

# **SEL-Based Lesson Plans for Empowering Student Leadership - Grades 5-6**

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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/MOSAI](http://www.secdlab.org/MOSAI)

## **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"
4. "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](http://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](http://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**

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**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](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 Virtues” Overview**

**Part 1: Theme of the Month**

**Part 2: Five Virtues Definitions**

**Part 3: Five Virtues Game**

**Part 4: Most Important Virtue**

## **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 Image(s) from Website (4-5 min)**

- *Select an image or series of images to show students from the following websites to introduce how artists can use art to be an “Upstander.”*
  - ***[http://www.jcheights.com/Community-Arts\\_Murals.shtml](http://www.jcheights.com/Community-Arts_Murals.shtml)***
    - *This site shows murals along Jersey City’s Central Ave.*

### **STEP 3. Upstander Discussion (3-4 min)**

- *The goal of this discussion is to get students thinking about what it means to be an “Upstander.”*
- *Example Discussion Questions: (Try to get to at least two or three)*
  - ***What is this artist’s Positive Purpose?***
  - ***How is this person being an Upstander? What or who are they standing up for? How are they using art to do that?***



- ***What are the barriers or obstacles they might face as an Upstander?***
- ***How can this artist use art to show respect for people?***
- ***Who do you think helps the artist to be 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.”***
    - ***Examples:***
  - ***“Someone who sees another person cut in a line in front of a small student and says, “That’s not fair, you should go to the back of the line,” is an Upstander. Someone who sees this and says nothing is a Bystander.”***
  - ***“Upstanders can also stand up for the rights of many people. Like Rosa Parks, when she refused to sit at the back of the bus. She was being an Upstander for all African American people. Or Cesar Chavez who stood up for the rights of Mexican immigrants in the United States.”***
  - ***“An example of intervening in a lunchroom when kids are teasing a student who is new or has a disability is an example of being an Upstander***

***and being respectful of all students. Someone who sees this and says nothing is a Bystander.”***

**STEP 4. Introduce Throughline Sheet (2-3 min)**

- ***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 5. Discuss Supports Needed for Being an Upstander** (2-5 min)

- *Facilitate a discussion about what supports students will need to be an Upstander. Consider sharing examples from your own experience.*
- Explain, ***“In the news and sometimes in MOSAIC, too, we 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.”***
- Say, ***“Being an Upstander is hard because sometimes it is not the popular thing to do. But no Upstander reaches their goals all on their own.”***

### *Example Discussion Questions:*

- ***What ways have you been an Upstander so far this school year? This can be ways that others may not have noticed.***
  - ***Have you seen other students in this school be an Upstander? (Optional: Respecting privacy, tell us what you have seen.)***
  - ***What kind of support from friends, teachers, or family can be helpful when you are acting as an Upstander?***
- *Optional: Read the following article <http://www.theguardian.com/commentisfree/2015/jan/04/stephen-hawking> as a source of examples for your students. If you feel your students are ready for it, feel free to share all or part of it with them.*

# **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.*

## Part 2: Five Virtues Definitions

### **STEP 1. Complete “Five Virtues” Definitions (6-8 min)**

- Ask students: **“Who can tell me what a virtue is?”**
- Summarize that a “virtue” is a good quality (character trait) someone has. It is the ideal or best way to act in order to have a good life, now and in the future. It’s the right way to behave even when no one is watching you.
- Use **MOSAIC Projector Display: Five Virtues** to introduce the five virtues to the class.
- Have students work in small groups to match definitions to the words, writing answers 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 2. Review Answers to Five Virtues (3-4 min)**

- Review answers to **MOSAIC Projector Display: Five Virtues** (Answer Key below).
- Highlight that it is okay if students have different answers as long as they can explain their answers. The virtues are all interconnected so there can be overlap in the definitions!

- 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! All of these virtues will help you be an Upstander.”***

## **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 and Anti-Bullying (3-6 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 five virtues do you think a bully has the least of? Why do you think so?***
- ***Using Constructive Creativity, how else can you deal with someone that you have a problem with besides bullying them?***
- ***Do you think bullies have Optimistic Future Mindedness? Why or why not? What do you think happens in the long run to people who bully other people?***
- ***How can you use Responsible Diligence to support people who are picked on or teased or put down by others?***
- ***If you think about a time when someone has done something to you that you did not like, how hard is it to show Compassionate Forgiveness?***
- ***What can help you to show Compassionate Forgiveness and what are some different ways to do it, without necessarily saying something directly to the other person?***

(MOSAIC Projector Display)

