

- ***"It can also be helpful to practice self-talk in what we call a 'power pose.' This is a position in which you feel comfortable and confident. For many people, standing up with your hands at your hips or sitting down with both feet firmly on the floor and your upper body in a straight and sturdy posture are good power poses."***
- Ask students to try the two power poses in the previous bullet, and then to come up with their own power pose, holding each for about 10 seconds.
- Say, ***"Sit in your chair with a comfortable and upright posture and recall that stressful situation you were previously thinking about. Write down several encouraging sentences in which you address yourself by name. Then get into a power pose, and say what you wrote either quietly to yourself or in your head."***
- Tell students, ***"On the same stress thermometer scale of 0-10, write down the level of stress you feel now."***
- Ask students to raise their hands for each of the following: if their stress number 1) went down, 2) went up, or 3) stayed the same.

- As time permits, ask why students think this exercise did or did not change their stress levels.
- Tell students, ***“You will be practicing your upright posture and self-talk every day this week so that you can get used to this way of calming yourself down. To be able to use this way of calming yourself during a stressful moment, you need to practice. This is just like how you need to practice dribbling a basketball before a big game so that you can perform well during the game.”***
- NOTE: When practicing positive self-talk and power posing every day this week, ask students to lead the activities, share their experiences, and ask for examples of positive self-talk.

(MOSAIC Projector Display)

Lesson 4 - Activity 1

Lebron's Story

After being traded to a new basketball team, Lebron is being interviewed on television. The reporter says, "I am being told now that in Cleveland, they were burning your jersey. We have some video footage of it right here. Are you surprised by this? As you look now, how do you feel about it?" As he watches his old team's jersey burn he says, "I can't get involved in that. I wanted to do what was best for Lebron James, and what Lebron James is going to do to make him happy." Lebron further explains that he had seven great years on his old team and he hopes fans of Cleveland can be happy with his decision.

(MOSAIC Projector Display)

Lesson 4 - Activity 2

Stress Thermometer



Part 2: Oprah's Compassionate Forgiveness

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

- Say, ***“Staying upset about things that happened in the past can hold you back from becoming your best self.”***
- Ask, ***“Have you ever held a grudge or held onto resentment or anger towards someone who hurt you?”***
- Have 2 or 3 students share whether holding onto the anger or resentment was helpful or harmful.
- Say to students, ***“In difficult situations, when something hurtful happens, it is normal to feel stressed. And, in these moments, regulating our stress can help us to move on. This is not easy, and so we need to practice regulating our stress, like working out at the gym. That’s why we have been practicing regulating our stress this week. Every day this week, you will get to choose one of the two calming skills we have learned so far in MOSAIC. These choices are: 1) power pose or 2) positive self-talk.”***
- ***“First, think of something stressful in your life, and write down your Stress Thermometer number, from 0-10, in your MOSAIC Journal for how stressed you are feeling right now.”***
- ***“Next, choose which type of relaxation skill you want to use, and write down your choice in your MOSAIC Journal.”***

❖ *Note - MOSAIC journals are suggested to be personal for this task, based on instructor preference (see 'Using MOSAIC Lesson Plans in an Online Environment')*

- ***“If you chose to practice self-talk, you will speak to yourself in third person say encouraging statements to yourself. If you chose to practice a power pose, you may stand up or sit in that position to feel stronger.”***
- ***“For the next 2 minutes, follow the procedure to practice the skill you chose.”***
- ***(After 2 minutes) “Now, write down in your MOSAIC Journal your stress thermometer (show handout) number for how you feel right now.”***

STEP 2. Review Oprah’s Story (1 min)

- Ask, ***“Who can briefly summarize (in 2-3 sentences) the story of Oprah?”***
- Fill in any gaps, as necessary.

STEP 3. Identify Oprah’s Compassionate Forgiveness (3-4 min)

- ***“We are going to think about who Oprah needed to forgive in order to move forward and become a leader.”***

- Ask students to:
 - 1) Identify people Oprah may have needed to forgive from the list of options.
 - 2) Identify possible obstacles Oprah faced when trying to move on from difficult parts of her life.
 - 3) Determine how forgiveness may have helped Oprah become a leader later in life

STEP 4. Discuss Compassionate Forgiveness as a Bridge to Leadership

(2-3 min)

- Say, “***Now, you are going to create an individual project that shows how Compassionate Forgiveness can be a bridge to leadership. Your goal is to show the story of Oprah by either (1) a written expression, such as a rap, song, or poem; or (2) a visual expression, such as a drawing or collage.***
- “***In your project, think about Oprah’s childhood, the feelings she might have had, the choices she made, and the leadership she has shown by moving forward and helping other people who may be experiencing hardship.***
- “***Your project could be literal (you could show the story of Oprah step by step). Or, your project could be abstract, showing the feelings and thoughts you experience when you***

encounter Oprah’s story. Take two minutes and write your idea down in your MOSAIC Journal.”

