

# **SEL-Based Lesson Plans for Empowering Student Leadership - Grades 7-8**

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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](http://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”**
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 Problem Description, List of Options, Action Plan, and Notice 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**

## ***Review of Skills and Virtues***

### **“Review of Skills and Virtues” Overview**

**Part 1: Theme of the Month**

**Part 2: Four Skills Definitions**

**Part 3: Four Skills Skit**

**Part 4: Most Important Skill**

**Part 5: MOSAIC Virtues**

## **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 person who respects all kinds of people. An Upstander stands up for other people and for themselves. An Upstander is willing to be a leader to help others.*”**

### **STEP 2. Show Video (4-5 min)**

- **Say to students, “*In this month, we are going to think about how we can become Upstanders.*”**

#### **Video: Inspiring Upstanding**

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

**(Video = 3 minutes with another 45 seconds of credits)**

#### **Summary of the Video**

**This video is a visual experience with no real script. It is student-created and features students with words written on their faces describing their feelings of being bullied, disrespected, teased, and left out. After this, students show how you can help- by sitting with them, including them, texting them, laughing with them, etc. The video shows the responsibility we all have for noticing those around us and standing up for them.**

### **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, “*What did you find most moving about the video?*”**
- **Example Discussion Questions—these can be asked of the whole class or discussed by students in subgroups and reported out (Try to ask 2 or 3):**
  - ***Do people who are bullied, left out, teased, and ignored have a Positive Purpose?***
  - ***What skills do you need to be an Upstander?***
  - ***Why would someone see something wrong and not be an Upstander? What makes it hard to be an Upstander?***

### **STEP 4. MOSAIC Skills Review (4 mins)**

- **Say, “*Look at the MOSAIC Projector Display with the Four MOSAIC Skills. I will assign you to four groups, one for each skill, and you will have 3 minutes to come up with an answer to this question:***
  - ***Why is the skill you were assigned important for being an Upstander?***

***Select one group member to share your answers.”***

- **Have students work in groups and after 3 minutes, have them report out. While the groups are reporting, have students write the responses in their MOSAIC Journals. After all the groups have presented, ask, “*Does anyone who was not in the group want to add any ideas about how a skill is important for being an Upstander?*”**

❖ *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’)*

(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 month’s 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 Projector Display)

## Lesson 1 - Activity 2

### 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 stand up for someone who is being picked on or bullied but avoid a fight.**

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

**Empathy: How to show respect to students who are different from you.**

**Problem Solving: How to get a friend of yours to act toward his or her Positive Purpose when he or she is not.**

## 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 skits yet, have students share the skits.**
- **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.**

**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!**

## **Part 5: MOSAIC Virtues**

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

- **Ask students, *“In MOSAIC, we focus on both skills and virtues. Who remembers what a virtue is?”***
- **Ask for two or three responses. Reinforce that *“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: MOSAIC 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. Remind students who are experienced with MOSAIC to give newcomers a chance to share their responses.**
- ***Optional: Make this into a game by offering a feasible reward to the group that completes the activity first and gets all the answers correct.***

- **Review answers to MOSAIC Projector Display: MOSAIC 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 (Can do as a whole group, small groups, or pair share)**

- *How do the MOSAIC virtues and skills work together to help you become an Upstander?*
- *When have you found it hard to show Compassionate Forgiveness?*
  - *What is an example of when you were Constructively Creative?*
  - *How do you get yourself to be Responsibly Diligent when the task is hard or you want to give up?*
- *How many of you expect to graduate high school? College? Have a happy and healthy life? What makes it hard to be Optimistically Future Minded sometimes?*
- **Tell about a time that you were Helpfully Generous to someone else.**

## **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**

(MOSAIC Projector Display)

## Lesson 1 - Activity 3

### MOSAIC 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
Constructive Creativity	M. Not holding a grudge against others

# **Section I - Lesson 2**

## ***Leadership***

### **“Leadership” Overview**

**Part 1: Problem Solving Leaders**

**Part 2: Leaders in My Class**

**Part 3: My Student Leadership Qualities**

## **Part 1: *Problem Solving Leaders***

### **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. You may want to add 2-3 norms specific to working in small groups to your classroom’s MOSAIC Norms (a student can be responsible for adding them) to better make the connection.**
- **Suggested Connections with 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 “Problem Solving Leaders” Activity (2-3 min)**

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

- **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’)*

- **If needed, list examples of leaders on the board.**

#### **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 the school can be found at all levels of the school community (counselors, classroom teachers, support staff, security, students, etc.)**

(MOSAIC Projector Display)

## Lesson 2 - Activity 1

### Problem Solving Leaders

*Directions: As you think about leaders in your class, your school, and elsewhere, think about what makes people good, problem-solving leaders.*