## Part I - Activity 1

### Five Virtues

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

<b>Helpful Generosity</b>	A. <i>Thinking “outside the box”</i>
	B. <i>Giving to things (like money/games/fun) to others without expecting anything in return</i>
	C. <i>Finding new solutions to problems</i>
<b>Optimistic Future-mindedness</b>	D. <i>Being dependable (people can count on you)</i>
	E. <i>Moving on after something bad happens</i>
	F. <i>Giving love, kindness, time, appreciation, or help to others</i>
<b>Responsible Diligence</b>	G. <i>Working hard and getting your work done</i>
	H. <i>Thinking about how your actions affect other people</i>
	I. <i>Setting goals for your future</i>



<b>Compassionate Forgiveness</b>	J. <i>Sticking with it and not giving up, even if times are hard</i>
	K. <i>Having a hopeful outlook or being optimistic</i>
	L. <i>Looking at something in a different way from most others</i>
<b>Constructive Creativity</b>	M. <i>Not holding a grudge against others</i>

## **Part 3: Five Virtues Game**

### ***STEP 1. Play the Five Virtues Game (8-12 min)***

- *Split class into two teams.*
- *Select a panel of three judges.*
- *You can name a person or example from the list below or have a student list names. (See example list after Step 2.)*
- *Students must name one of the five virtues demonstrated by this person. Correct answers must include an explanation!*
- *The judge panel determines whether the answer is correct.*
  - *NOTE: There are many correct answers. Award 2 points to any team with a strong explanation and 1 point to the team with an incomplete explanation. Additional points can be given by the judge panel based on the creativity of each team's response.*
- *The team that answers correctly gets 2 points, and the team with*
- *the most points at the end of the game wins!*

### ***STEP 2. Identify Most Important Virtue (3-7 min)***

- Ask, **“Which of these virtues is most important to being an Upstander around people you know well, like your friends and family?”**
- *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 virtue in their MOSAIC journals to use on Part 4.*

❖ *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’)*

### **Five Virtues Game- Example List (Add your own!)**

<b>PEOPLE</b>	<b>VIRTUE</b>
<ul style="list-style-type: none"> <li>• Artists/Authors- Van Gogh, Dr. Seuss</li> <li>• Singers/musicians- Bruno Mars, Taylor Swift, Beyoncé, The Beatles</li> <li>• Inventors- Ben Franklin, Thomas Edison</li> </ul>	<b>Constructive Creativity</b>
<ul style="list-style-type: none"> <li>• Charity Groups- the Red Cross</li> <li>• Doctors</li> <li>• Counselors, Social Workers, Teachers</li> <li>• Parents</li> <li>• Oprah</li> </ul>	<b>Helpful Generosity</b>
<ul style="list-style-type: none"> <li>• Athletes or celebrities who have been made fun of</li> <li>• A student who gets knocked in the hallway but doesn't hit back</li> <li>• Children who have divorced parents, learn to feel better over time</li> <li>• Children who are separated from their parents learn to feel better</li> <li>• People who have been in bad situations but have to move on</li> </ul>	<b>Compassionate Forgiveness</b>
<ul style="list-style-type: none"> <li>• Athletes (Olympic/professional)</li> <li>• Helen Keller</li> <li>• Inventors, Scientists</li> <li>• Bill Gates</li> <li>• Gandhi</li> <li>• Nelson Mandela</li> <li>• John Lennon</li> </ul>	<b>Responsible Diligence</b>
<ul style="list-style-type: none"> <li>• Martin Luther King</li> <li>• Abraham Lincoln</li> <li>• Civil Rights leaders- Rosa Parks</li> <li>• People who help the environment</li> <li>• Eleanor Roosevelt</li> <li>• Supreme Court Justice Sotomayor</li> </ul>	<b>Optimistic Future-mindedness</b>

## **Part 4: Most Important Virtue**

### **STEP 1. Place Students in Groups (2-3 min)**

- *Place students in groups based on the most important virtue they identified on Part 3.*
  - *Groups should be 3-4 students.*
  - *If a student is the only one to select a virtue, have them make a second choice.*
  - *It's okay if some virtues are not represented or if some virtues are represented twice.*

### **STEP 2. Provide Instructions For Defending Virtue (1-2 min)**

- *Students will work together to write down why their virtue is the most important to being an Upstander.*
- *Ask students to identify a note-taker.*
- *Students brainstorm reasons their virtue is more important than the other virtues.*

*Example:*

- *Optimistic Future-mindedness is the most important because it can give you the confidence that speaking up will lead to good things for you and everyone else involved, even for the bully.*

### **STEP 3. Circulate as Students Work in Groups (5-7 min)**

- *Pay attention to how students are working together in groups—in the Activity 3, you will be adding “Norms” for working in groups*
- *Emphasize that this is their opinion- there are no right or wrong answers!*

### **STEP 4. Facilitate Student Sharing (3-7 min)**

As time permits, have students share their work.

