January

Planning For The Future



Year 2

**January THEME**

**Planning For The Future**

**January VIrtue & SKills**

**Virtue:**

Optimistic Future-Mindedness

**Skills:**

Social Problem Solving &
Empathy

**MOSAIC BY YEAR**

**MOSAIC Virtues & Skills**

Positive Purpose

Supporting Virtues Supporting Skills

 1) Constructive Creativity 1) Emotional Regulation

 2) Helpful Generosity 2) Communication

 3) Optimistic Future-Mindedness 3) Empathy

 4) Responsible Diligence 4) Social Problem Solving

 5) Compassionate Forgiveness

 and Gratitude

**MOSAIC Virtues & SKILLS By month**

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

 **MOSAIC** JANUARY THROUGHLINE

**planning for the future**

 **How can we incorporate MOSAIC**

 **into our class today?**

* List my options in a tough situation with my classmates or with my schoolwork
* Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.
* Even when things look difficult, keep problem solving and persist in finding possible solutions. 

**MOSAIC in January**

Year 2 Curriculum

**NOTE: *If video or web resource links do not work, check the*** [***www.secdlab.org***](http://www.secdlab.org) ***website for the materials.***

**January Activity 1: Intro to Optimistic Future-Mindedness**

Day 1: Introduce Theme and Virtue with Poetry

Day 2: Potatoes, Eggs, and Coffee Beans

Day 3: Yes-No-Maybe

Day 4: Optimistic Future-Mindedness Definition Web

**January Activity 2: Empathy Role-Play**

Day 5: How Would You Feel?

Day 6: Prepare for Respect Role Plays

Day 7: Role-Plays

Day 8: Role-Plays Continued

**January Activity 3: Students Taking Action Together**

 Day 9: Review and Reflect on Feedback from Presentation

 Day 10: Select Topic

 Day 11: Problem Description & List of Options

Day 12: List of Options & Action Plan

**January Activity 4: Mid-Year Reflection & Feedback**

Day 13: Mid-Year Reflection & Feedback

|  |  |
| --- | --- |
| **OBJECTIVE**Students will take a position on “Planning for the Future,” the new theme of the month. | **MATERIALS*** Digital Projector/Computer
* MOSAIC Journals
* MOSAIC Projector Displays:
	+ *Optional*: MOSAIC Projector Display: The Road Not Taken
	+ Potatoes, Eggs, and Coffee Beans
	+ Theme and Virtue Definition Web
 |
| **TEACHER TIPS**1. *Incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.*
2. *Consider continuing the poetry discussion from Day 1 during a Language Arts lesson.*
3. *For Day 3, Create Yes-No-Maybe signs, or have students make them, and tape them to sections of the room*
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**Introduction to Optimistic Future-Mindedness Overview**

**Day 1: Introduce Theme and Virtue with Poetry**

**Day 2: Potatoes, Eggs, and Coffee Beans
Day 3: Yes-No-Maybe**

**Day 4: Optimistic Future-Minded Definition Web**

**Day 1: *Introduce Theme and Virtue with Poetry***

**STEP 1. Introduce “Optimistic Future-Mindedness”** *(2-3 min.)*

* Introduce the activity by saying to students, ***“This month we will be focusing on the theme of Planning for the future, and the virtue of Optimistic Future-Mindedness.”***
* Remind students that, ***“Optimistic Future-Mindedness can be described as thinking about how your actions affect other people; Setting goals for your future; Having a hopeful outlook or being optimistic; seeing yourself as successful and happy in the future; believing you can be successful.”***
* Emphasize that, ***“This description is not intended to be an exhaustive definition of constructive creativity, but rather a starting point from which the students can develop their own working definition.”***

**STEP 2. Introduce Robert Frost poem** *(3-4 min.)*

* Say, “***We will begin by watching a video reading of the Robert Frost poem, The Road Not Taken. Please take out your MOSAIC journals. As you are watching the video, please write down at least 3 moments, images, words or phrases from the video that made you feel something. Keep in mind that the video is 4 minutes long, and that you will be asked to share part of your response with the class after the video.”***
* Have students watch the video and take notes.
	+ Link: <http://www.youtube.com/watch?v=KUaQgRiJukA>
	+ Length: 2:28

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

* + If you cannot access the video, use **MOSAIC Projector Display: The Road Not Taken** and read the poem to the students.

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

* Review the structure of a MOSAIC Circle, first introduced in December:
	+ Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
	+ Explain to students***, “In order to discuss the poetry we just watched, we will be using a MOSAIC Circle. In a MOSAIC Circle, we will respond to a specific question, and everyone in our class will get a turn to share their thoughts and feelings.”***
	+ Ask students to recall the norms of a MOSAIC Circle. Be sure that the following norms are mentioned:
		- * ***“What is said in the MOSAIC circle stays in the MOSAIC Circle***
			* ***One person talks at a time (depending on the needs of your classroom, it may be helpful to incorporate “Speaker Power” tools, such as a talking stick).***
			* ***Right to pass- students do not need to answer the question if they do not want to.***
			* ***No dialogue- MOSAIC Circle is not a time for discussion; it is a time to share your own thoughts and feelings.”***

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

* Say to students, ***“Today in our MOSAIC Circle, we will each share one word/phrase that we wrote down during video, how that word or phrase makes us feel about the future, and why.”***
	+ *Example response:*
		- The phrase, “Yet knowing how way leads on to way/ I doubted if I should ever come back,” made me think about how our decisions can often lead to opportunities and experiences that we can’t even imagine when we take that first step.