#### **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 2: Leaders in My Class**

### **STEP 1. Students Interview Classmates (7-8 min)**

- **Show MOSAIC Projector Display: Who are You?**
- *“As part of the process of understanding leaders in your class/advisory, you are going to do interviews with at least two of your classmates. Pick someone you don’t know so well, and ask each other the question in the Projector Display.”*
- *“Repeat the process with another classmate or two as time allows.”*
- **Post MOSAIC Projector Display: MOSAIC Virtues and Skills so that students can refer to it as they ask about question #6.**

#### **MOSAIC Virtues**

- **Constructive Creativity**
- **Helpful Generosity**
- **Optimistic Future-Mindedness**
- **Responsible Diligence**
- **Compassionate Forgiveness**

## **MOSAIC Skills**

- **Communication**
- **Emotion Regulation**
- **Empathy**
- **Problem Solving**

(MOSAIC Projector Display)

## Lesson 2 - Activity 2

### Who Are You?

#### Identity and Purpose Interview

<b>1. What motivates you?</b>	<b>2. What are you good at?</b> <i>Consider: Art, music, dance, cooking, science, reading, poetry, writing, athletics, building, fixing, talking to others, helping others, relaxing, singing, outdoors stuff, agriculture, etc.</i>
<b>3. How do peers influence you?</b>	<b>4. When and with whom are you at your best?</b>
<b>5. Who do you turn to when you need help?</b>	<b>6. What is your strongest MOSAIC virtue and skill?</b>

(MOSAIC Projector Display)

## **Lesson 2 - Activity 3**

### **MOSAIC Virtues and Skills**

#### **MOSAIC Virtues**

- **Constructive Creativity**
- **Helpful Generosity**
- **Optimistic Future-Mindedness**
- **Responsible Diligence**
- **Compassionate Forgiveness**
- **Positive Purpose**

#### **MOSAIC Skills**

- **Communication**
- **Emotion Regulation**
- **Empathy**
- **Problem Solving**

## **Part 3: *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.**
  - **Leaders have to have good problem solving skills but they can do it in different ways. Look at MOSAIC Projector Display: Problem Solving Leaders.**
  - Ask, *“What leaders in the school have you seen who are good problem solvers? What kind of problem solving leader would you say they are?”*

- **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. A good leader is an Upstander.”**

- **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.**
- **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!**

- **Ask students if they have leadership experiences, or know of classmates' leadership experiences, outside of school that they would like to share.**
- **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 4

# 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  
Future-mindedness**

**Responsible Diligence**

**Optimistic**

**Constructive Creativity**

**Compassionate Forgiveness**

**Positive Purpose**

### MY SKILLS

**Keeps Calm**

**Kind to Others**

**Good Communicator**

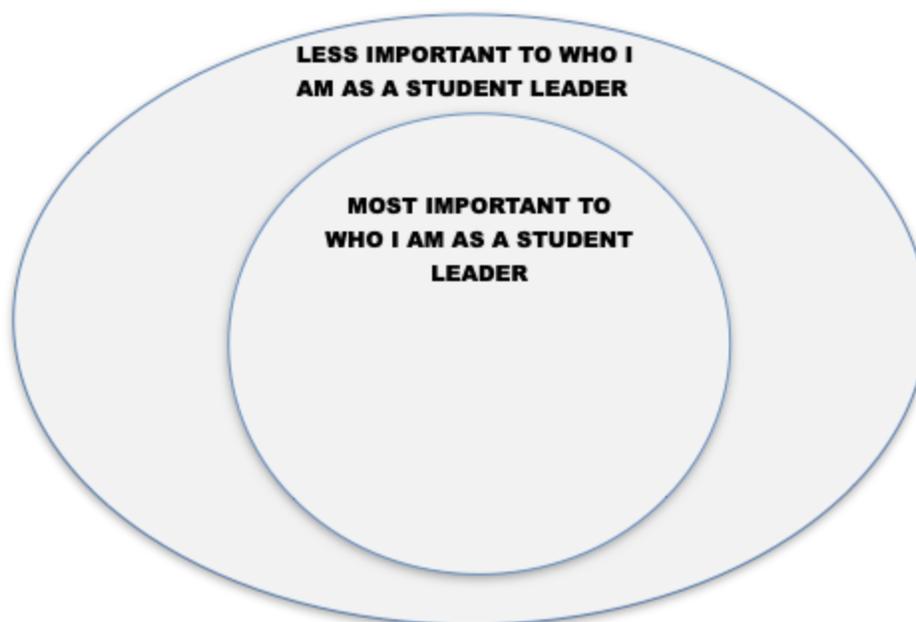
**Good Problem Solver**

*(Emotion Regulation)*

*(Empathy)*

*(Communication)*

*(Problem Solving)*



# **Leadership Lesson Plans - Section II**

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

**“Introduction to Compassionate Forgiveness” Overview**

**Part 1: Introduce Theme**

**Part 2: Take a Brain Break**

**Part 3: Apply Compassionate Forgiveness to Life**

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

## **Part 1: *Introduce Theme***

### **STEP 1. Introduce Theme**

- **Introduce the theme and virtue by saying to students, “*This month we will be focusing on the theme of ‘Connecting With Others and Being a Leader’, and the virtue of Compassionate Forgiveness.*”**