- NOTE: Students will need to save their work for the next activity!

## **FOLLOW UP**

- Highlight the five virtues when relevant current events or school or community issues come up.
- More images to spark discussion on the virtues:

1. <http://www.nga.gov/content/ngaweb/Collection/art-object-page.30228.html>

*This image is a painting of a group of people on an ocean voyage in a sailboat.*

2. <http://www.muralarts.org/collections/featured-murals>

*Philadelphia's Mural Arts program supports artists and murals throughout the city*

3. <http://www.dulcepinzon.com/>

*This site includes a photography project showing Mexican immigrants working in New York City dressed as superheroes.*

# **Section I - Lesson 2**

## ***Leadership***

### **“Leadership” Overview**

**Part 1: MOSAIC Skills**

**Part 2: Leaders in My Life**

**Part 3: Share Leaders in My Life**

**Part 4: My Leadership Qualities**

## Part 1: *MOSAIC Skills*

### STEP 1. Introduce Four Supporting Skills (7-8 min)

- Ask, ***“Is dreaming about your goals enough to reach them?”***
- Follow up with, ***“What else do you need to reach your goals?”***
- 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?”***

- Read the following scenario:

***“Hasan is really nervous about his big game at the end of the week. He knows the coach is thinking about letting him start in the game. It’s really hard for him to concentrate on his homework, even though he has a math test the same day.”***

- Lead a discussion about what skills Hasan could use to reach his goals.
- *Example Discussion Questions:*
  - ***What goals does Hasan have in this situation?***
  - ***What can he do to reach his goals?***
- Explain, ***“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.”*

**STEP 2. Identify Skills Needed in Everyday Problems (7-8 min)**

- Show the **MOSAIC Projector Display: MOSAIC Skills Scenarios**
- Work together with the class to have students identify the skills needed in each problem scenario.
- There are many right answers, so any answer that is well-supported should be considered right.
- Students are not expected to fully understand these skills, yet. The goal of this activity is to get them thinking about these skills and to ask them to support their point of view.
- *Optional:* Have students act out the skills in a role-play, as time permits.
- *Optional:* Show **MOSAIC Projector Display: MOSAIC Skills** to provide definitions for students.

## Lesson 2 - Activity 1

### MOSAIC Skills Scenarios

**Directions:** *Which MOSAIC skill does the student need help with?*

#### **SCENE 1**

Arune noticed that the new kid in his class had his head down during Social Studies. Some girls took a picture of the new kid on their cell phones when the teacher wasn't looking.

#### **SCENE 2**

Jaivan almost always arrives at school in a bad mood. Every time this happens, Melissa is really annoyed by Jaivan's mood, especially because he disrupts her silent reading time.

#### **SCENE 3**

Dilmary and Kiyonnah are best friends. Kiyonnah loves telling Dilmary about her family drama but Dilmary always interrupts her stories. It seems like Dilmary doesn't care about what is happening in Kiyonnah's life.

**SCENE 4:** Think about scenes from your own life!

## Lesson 2 - 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*)

## **Part 2: Leaders in My Life**

### **STEP 1. Add Norms for Small Group Work (2-4 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 posted 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 (2-5 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: ***“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 Life” Activity (2-3 min)**

- Say, ***“This activity will ask you to think about the leadership qualities of people in your life.”***

- Show the **MOSAIC Projector Display: Leaders in My Life.**
- Split class into small groups to come up with people they know who fit the leadership descriptions on the **MOSAIC Projector Display: Leaders in My Life.**
- Tell students to write down their list of leaders in their journals.
- If needed, list examples of leaders on the board.

❖ *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 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 can be found at all levels of the community (pastors or ministers, teachers, parents, adopted parents, siblings, friends, etc.).
  - 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.