❖ *Note - MOSAIC journals are suggested to be shared for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*

- NOTE: This project is designed to offer students an opportunity to express what they have learned through multiple intelligences.
- OPTIONAL: Students can brainstorm at home to give them more time in class to work on the project.

Parts 3 & 4: *Compassionate Forgiveness and Leadership Project*

STEP 1. Students Work on Project (10-12 min)

- Say, ***“Yesterday we talked about doing a leadership project that will show Oprah’s story. Today, we are going to work on that project. You will have ten minutes to work on your project.”***
- Circulate and offer support to students as they work.
- Say, ***“If you are not finished with your Compassionate Forgiveness and Leadership Project, you are encouraged to continue working on it at a later time, either by taking it home with you and working on it there, or finding another***

opportunity outside of class to keep working on it.” If you are able to provide time for students to continue or arrange for them to continue in art, music, or another special class, let the students know this.

STEP 2. Lead Free-Write Reflection Exercise (2-3 min)

- Start this Step with at least five minutes left in class.
- Say to students, ***“Now it is time to reflect. Take out your MOSAIC Journal and answer this question: Who or what do you personally need to forgive to help yourself be a better leader?”***
 - ❖ *Note - MOSAIC journals are suggested to be shared for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*
- Allow students to share, saying, ***“Would anyone like to share their reaction to the exercise?”***
- Students do not need to share what they wrote about because it may be personal, but they may comment on how forgiveness relates to leadership for them.

FOLLOW UP

- Help the students to find time to finish or polish their projects. Also, try to help students be alert to the importance of having forgiveness-related conversations after conflict with one another.

Leadership Lesson Plans - Section III

Section III - Lesson 5
Conversation Series
about Leadership Roles

“Conversation Series About Leadership” Overview

Part 1: Looking Back

Part 2: Generosity Debate

Part 3: Leadership Roles

Part 4: Gratitude and Appreciation

Part 5: Looking Ahead

Part 6: Final MOSAIC Lesson

Part 1: 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.

Part 2: 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:
 - ***“I feel better when I am generous and helpful to others.”***
 - Yes: Being generous and helpful makes me feel good.
 - No: When I am generous I do not feel better. I feel like I am missing out on something.

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?”***

Part 3: 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 a Mayor... (4-6 min)

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

Example Discussion Questions:

- ***What would be the best thing about being a mayor of a city?***
- ***What would be the most impressive thing about being a mayor?***
- ***What kind of leadership qualities do you think a mayor needs? Why?***
- ***If you were a mayor, what would you be really good at doing?***

- ***If you were the mayor, what would be the most important thing you would tell the people who live in your city?***

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

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

Example Discussion Questions:

- ***What would be the best thing about being a governor?***
- ***What would be the hardest thing about being a governor?***
- ***If you were governor, how would you learn about what the people in your state wanted?***
- ***If you were the governor and you had the power to fix one thing about the state, what would it be?***

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 mayor and governor.
- Ask, ***“What is one thing you learned from your classmates about their thoughts of what it takes to be a mayor and/or governor?”***

Part 4: 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)

Lesson 5 - Activity 1

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?

Part 5: *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.

Part 6: Final MOSAIC Lesson

STEP 1. Facilitate Closing Discussion (5-10 min)

- ***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 for next year in their MOSAIC Journals.

- ❖ *Note - MOSAIC journals are suggested to be personal for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*

STEP 2. Notice Successes and Wrap-Up (4-6 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.***
- ***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.***

Leadership Lesson Plans - Section IV

Part IV - Lesson 6

Student and Teachers Reflection & Feedback Procedures

Student and Teachers Reflection & Feedback Procedures

Part 1: *Reflection & Feedback*

Part 1: Student and Teachers Reflection & Feedback Procedures

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

- Let students know that you are concluding a group of Leadership Lessons and it's time to get their feedback about the activities that took place.
- 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 Activities. (3-5 min)

- Prompt students to provide feedback about the Leadership Lessons.
- Say, ***“We had a series of Leadership Lessons to help you understand what it means to be a leader and to see yourself as leaders. We covered some of the virtues and skills that leaders need, and we showed some video and story examples of leadership. It is important that you see yourselves and your voices in leading your classrooms, schools, and communities.”***

Discussion Questions:

- ***What were some things you liked about the Leadership Lessons?***
- ***How could those 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.
 - ❖ *Note - MOSAIC journals are suggested to be shared for this task, based on instructor preference (see 'Using MOSAIC Lesson Plans in an Online Environment')*
- 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.

(MOSAIC Projector Display)

Lesson 6 - Activity 1

Leadership Reflection

Write your answer in your MOSAIC Journal:

You know that one of your friends has a prescription for stimulant medication to help them in school. One day you overhear this friend offering to sell their medication to another classmate. You don't know the reason your friend has made this decision, but you are worried. What should you do?

(MOSAIC Projector Display)

Teacher Feedback

School _____

Class: _____

1. **How many of the SECD-Based Leadership Lessons were you able to complete over the past two months?**

Not very much

Somewhat

Very much

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

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

4. **What support(s) would help you teach the Leadership Lessons most effectively?**