### **STEP 2. Introduce Compassionate Leadership**

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

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

❖ *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 3. Forgiveness and Leadership (6-8 min)**

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

- **Highlight useful emotion regulation strategies that students are already using.**

## **Part 2: Take a Brain Break**

### **STEP 1. Introduce Brain Break Activity**

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

### **STEP 2. Lead Brain Break #1**

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

#### **BRAIN BREAK**

- ***Gently tap the top of your head with your fingertips 12 times***
- ***Gently tap the sides of your head with your fingertips 12 times***
- ***Gently tap the back of your head with your fingertips 12 times***
- ***Tap the tops of your shoulders with your fingertips 8 times***

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

### **STEP 3.      Lead Brain Break #2**

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

#### **STEP 4. Brain Break Debrief**

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

#### **FOLLOW UP**

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

## **Part 3: Apply Compassionate Forgiveness to Life**

### **STEP 1. Listen to the Interview with George Takei**

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

**Time: 8 minutes**

### **STEP 2. Discuss the George Takei Interview**

- **Ask students to write in their MOSAIC Journals. Say, “*Write in your journal two questions you had, and one emotion you felt when listening to George Takei’s story.*”**
  - ❖ *Note - MOSAIC journals are suggested to be shared for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*
- **Call on several students to share their questions, which may be related to “internment” and other historical elements to George Takei’s story.**
- **Then, ask students, “*What were some of the feelings you had while listening to the story?*” Take a few responses.**
- **Then ask, “*Why do you think George Takei was willing to forgive the government?*”**
- **“*When in your life have you forgiven someone despite it being very hard to do so?*”**
- **“*What helped you to be able to be forgiving?*”**

## **Parts 4-5: *Beliefs about Compassionate Forgiveness and Throughline***

### **STEP 1. Yes-No-Maybe about Compassionate Forgiveness**

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

- **After each question, have a spokesperson for each group summarize the reasons why they chose, Yes, No, or Maybe. Give an opportunity for other group members to add if they wish.**

## **STEP 2. Reflect on Similarities and Differences**

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

## **STEP 3. Introduce the Throughline Sheet**

- **Say to students, *“During the rest of this month, we will be using tools to plan for your positive future. This month’s Throughline Sheet reminds us to:***
  - ***1) Use self-calming skills to deal with stress.***
  - ***2) Practice empathy when others have upset us.***
  - ***3) Be understanding when you are in a leadership role.***

- *4) Reach out to others and be forgiving so you can move on.*
- *We will learn to use these tools in more detail in the coming weeks.”*
- **End the class by selecting a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.**

## **FOLLOW UP**

- **Throughout the month, provide specific, labeled praise for acts of leadership, forgiveness and gratitude in your other classes.**
- **Your class is now familiar with the MOSAIC Circle and Yes-No-Maybe formats. Whenever time is available, during 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.**

# **MOSAIC** THEME THROUGHLINE



## **CONNECTING WITH OTHERS AND BEING A LEADER**

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

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

# **Leadership Lesson Plans - Section III**

**Section III - Lesson 4**  
*Reflections on  
Leadership*

**“Reflections on Leadership” Overview**

**Part 1-2: Great Leader Trading Cards**

**Part 3: Heroes: Leaders Who Have Overcome Challenges**

## Parts 1 & 2 Great Leader Trading Cards

### STEP 1. Identify Great Leaders

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

### STEP 2. Distribute the Card Material and Show Instructions

- Students will need half of an 8.5 by 11 piece of paper.
- Show the instructions on the MOSAIC Projector Display: Great Leader Trading Card

### STEP 3. Students Create Cards

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

### STEP 4. Students Exchange Cards and Share

- After students have completed cards, have students circulate among their classmates and review each other’s cards and ask questions about their leadership choices.

- Tell students, *“You should exchange cards with someone whose leader is also a great leader.”*
- After students have shown one another their cards (they can do this several times), give them a chance to discuss with the class what they learned through sharing.

### **Part 3: Heroes: Leaders Who Have Overcome Challenges**

#### **STEP 1. Identify Heroes as Leaders Who Have Overcome Challenges**

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

#### **STEP 2. Show or Distribute the Stories**

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

### **STEP 3. Students Take a Gallery Walk**

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

### **STEP 4. Students Write Reflections in MOSAIC Notebooks**

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

(MOSAIC Projector Display)

## **Lesson 4 - Activity 1**

### **Great Leader Trading Cards**

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

(MOSAIC Projector Display)

## Lesson 4 - Activity 2

# Heroes: Leaders Who Have Overcome Challenges

**Sonia Sotomayor**



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

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

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

**Muhammad Ali**

## Wilma Rudolph

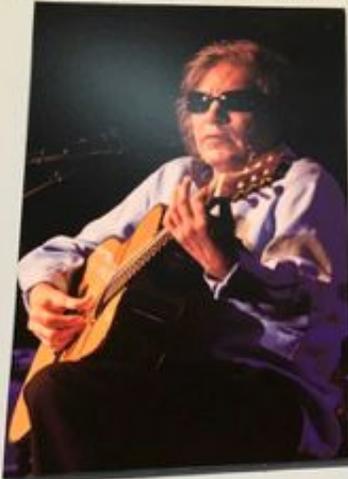


(b.1940-d.1994) Born prematurely, Wilma Rudolph battled numerous illnesses as an infant, including the crippling disease of **POLIO**. Rudolph's left leg became nearly useless, but her family massaged it daily in hopes that feeling would return.