## Lesson 2 - Activity 3

### Leaders in My Life

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

#### **1. 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.

#### **2. 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.

#### **3. 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.

#### **4. 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.

#### **5. 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!

❖ *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')*

## **Part 3: *Share Leaders in My Life***

### **STEP 1. Share “Leaders in My Life” (5-7 min)**

- Allow students to complete Part 2, “Leaders in My Life,” activity as needed.
- Show the **MOSAIC Projector Display: Leaders in My Life.**
- 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 way, if any, was this leader an Upstander?***

**STEP 2. Reflect on Leaders in Students' Lives (5-7 min)**

- Ask students to think about how people 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 your own life?***
  - ***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 Leadership Qualities**

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

- Say, ***“You all have your own ways of being a leader.”***
  
- Highlight different ways of being a leader:
  - Point out that someone can be in charge of others, but he or she is not a leader if others don't follow and work together.
  
  - Leadership also means working together toward a common Positive Purpose. Leaders lead toward something.
  
  - A leader is also someone who helps a group follow their norms, and who reaches out to offer help to someone who is hesitant to ask.
  
- 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** (6-7 min)

- The **MOSAIC Projector Display: My 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 Leadership Qualities** for students.
  - 2) You can show the **MOSAIC Projector Display: My 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.

- Say, ***“You can add other leadership qualities that you think you have or that you are working on.”***

❖ *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. Students Share Leadership Qualities (3-6 min)**

- Have students share their work from the **MOSAIC Projector Display: My 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 other 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 your other 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 4

### My Leadership Qualities

**Instructions:** 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

<b>Helpful Generosity</b>	<b>Responsible Diligence</b>
<b>Constructive Creativity</b>	<b>Compassionate Forgiveness</b>
<b>Positive Purpose</b>	<b>Optimistic</b>
<b>Future-mindedness</b>	

#### MY SKILLS

<b>Keeps Calm</b> <i>(Emotion Regulation)</i>	<b>Kind to Others</b> <i>(Empathy)</i>
<b>Good Communicator</b> <i>(Communication)</i>	<b>Works Well in Groups</b> <i>(Problem Solving)</i>

**My Leadership Qualities  
Right Now**

**My Future  
Leadership Qualities**

# **Leadership Lesson Plans - Section II**

**Section II - Lesson 3**  
*Intro to Compassionate  
Forgiveness*

**“Introduction to Compassionate Forgiveness”  
Overview**

**Part 1: Introduce Theme and Compassionate Forgiveness**

**Part 2: Apply Compassionate Forgiveness to Life**

**Part 3: Yes-No-Maybe**

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



## **Part 1: Introduce Theme and Compassionate Forgiveness**

*\*\*Content warning: the video within this activity may be a sensitive topic for some students. If you feel it may not be appropriate to show the video, please use the video alternative and read it to the class. Alternatively, you can meet with whatever individual students may choose to opt out of the video and discuss the alternate story with them, then discuss forgiveness together as a class.*

### **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 for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*

## **STEP 2. Introduce Vignette of Compassionate Forgiveness** (8-10 min)

- Introduce the activity by saying to students, ***“This month we will be focusing on the virtue of ‘Compassionate Forgiveness.’”***
- ***“We will begin by learning about a group of people from Lebanon who have been working together to restore peace and reconciliation in their communities through forgiveness.”***
- Ask students, ***“Who can give me a definition of forgiveness?”***
- Take a couple of replies and ensure that students have the idea 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. As we discuss later,

Compassionate Forgiveness enables people to move on with their own lives.

- 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, we will learn how to cope with that in some ways. But how do we deal with big, unfair things that happen that really should not have happened?”*
- Say to students, *“Today, we will learn about an organization called the Foundation for Forgiveness and Reconciliation in Lebanon (FFRL). We will see how people 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.”*
- Next, use the projector to show the class the video on the FFRL (please show the entire video)
  - Video: <https://vimeo.com/184233179>
  - Length: 3:05
- **\*\*VIDEO ALTERNATIVE (If unavailable or if you decide not to show video to the class because of its content)\*\***
- Show the **MOSAIC Projector Display: Story of Compassionate Forgiveness (Option 1 or 2)**, and ask for several student volunteers to read the story aloud.
  - NOTE: There are two stories to choose from for this alternative activity. Several lessons in April will refer back to the Compassionate Forgiveness story you present in this lesson.

**STEP 3. Discuss Compassionate Forgiveness Shown by the FFRL (2-3 min)**

- Ask students to write in their MOSAIC Journals. Say, ***“Write in your journal one emotion you felt when watching the video.”***

❖ *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, ***“How has this group displayed Compassionate Forgiveness?”***
- Say to students, ***“How has Compassionate Forgiveness helped the people of this foundation individually? How has it helped their communities?”***
  - NOTE: If you would like to give your students more information on the FFRL, please visit their website and encourage students to learn more about the history and formation of the organization.
  - <http://www.ffrlebanon.org/>

## Lesson 3 - Activity 1

### Story of Compassionate Forgiveness

#### Option 1

Immaculee Ilibagiza is a survivor of the Rwandan genocide that took place in the mid-nineties. Political tensions between the Hutu and Tutsi tribes resulted in the massacre of hundreds of thousands of members of the Tutsi tribe and of members of the Hutu tribe who opposed the genocide. On Easter Sunday 1994, when Ilibagiza and her family were gathered together, Ilibagiza's older brother, Damascene, begged their father to take the family and flee to safety. They made the fateful decision to stay.