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

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

## Jose Feliciano



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

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

## Alexandra Scott

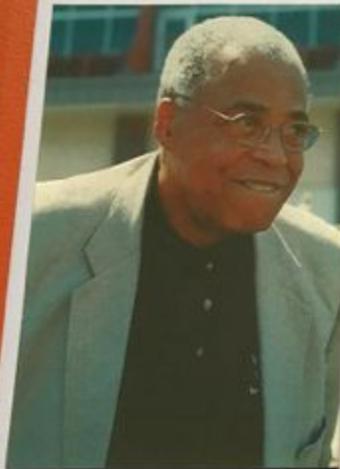


(b.1996-d.2004) Although Alexandra Scott lost her battle with PEDIATRIC CANCER at age eight, her legacy lives on. Alex is the inspiration behind *The Alex's Lemonade Stand Foundation*, an organization that has raised over \$10 million for childhood cancer research.

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

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

## James Earl Jones



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

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

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

## Helen Keller



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

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

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

## Barbara Jordan



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

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

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

## Stevie Wonder

## Fred Epstein, MD



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

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

## Emily Dickinson



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

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

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

## Ray Charles



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

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

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

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

(MOSAIC Projector Display)

## **Lesson 4 - Activity 2**

# **Heroes and Heroines: Leaders Who Have Overcome Challenges**

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

**Section III - Lesson 5**  
*Conversation Series*  
*about Leadership Roles*

**“Conversation Series about Leadership Roles” 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 President... (4-6 min)**

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

#### ***Example Discussion Questions:***

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

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

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

***Example Discussion Questions:***

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

**STEP 4. Reflection (3 min)**

- **Ask students, “Was there anything that surprised you during the activity?”**

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

(MOSAIC Projector Display)

## **Lesson 5 - Activity 1**

### **Thinking About My Classmates**

**Think about all the students in your classroom.**

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

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

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

**In your class, who communicates well with others?**

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

**In your class, who is creative?**

**In your class, who is generous?**

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

# **Leadership Lesson Plans - Section IV**

## **Section IV - Lesson 6**

### ***Introduction to Helpful Generosity***

#### **“Introduction to Helpful Generosity” Overview**

**Part 1: Demonstrating Helpful Generosity**

**Part 2: Yes-No-Maybe**

## **Part 1: *Demonstrating Helpful Generosity***

### **STEP 1. Show ‘Helping Middle School Students’ Video (5-6 min)**

- **Introduce the activity by saying, “*This month we will be focusing on the theme of ‘Giving Back to Our Community and the Wider World,’ and the virtue of Helpful Generosity.*”**
- **Ask students to define Helpful Generosity. As needed, remind students that, “*Helpful Generosity can be described as giving things (like money/games/fun) or time or help to others without expecting anything in return.*” Tell them that, “*Later, you will develop your own definition.*”**
- **Explain, “*We will begin by watching a video. Please take out your MOSAIC Journals. As you are watching the video, please write down one feeling you noticed in either the volunteers or the middle school students, and something that occurs to you that you can do to help others in the school, the community, or the wider world now. You will be asked to share this with the class after the video.*”**
  - ❖ *Note - MOSAIC journals are suggested to be shared for this task, based on instructor preference (see ‘Using MOSAIC Lesson Plans in an Online Environment’)*
- **Play the video: “Helping Middle School Students: City Year”**
  - **LINK:**  
[https://youtu.be/pWBRKP3K\\_cA?list=PLvzOwE5IWqhTvlvHYvTvDKsqBqZ8fMoI4](https://youtu.be/pWBRKP3K_cA?list=PLvzOwE5IWqhTvlvHYvTvDKsqBqZ8fMoI4)
  - **Video length is 2:35.**

- **NOTE: Video can also be found on MOSAIC December curriculum webpage on the [www.secdlab.org](http://www.secdlab.org) website.**
- **The video is about how City Year unites young volunteers from all backgrounds for a full year of service as tutors and role models, working to transform schools and communities across the nation. It visits one middle school in Queens, New York and shows the attention and devotion City Year mentors deliver to students and how the students feel to receive this.**

#### **Alternative Activity (IF VIDEO IS INACCESSIBLE)**

- **If you cannot access the video, use MOSAIC Projector Display: Generosity Quote and ask students to read the quotes. Ask students to write down the emotions that they think they would feel if they followed the advice given in each quote.**