On April 6, 1994, a plane carrying the Rwandan president, a Hutu, was shot down, and everyone on board was killed. Soon after, a killing spree began that targeted the Tutsi people. Ilibagiza and her younger brother, Vianney, managed to make their way to a local Hutu pastor's home, who provided protection from the chaos that was surrounding them. When they arrived, they learned the heartbreaking news that Vianney could not stay. Ilibagiza and seven other women hid in a very small (1 square meter) bathroom for three months. When Ilibagiza and the seven other women were finally able to leave their hiding place, Ilibagiza learned that her family had been murdered. Ilibagiza herself lost 22 kilograms (50 lbs) during her ordeal.

While our human nature desires revenge, Ilibagiza chose to forgive the people who killed her family as she felt the bitter feelings of rage destroying her. Though not easy, she was determined to let forgiveness, rather than hate, rule her life. Eventually, she met one of the murderers face-to-face and told him directly that she forgave him.

Ilibagiza is now living in the US with her children, some of whom are adopted from Rwanda. She has written a best-selling book about her experience, *Left to Tell*, and has made several television appearances. She has spoken at several conferences and founded the Left to Tell Charitable Fund to help children who have been orphaned through genocide. From the unimaginable pain she had endured, Ilibagiza has managed to do a great amount of good and make the world a little bit of a better place.

(MOSAIC Projector Display)

## Lesson 3 - Activity 1

# Story of Compassionate Forgiveness

## Option 2

In 1986, Steven McDonald was a young New York City police officer. While patrolling Central Park, he and his supervisor questioned three teenagers whom they suspected of stealing bicycles. One of the teenagers, 15-year-old Shavod Jones, pulled a gun on McDonald and shot him three times. Doctors were able to save his life, but the incident left him paralyzed and in need of a respirator to breathe.

At the time of this heartbreaking event, McDonald and his wife, Patty, had not yet reached their one-year anniversary and were expecting a child. It was suggested to Mrs. McDonald that she put her husband in a nursing home, but the McDonalds stayed together through her pregnancy and his many rehabilitation and doctors' visits and beyond. In spite of everything that had happened, Steven decided that revenge was not the answer. Rather than hold a grudge, he forgave the boy who shot him. McDonald's forgiveness of Jones was so complete that he attempted to correspond with Jones while he was in jail serving his sentence.

The two men wanted to work together to promote forgiveness and non-violence, but sadly, this was not to be. Only three days after Jones was released from prison, he was killed in a motorcycle accident. Steven McDonald did fulfill this mission on his own, though, traveling to various speaking engagements to promote forgiveness, peace, and non-violence.

## **Part 2: Apply Compassionate Forgiveness to Life**

### **STEP 1. Review Forgiveness (1 min)**

- Ask, ***“After our discussion about Forgiveness and Reconciliation in Lebanon (FFRL) [or the story you read] yesterday, can anyone tell me what Compassionate Forgiveness is?”***
- If not addressed, remind students that Compassionate Forgiveness is not always easy and actually helps us to feel better.

### **STEP 2. Play Video (3-5 min)**

- Say, ***“Now we are going to watch a video about Compassionate Forgiveness. Listen closely to this man’s story and we will talk about it after.”***
- Play YouTube clip 0:15-2:15
- <https://www.youtube.com/watch?v=S-AJ-jBFW24>
- Facilitate a group discussion by asking questions like:
  - ***Do you agree that we get stuck if we hold grudges against those who we think wronged us?***
  - ***What do you think it felt like to forgive?***
  - ***Why does forgiving make him feel better?***

### **ALTERNATIVE TO VIDEO (if not available)**

#### **Relate Compassionate Forgiveness to a Quote (2-3 min)**

- Say, ***“Listen to this quote... ‘Today I decided to forgive you. Not because you apologized, or because you***

***acknowledged the pain you caused me, but because my soul deserves peace.’- From Najwa Zebian”.***

- Facilitate a group discussion by asking questions like:
  - ***What do you think this quote means?***
  - ***Do you think it was easy to forgive without an apology?***
  - ***Why do you think forgiving gives our souls peace?***