#### **STEP 2. Facilitate MOSAIC Circle (*5-7 min*)**

- **Review the structure of a MOSAIC Circle, first introduced:**
  - **Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.**
  - **Remind students of the MOSAIC Circle norms determined in that term, norms should include:**

- **What is said in the MOSAIC circle stays in the MOSAIC Circle.**
- **One person talks at a time (depending on the needs of your classroom, it may be helpful to incorporate “Speaker Power” tools, such as a talking stick).**
- **Right to pass- students do not need to answer the question if they do not want to.**
- **No dialogue- MOSAIC Circle is not a time for discussion, it is a time to share your own thoughts and feelings.**
- **Suggestion: incorporate non-verbal communication tools into your MOSAIC Circle norms, such as snapping when you agree with something.**
- **Say to students, *“Today, we will each share one feeling that we noticed in the video and one idea for helping others that we wrote down during the video.”***

### **STEP 3. Debrief from MOSAIC Circle (2-5 min)**

- **Facilitate a discussion debrief from MOSAIC circle.**

#### ***Example Discussion Questions:***

***o What feelings seemed to come up most in the MOSAIC Circle?***

***Why do you think this was?***

***o What action did you hear mentioned in our MOSAIC Circle that you had not thought of and that you might be interested in trying?***

***o What do you feel you learned about being helpfully generous from the video and MOSAIC Circle?***

(MOSAIC Projector Display)

**Lesson 6 - Activity 1**  
**Helpful generosity Quotes**

**Directions: Choose one quote to discuss as a class.**

***“Everyone can be great because everyone can serve.”***

**Rev. Dr. Martin Luther King, Jr.**

***“One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.***

**Albert Schweitzer**

## Part 2: *Yes-No-Maybe*

### STEP 1. Introduce Yes-No-Maybe (2-3 min)

- Designate 3 separate spaces/areas in the room, one for “Yes”, “No”, and “Maybe”
  - TIP: Create Yes-No-Maybe signs, or have students make them, and tape them to sections of the room.
- Tell students, *“We are going to do a Yes-No-Maybe activity. Class leaders 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.”* Have your class leaders pick the questions to ask their classmates. 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.”*
- Have your class leaders each go to a different group to try to help as many students to share as much as possible, especially those who are usually reluctant to speak in the groups. Also, ask them to ensure that agreements are respectful.
- Next say, *“Please pick one person from your section to summarize your group’s discussion and share with the class. If there were different reasons within your group why people said Yes, No, or Maybe, please share them.”*

- **Part of what we want students to learn is about respectful disagreement and that it takes constructive creativity to see the same thing in different ways.**

**STEP 2.     Action! (6-10 min)**

- **Read any of the statements below, or create your own to be as relatable to the group as possible:**

***Yes-No-Maybe Questions***

- ***Does it make a difference to smile at others whether you know them or not?***
- ***Should people who are poor work harder and be more responsible and not rely on handouts from others?***
- ***Does it make a difference to give a compliment to others for small things that you appreciate?***
- ***Does it feel good to you when you help others?***
- ***Do you have to be in college to be helpfully generous to others in your school?***

- ***Do you think people going through hard times can also be generous? (Follow up after sharing by asking “How?”)***

**STEP 3. Reflect on Similarities and Differences (2-5 min)**

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

## Section IV - Lesson 7

### *Students Taking Action Together*

#### **VIRTUE & SKILLS**

Helpful  
Generosity &  
Communication  
+ Social  
Problem Solving

#### **OBJECTIVE**

Students will use the PLAN problem-solving framework to discuss important issues presented in selected song lyrics and create their own social action song.

#### **MATERIALS**

- Chart paper or board space
- MOSAIC Projector Displays
  - Using PLAN to Analyze Songs
  - Song Lyrics and Backgrounds

#### **Teacher Tips**

1. This month's STAT is focused on listening to and generating social action songs. Audio speakers and music streaming capacity will greatly enhance the lessons.
2. Additionally, you may want to put up a poster of PLAN in your classroom so you can refer to it while you are using the MOSAIC Projector Display for other content.
3. At the end of the activity, students will begin working on their own social action songs. They will need time outside of MOSAIC class to finish these.

## **“Students Taking Action Together” (STAT) Overview**

**Part 1: Communicating Our Views to Solve Social Problems**

**Parts 2-3: Social Action Songs and PLAN**

**Parts 4-5: Creating Your Own Social Action Song**

**NOTE: Parts 1-5 include sections that are led by your student Class Leaders, who will need a lot of support from you! The teacher curriculum below explains both the teacher and the Class Leader's role and provides suggested scripts for the teachers in *blue font*, and the Class Leader in *green font*. The Class Leader handouts provide direct instructions for the Class Leaders and should be given to them to use during the lessons.**

**\*\*\*\*Make sure that you review the curriculum with your Class Leaders before the lesson, and that you support them in any way that they need!\*\*\*\***

## **Part 1: Communicating Our Views to Solve Social Problems**

### **STEP 1. Introduce Social Action Songs**

- **Say, “Over many years, people have used music- especially songs—to protest unfair conditions or call attention to social problems. Can anyone think of a song they know that is a kind of protest song?”**
- **Take one or two responses.**
- **Continue: “For the next few classes, we will watch and study some protest and social action songs and understand what they were communicating about and how they did it. Those writing the songs were giving i-Messages about their feelings and views and depended on their audience to be good listeners and to watch them perform their words to know if they were sincere. Saying or singing words without showing you mean them takes away from your message, which is why it takes special singing skills to show your feelings through audio alone.”**
- **“Can some of you share musical performers that you feel communicate their messages in a sincere and powerful way? How do they do it? Write down your examples in your MOSAIC notebooks.”**
- **When students are finished writing, take three or four responses.**

### **STEP 2. Using PLAN to Analyze Songs**

- Say, ***“When we look at the songs, we are going to use our PLAN Problem Solving Model. Who can help us review PLAN?”*** Show MOSAIC Projector Display: PLAN if needed.
- Take a few responses and then summarize by saying, ***“PLAN stands for Problem Description, List of Options, Action Plan and Notice Successes.”***

**NOTE: You may want to put up a poster of PLAN in your classroom so you can refer to it while you are using the MOSAIC Projector Display for other content.**

**STEP 3. Watch “We are all Mexicans”**

- Show the music video for “We are all Mexicans” organized by Emilio Estefan:
- LINK: <https://www.youtube.com/watch?v=9So7iSDgxIQ>
- Length: 3:02

- **Explain, “As we learn from the web site of this song, the U.S. border with Mexico can be an increasingly tense area and Mexican immigrants become targets of hate and discrimination, Cuban-American musician/producer Emilio Estefan organized some of the most powerful Latinos in music to record this song and video. “We Are All Mexican” is a celebration of all the wonderful Mexican-Americans and their significant contributions to American culture. The song itself is in Spanish, and features mariachi trumpeting of traditional Mexican musical traditions, as well as Spanish-style classical guitar playing, showing the sorts of often-unrecognized and unacknowledged musical contributions Latinos have brought to the U.S. Additionally it celebrates Latin American stars like Pitbull, Wyclef, Gloria Estefan, Eva Longoria, Carlos Santana, Perez Hilton alongside allied artists like Whoopi Goldberg and Kathy Griffin, all of whom proclaim, ‘We Are All Mexican.’”**

**STEP 4. Use PLAN to Analyze “We are all Mexicans”**

- **Class Leaders lead whole group discussion using PLAN to analyze “We are all Mexicans.” Following the MOSAIC Projector Display: Using Plan to Analyze Songs, Class Leaders say:**
- **“(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”**
- **“(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”**
- **“(A) Now the A- Is there an action plan? If so, what is it?”**

- **“(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”**

(MOSAIC Projector Display)

## Lesson 7 - Activity 1

### Using PLAN to Analyze Songs

#### **P**roblem Description

- **What problem is the song addressing? What feelings are being communicated by the song?"**

#### **L**ist Options

- **What suggestions are being made for solving the problem?**

#### **A**ction Plan

- **Is there an action plan? If so, what is it?**

#### **N**otice Successes!

- **What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?"**

## **Part 2: Social Action Songs and PLAN**

**\*\*\*NOTE: As an alternative, You can have students watch the songs before class and then have more time for discussion in class.\*\*\***

### **STEP 1. Show Song By Bob Marley and the Wailers**

- Say, *“we are going to listen to two more songs and for each one, we will reflect using PLAN in small groups led by your class leaders.”*
- Show, ‘Get Up, Stand Up’ Bob Marley Video:
  - LINK:  
<https://www.youtube.com/watch?v=F69PBQ4ZyNw>
  - Length: 4:11 (stop video at this time)
  - MOSAIC Projector Display: Get Up, Stand Up Lyrics

### **STEP 2. Show Song By Raye Zaragoza and Provide Background**

- Say, *“We are going to watch a video for a song called ‘In the River’ by Raye Zaragoza, but first let’s learn a little about the background of this song.”*
- Show MOSAIC Projector Display: “In The River” Background From Song’s Website

- Now show “In the River” Video:

- LINK:  
<https://www.youtube.com/watch?v=I4eosRdP5gQ>

- Length: 3:55

### STEP 3. Reflecting on Songs with PLAN in Small Groups

- Class Leaders now lead small group discussions about songs using the PLAN guideline introduced previously on MOSAIC Projector Display: Using Plan to Analyze Songs:
- “(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”
- “(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”
- “(A) Now the A- Is there an action plan? If so, what is it?”
- “(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”

(MOSAIC Projector Display)