**STEP 3. Apply Compassionate Forgiveness to Students’ Lives (5-6 min)**

- Say, ***“Now we are going to practice.”***
- Show MOSAIC Projector Display: Feelings.
- Say, ***“Pick one of the feelings on the board and draw the face in your MOSAIC Journal. Once you are done, rip the paper out of your book.”***
- Have the students cut or tear the paper into pieces and then put them back together.
  - ❖ *Note - MOSAIC journals are suggested to be personal for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*
- After they try, they say, ***“Forgiving is like putting the pieces back together. While the picture may not look exactly the same as it did before, it feels much better than when it was cut into multiple pieces.”***



- Facilitate a group discussion.

*Example Discussion Questions:*

- ***What do you think this quote means?***
- ***Do you think it feels better to have the pieces back together?***
- ***Why do you think forgiving is better than multiple pieces?***

\*\*\*OPTIONAL\*\*\* Activity for Applying Compassionate Forgiveness to Students' Lives

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

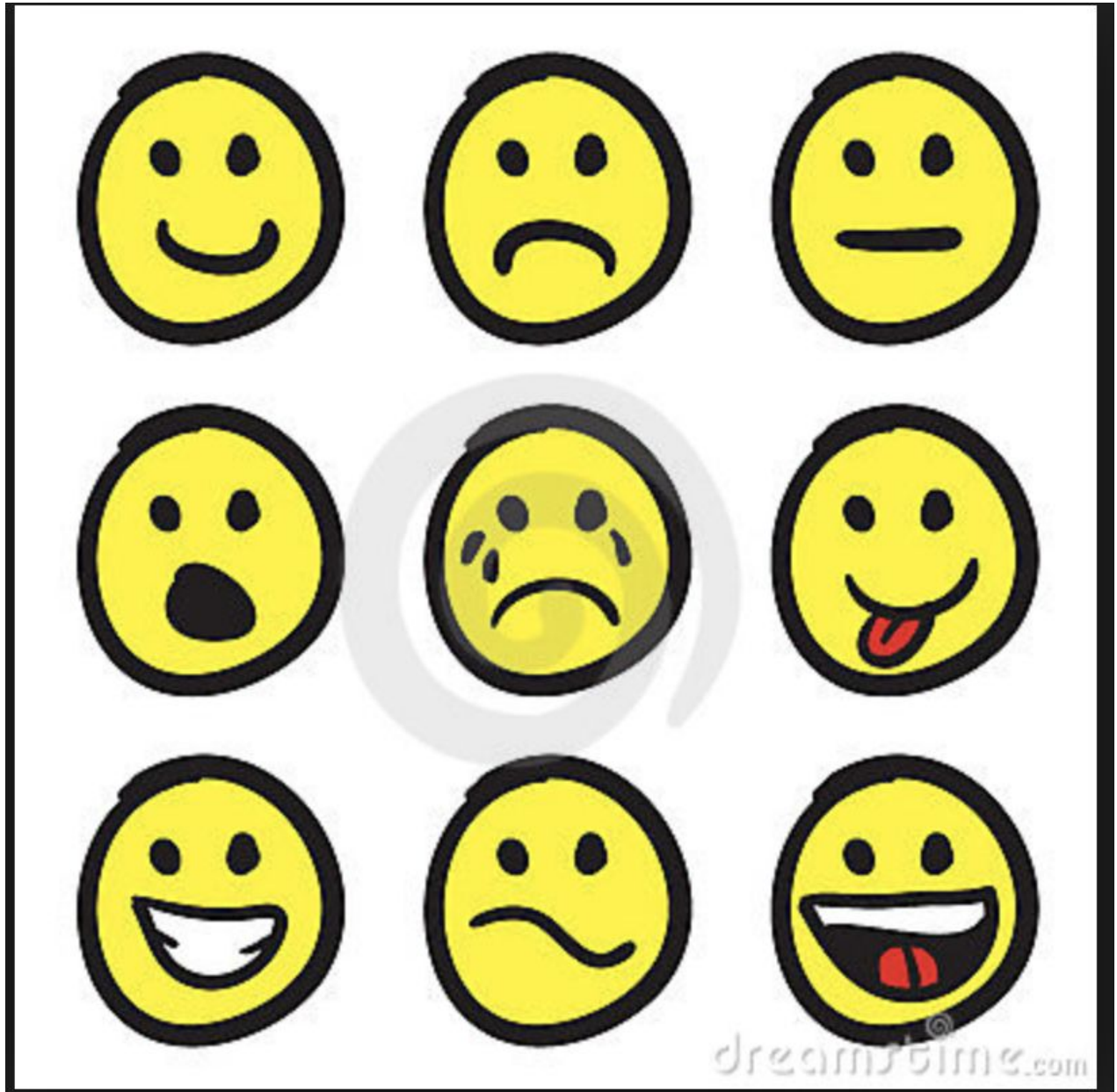
- Say, ***“Now we are going to practice. Think of someone in your life who you are not happy with right now. Write down in your MOSAIC Journal why you are upset with that person. Also write about how it makes you feel to be upset with them. Once you are done, look up at me.”***
- Have students practice 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.”***
  - ❖ *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’)*
- 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.”***

(MOSAIC Projector Display)

## Lesson 3 - Activity 2

### Feelings



## Part 3: *Yes-No-Maybe*

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

- Assign “yes,” “no,” and “maybe” to three different sections of the room.
  - *Tip: Create Yes-No-Maybe signs, or have students make, and tape them to sections of the room*
- Tell students, ***“I will ask you some questions. For each question, you can answer yes, no, or maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”*** Try to get to at least two questions.
- Once students have picked their section, say, ***“Please discuss within your group why you chose this response.”***
- Next, ask students, ***“Please pick one person from your section to summarize your group’s discussion and share with the class.”***
- Part of what we want students to learn is about respectful disagreement.

### STEP 2. Play the “Yes-No-Maybe” Game (7-8 min)

- Read any of the statements below, or create your own to be as relatable to the group as possible:
  - *Yes-No- Maybe Questions*
    - ***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.***
- ***Forgiveness is an important part of showing leadership.***
- ***Create your own!***

### **STEP 3. Reflect on Similarities and Differences (2-3 min)**

- After you have completed the questions you have time for, let students take a seat and review answers that stood out.
- Ask students, ***“Was there anything that surprised you during the activity?”***
- Point out that, ***“You had many different thoughts and there was not a single right answer.”***

## **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. In one circle write “Gratitude” and the other write “Forgiveness,” and write how they are different. In the overlapping part of the circles, write how gratitude and 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**

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



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

**“Emotion Regulation and Leadership Project”  
Overview**

**Part 1: Relaxation Breathing and Positive Thinking**

**Part 2: Compassionate Forgiveness between Groups of  
People with History of Conflict**

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

## **Part 1: Relaxation Breathing and Positive Thinking**

### **STEP 1. Provide a rationale for relaxation breathing (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, ***“Slow breathing can seem a bit silly at first; it’s common to laugh when trying it for the first time. But think for a minute what famous athletes do before a big moment in a game—they use slow breathing to help them calm down and perform at their best. And it can work for you, too. Let’s try it out!”***

### **STEP 2. Introduce Slow Breathing (6-8 min)**

- Show **MOSAIC Projector Display: Stress Thermometer**
- Say to students, ***“You may remember the stress thermometer from our MOSAIC lessons in March. 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. Please write down, in your MOSAIC Journals, the level of stress you feel right now, when thinking about this time, 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’)*

- Explain to students the importance of slowing down, say, ***“By just breathing slowly, it tells your body to calm down, which tells your brain to think less stressful thoughts. Your body can’t be stressed when you are breathing slowly!”***
- Ask students to sit comfortably in their seats. Explain that for the next few minutes, we will try out slow breathing as an experiment.
  - **Option 1:** Show this video, and say, ***“Close your eyes if you feel comfortable or stare at a spot on the wall, and follow the instructions from the video.”***
    - Show Video:
    - <https://www.youtube.com/watch?v=lnXrXX0m-NE>
    - Length: 2:30
  - **Option 2:** Guide students through slow breathing following this script:
    - Say, ***“Lean back in your chair, stare at a spot on the wall, and try to make your body feel comfortable. Now, try to follow my count when you are breathing. Breathe in slowly 1-2-3-4-5, and breathe out slowly 1-2-3-4-5. Breathe in 1-2-3-4-5, breathe out 1-2-3-4-5.”***
    - NOTE: When counting, count a full second between each number, one trick is to say “Mississippi” (or “Jersey City”!) in your head between each number.
    - Continue this breathing sequence for the next 2 minutes.