## Lesson 7 - Activity 2

### "Get Up, Stand Up" Lyrics (2 pgs.)

#### **'Get Up, Stand Up'**

**Written By Bob Marley and Peter Tosh**

**Get up, stand up, stand up for your rights!**

**Get up, stand up, stand up for your rights!**

**Get up, stand up, stand up for your rights!**

**Get up, stand up, don't give up the fight!**

**Preacher man, don't tell me**

**Heaven is under the earth**

**I know you don't know**

**What life is really worth**

**It's not all that glitters is gold**

**'Alf the story has never been told**

**So now you see the light, eh!**

**Stand up for your rights. Come on!**

**Get up, stand up, stand up for your rights!**

**Get up, stand up, don't give up the fight!**

**Get up, stand up, stand up for your rights!**

**Get up, stand up, don't give up the fight!**

**Most people think,**

**Great God will come from the skies**

**Take away everything**

**And make everybody feel high**

**But if you know what life is worth**

**You will look for yours on earth**

**And now you see the light**

**You stand up for your rights. Jah!**

**Get up, stand up! (Jah, Jah!)**

**Stand up for your rights! (Oh-hoo!)**

**Get up, stand up! (Get up, stand up!)**

**Don't give up the fight! (Life is your right!)**

**Get up, stand up! (So we can't give up the fight!)**

**Stand up for your rights! (Lord, Lord!)  
Get up, stand up! (Keep on struggling on!)  
Don't give up the fight! (Yeah!)  
We sick an' tired of-a your ism-skism game  
Dyin' 'n' goin' to heaven in-a Jesus' name, Lord  
We know when we understand  
Almighty God is a living man  
You can fool some people sometimes  
But you can't fool all the people all the time  
So now we see the light (What you gonna do?)  
We gonna stand up for our rights! (Yeah, yeah, yeah!)  
So you better  
Get up, stand up! (In the morning! Git it up!)  
Stand up for your rights! (Stand up for our rights!)  
Get up, stand up!  
Don't give up the fight! (Don't give it up, don't give it up!)  
Get up, stand up! (Get up, stand up!)  
Stand up for your rights! (Get up, stand up!)  
Get up, stand up!  
Don't give up the fight! (Get up, stand up!)  
Get up, stand up!  
Stand up for your rights!  
Get up, stand up!  
Don't give up the fight!**

(MOSAIC Projector Display)

## Lesson 7 - Activity 2

### **“In the River” Background From the Song’s Web Site**

#### **Raye Zaragoza, “In the River”**

**In the wake of the scandal of the Dakota Access Pipeline—a government-funded oil pipeline being routed through sacred Sioux land—many protest songs have surfaced. This one in particular stands out, a heartfelt song by Native American artist Raye Zaragoza, who said in an interview, “I wrote ‘In The River: A Protest Song’ one morning when I couldn’t stop crying. I was reading more and more about what is happening to my brothers and sisters up at Standing Rock, and had a complete emotional breakdown. It has shaken me to my core knowing that people think it’s okay to destroy sacred burial grounds for a pipeline, and that they are treating the water protectors so horribly.”**

**The Sioux tribe in North Dakota is adjacent to the route of the pipeline, which will carry crude oil through four states. While proponents of the pipeline argue for the economic benefits, the pipeline also comes with the risk of water contamination and other major problems for the Sioux people. Additionally, water protectors and protesters believe the police have reacted to them with discrimination and violence. As Raye sings, “We’re fighting for our right / To keep the future bright / And protect the ones we love / In the river is our sisters and our brothers.”**

## **Parts 2-3: Social Action Songs and PLAN (cont.)**

**\*\*\*\*NOTE: As an alternative, You can have students watch the songs before class and then have more time for discussion in class.\*\*\*\***

### **STEP 1. Show “Songs of Freedom” By Santana and Buddy Miles**

- **Say, “*We will now listen to two songs by Carlos Santana and work in pairs to reflect on these songs, followed by a group discussion led by our Class Leaders. The first song is called “Songs of Freedom.”*”**

- **Show, ‘Songs of Freedom’ Video by Carlos Santana and Buddy Miles:**

- **LINK:**

- **<https://www.youtube.com/watch?v=mARxHwzachU>**

- **Length: 4:55**

- **MOSAIC Projector Display: ‘Songs of Freedom’ Lyrics**

### **STEP 2. Show “It’s a Jungle Out There” By Santana and Buddy Miles**

- **Say, “*Let’s listen to the second Carlos Santana social action song, ‘It’s a Jungle Out There’*”**

- **Show, ‘It’s a Jungle Out There’ Video by Carlos Santana:**
- **LINK: <https://www.youtube.com/watch?v=GK5eAeGRJXk>**
- **Length: 4:32**
- **MOSAIC Projector Display: ‘It’s a Jungle Out There’ Lyrics**

### **STEP 3. Reflecting on Songs with PLAN in Pairs**

- **Students break into pairs or trios to discuss the PLAN questions from MOSAIC Projector Display: Using Plan to Analyze Songs, found on Part 2, related to the two Santana songs:**
- **“(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”**
- **“(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”**
- **“(A) Now the A- Is there an action plan? If so, what is it?”**
- **“(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”**

**STEP 4. Share Reflections With Class**

- **Class Leaders lead class discussion sharing reflections on PLAN prompts related to Carlos Santana songs.**