- Then say, ***“Refocus and look around: up, down, and all around the entire room.”***
- Ask students, ***“Now open your MOSAIC Journals, and 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 the breathing exercise did or did not change their stress levels.
- Tell students, ***“You will be practicing this breathing every day this week so that you can get used to this way to calm down. To be able to use this method of relaxation during a stressful moment, you need to practice slowing down your breathing when you are not feeling stressed. This is just like how you need to practice dribbling a basketball during practice so that you can perform well during a game. And just like athletes and other performers practice being calm before big moments in games. What is a big moment you have where calm breathing might be helpful to you?”***
- Take one or two examples from the students.

### **STEP 3. Facilitate Positive Thinking Quick-Write (3-5 min)**

- Say to students, ***“Another way some students keep away stress is to think of good things. Every day this week we are going to do a quick write in your MOSAIC Journal - 1***

***positive thing that happened to you yesterday, or will happen to you today, and why this event is positive.”***

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

● ***Example Responses:***

- Today I got a good grade on my math test because I worked hard for it and have math skills.
- I am going to tutor a younger student later. I feel good when it happens because it helps her learn.
- Today my friend and I had a really good laugh during lunch because we get along really well.

(MOSAIC Projector Display)

## Lesson 4 - Activity 1

### Stress Thermometer



## **Part 2: Compassionate Forgiveness between Groups of People with History of Conflict**

### **STEP 1. Practice Slow Breathing, Positive Thinking, or Calming Imagery (5-7 min)**

- 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 three calming skills we have learned so far in MOSAIC. These choices are: 1) slow breathing, 2) positive thinking, and 3) calming imagery.”***
- ***“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.”***
  - ❖ *Note - MOSAIC journals are suggested to be personal for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*
- ***“Next, choose which type of relaxation skill you want to use, and write down your choice in your MOSAIC Journal.”***
- ***“If you chose to practice slow breathing, you will close your eyes and count your breath in your head, counting in for 5 and out for 5. If you chose to practice positive thinking, you will do a quick write in your MOSAIC Journal – 1 positive thing that happened to you***

***yesterday, or will happen to you today and why this event happened. If you chose to practice calming imagery (this is the skill we practiced in March), you will close your eyes, and imagine this stressful thing, either a picture of this thing, or the words that you wrote, inside a bubble that is floating in front of you. Now, picture yourself blowing that bubble away from you. Watch it float away.”***

- ***“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.”***

❖ *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. Review the Story of the Foundation for Forgiveness and Reconciliation in Lebanon (FFRL) OR Alternative Story (1 min)**

- Ask, ***“Who can briefly summarize the video about the Foundation for Forgiveness and Reconciliation in Lebanon (FFRL) (or the alternative story)?”***
- Fill in any gaps, as necessary.

**STEP 3. Identify Compassionate Forgiveness (3-4 min)**

- ***“We are going to think about why Compassionate Forgiveness is needed in order to move forward and become a leader.”***



- Ask students to:
  - 1) Identify the people or groups of the people that the video or individuals in the story needed to forgive in order to move and become leaders. Why was Compassionate Forgiveness a necessary step?
  - 2) Identify possible obstacles an individual or organization might face when trying to move on from difficult times.
  - 3) Determine how Compassionate Forgiveness has helped individuals in the video or stories to become leaders in their communities.

**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 you watched (or heard) 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 the history involved and the feelings these individuals might have had, the choices they made, and the leadership they have shown by moving forward and helping other people who may be experiencing hardship.”***
- ***“Your project could be literal (you could show the story step by step). Or, your project could be abstract, showing the feelings and thoughts you experience when you learned about the organization. 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 (10-20 min)**

- Say, ***“Yesterday we talked about doing a leadership project based on the stories of forgiveness that we watched/read about. 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?”***
- 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.

❖ *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')*

### **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: Leadership Roles**

## **Part 1: 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 Teacher... (4-6 min)**

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

*Example Discussion Questions:*

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

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

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

*Example Discussion Questions:*

- ***What would be the best thing about being a principal?***
- ***What would be the hardest thing about being a principal?***
- ***What kind of school would you want to be the principal of? (Which age group, which location?) Why?***
- ***What would you do differently if you were the principal of the Middle School? How would that make the school better?***
- ***If you were the principal and you had the power to fix one thing about the school, 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 teacher and principal.



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

## 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?

# **Leadership Lesson Plans - Section IV**

## **Part IV - Lesson 6**

### ***Student and Teachers Reflection & Feedback Procedures***

#### **“Student and Teachers Reflection & Feedback Procedures” Overview**

# **Student and Teachers Reflection & Feedback Procedures**

## ***Reflection & Feedback for Leadership Lessons***

### **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: Teacher 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 Teacher Handout)

## 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?**