(MOSAIC Projector Display)

## **Lesson 7 - Activity 3**

### **"Songs of Freedom" Lyrics**

#### **"Songs of Freedom"**

**Written By Carlos Santana and Buddy Miles**

**Everybody tells me, we love your songs  
Your soul is precious, but it just ain't good enough  
You need a single to help you through  
Program directors, they all make the rules  
I said, you're kidding, you're putting me on  
What about the Constitution, freedom of expression  
Listen to the music, just feel the sound  
Love is the motion, that's what makes the world go around**

**Sing, Songs of Freedom  
Bring joy to the world  
Sing, Songs of Freedom  
Bring joy to the world**

**Everybody listen, stop and take some time  
To understand the world situation  
There is no meaning in fighting the way we do  
Let's come together and forgive each other**

**Sing, Songs of Freedom  
Bring joy to the world  
Sing, Songs of Freedom  
Bring joy to the world**

## Lesson 7 - Activity 3

### "It's a Jungle Out There" Lyrics

**"It's a Jungle Out There"**

**Written By Carlos Santana**

**I just gotta get away**

**Can't stand it**

**Children suffer every day**

**Tell me baby**

**What's it for**

**Fighting daily**

**For the turf**

**We're still killing each other**

**In the name of the Lord**

**There's a brand new graffiti**

**With blood on the walls**

**Peace, are you that far away?**

**Now you can feel it**

**Other people's pain**

**Love can heal it**

**Gentle as the rain**

**Oh, the United Nations drag their feet on the floor**

**All they do is spend your money**

**They don't tell you what for**

**Peace, what price we have to pay**

**Peace, there's gotta be a better way**

**People tell me it's useless to look for a way**

**I believe that tomorrow starts right here, today**

**Peace, are you that far away**

**Peace, there's gotta be a better way**

**Peace, are you that far away**

**Peace, there's gotta be a better way**

**Peace, peace**

**There's gotta be a better way**

**Peace, peace oh oh oh peace**

## **Parts 4-5: Creating Your Own Social Action Song**

### **STEP 1. Introduce Students Creating Own Social Action Song**

- **Explain to students that for the next two lessons they will create their own social issue/social action/protest song.**
- **They will be asked to review classic songs and modify them to update them, or to serve as inspiration for students to create their own songs.**

### **STEP 2. Introduce Students Creating Own Social Action Song**

- **Ask students to look up one or more of the following songs:**
- **“Ain’t Going to Let Nobody Turn Us Around”**
- **“Keep On Walking to the Freedom Land”**
- **“We Shall Overcome”**
- **“If I Had a Hammer”**
- **“Turn, Turn, Turn”**
- **“This Land Is Your Land”**
- **“Blowin’ in the Wind”**
- **“Get on Your Feet!”**

- Or others you want to suggest or find on this or other protest song lists:  
<http://www.npr.org/2012/10/05/162384391/el-pueblo-unid-o-more-latin-american-protest-songs>

- Say, *“Pick one song and change the words to make them address a current issue or problem you care about (some already address these problems) or create your own song. Incorporate as much of PLAN as possible.”*
- Have students work individually or in pairs.
- Students will likely need to work on this outside of MOSAIC class time in order to complete a song.

### **STEP 3. Class Leader’s Plan Performance**

- In addition to doing the assignment along with everyone else, each Class Leader will divide the class into two groups of students and will work with them to determine who will perform their revised/new songs and how they will perform them. This performance could take place in the school or community.
- Class Leaders can coordinate with other Class Leaders from different Year 3 classrooms to see if it can become an assembly, an evening concert at school, a community concert, something broadcast, etc.

#### **STEP 4. Class Leader's Lead Reflection**

- **These planning conversations can be part of a final reflective lesson, during which you allow at least 5 minutes to ask questions like:**

- ***“Which song moved you the most? Why?”***

- ***“What do you feel you learned about the skills and virtues of the people who wrote and/or performed these songs?”***

- ***“Why do you think songs, and music, have been used throughout time for protest and to get people to think differently about social issues?”***

- ***“How do you think other forms of artistic expression, besides music, have been or can be used to raise social issues and express disagreements with social conditions or actions of people in power? Share any examples you might know about.”***

- **Some examples almost all students will be aware of are the Statue of Liberty and the Liberty Bell, even if it does not come to their minds immediately. Also, be sure to ask them about examples of artistic expression in their communities, such as murals, posters, etc.**

## **Section IV - Lesson 8**

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

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

##### **Part 1: *Reflection & Feedback***

## **Part 1: Reflection & Feedback**

### **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 (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?***

- **Say, “In this term we focused on the theme of Giving Back to Ourselves, and the virtue of Helpful Generosity. We read stories about Helpful Generosity, practiced using i-Messages, and worked with song lyrics for social action as part of our Students Taking Action Together lessons.”**

***Discussion Questions:***

- ***What were some things you liked about MOSAIC?***
- ***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**  
**Very much**

**Somewhat**

**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?**