 **STEP 5. Facilitate Debriefing Discussion** *(2-3 min)*

* Facilitate a discussion debrief from MOSAIC circle and help students gain insights into what might be influencing even the most “obvious” decisions they make, how important it is to look at our choices after we make them because the longer we go down a road, the harder it is to turn back (though by no means impossible).

*Example Discussion Questions:*

* + ***“What themes did you notice in our Circle today?***
	+ ***What phrases came up most often in our Circle today?***
	+ ***What feelings came up most often in our Circle today?***
	+ ***Why do you think these feelings or phrases came up most often?***
	+ ***Thinking of the words and images from the poem, how do you think Robert Frost would define being Optimistically Future-Minded?”***
	+ ***How do you think the author came to his decision to take “the one less traveled by”?***
	+ ***Based on what the writer says, what do we know about the two roads?***
		- NOTE: A careful look from your students will show that there is no reason given for choosing one road over the other.
	+ ***How did he decide which road to take, especially when they both appeared to be the same?***
	+ ***Why did he say he took “the one less traveled by”?  Less traveled by whom?***
	+ ***Why did he say that in the future, he would tell the story of his choice with a sigh?***

**The Road Not Taken**

(MOSAIC Projector Display)

**January Activity 1**

**The Road Not Taken**

**By Robert Frost**

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I—

I took the one less traveled by,

And that has made all the difference.

**Day 2: *Potatoes, Eggs, and Coffee Beans***

**STEP 1. Introduce the “Potatoes, Eggs, and Coffee Beans”** (2-3 min)

* Tell the class, ***“We will be reading a short story about the different ways we can respond to difficulty and adversity.”***
* Project the **MOSAIC Projector Display: Potatoes, Eggs, and Coffee Beans**

**STEP 2. Read “Potatoes, Eggs, and Coffee Beans”** *(5-7 min.)*

* Have several students take turns reading the **MOSAIC Projector Display: Potatoes, Eggs, and Coffee Beans.**

**STEP 3. Think, Pair, Share** *(4-5 min.)*

* Say to students, ***“Consider the following questions, you will spend 60 seconds thinking about your answer, 60 seconds sharing your thoughts with your neighbor, and then we will spend several minutes sharing as a class.”***
	+ - ***“What do you think is the moral of the story?***
		- ***Do you tend to respond to difficulty and adversity as a potato, egg, or coffee bean would?***
		- ***How would you like to respond to difficulty and adversity?”***

(MOSAIC Projector Display)

**January Activity 1**

**Potatoes, Eggs, and Coffee Beans**

Once upon a time a daughter complained to her father that her life was miserable and that she didn’t know how she was going to make it. She was tired of fighting and struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. The daughter, moaned and impatiently waited, wondering what he was doing.

After twenty minutes he turned off the burners and placed the potatoes, eggs, and coffee in separate cups.

Turning to her he asked, “Daughter, what do you see?”

“Potatoes, eggs, and coffee,” she hastily replied.

“Look closer,” he said. The daughter noticed that the potatoes had gotten soft and the egg had turned into a hard-boiled egg. The father then asked his daughter to sip the coffee. Its rich aroma brought a smile to her face.

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which are you,” he asked his daughter. “When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean? “

Which one are you?

**Note:** This story was retrieved from this website: <http://www.livin3.com/5-motivational-and-inspiring-short-stories>

**Day 3: *Yes-No-Maybe***

**STEP 1. Introduce Yes-No-Maybe** *(3-4 min.)*

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

**STEP 2. Play!** *(8-10 min.)*

* Read any of the statements below, or create your own to be as relatable to the group as possible:
* *Yes-No- Maybe Questions*
	+ - ***“When my friends want me to do something that might get me in trouble, I shouldn’t worry about doing it because they are my friends.***
		- ***Students in my school can be important and valuable contributors to our community.***
		- ***Students in my grade can be positive role models for the younger grades.***
		- ***Young people from my neighborhood don’t stand a good chance of becoming high school graduates.***
		- ***People from my school don’t stand a good chance of becoming college graduates.***
		- ***My friends and I are going to have very healthy and productive lives.”***
		- Create your own!

**STEP 3. Reflect on Similarities and Differences** *(3-4 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?”***
	+ ***“Are there any themes*** ***or patterns you noticed about the class’ answers?”***
* Point out that, ***“You had many different thoughts and there was not a single right answer.”***

**Day 4: *Optimistic Future-Mindedness Definition Web***

**STEP 1. Introduce the Activity** *(3-4 min.)*

* Say to students, ***“Today we will use our experience with this week’s MOSAIC activities to create a definition of what Optimistic Future-Mindedness means as a class.”***
* Post the **MOSAIC Projector Display: Optimistic Future-Mindedness Definition Web** and review the directions, including each instruction within the 2 by 2 square.

**STEP 2. Students Brainstorm in MOSAIC Journals** *(4-5 min.)*

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

**STEP 3. Share Ideas and Create Class Definitions** *(4-5 min.)*

* As a large group, ask students to share their brainstorms
* Summarize the themes that come up from their ideas
	+ *Example*: “It seems like the class pictures Optimistic Future-Mindedness as looking at the positive aspects of a situation and always thinking of solutions to problems; and being your best self as including empathy, honesty, and courage.”
* Say to students, ***“Now let’s collectively create one sentence for each term that you agree to be the “class definition” of what optimistic future-mindedness means.”***
* Instruct students to, ***“Copy these definitions in your MOSAIC journals to refer back to throughout the month and rest of the year.”***

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

* Say to students, ***“During the rest of this month, we will be learning tools to be optimistically future-minded and be our best selves. This month’s Throughline sheet reminds us to use these tools and notice how they show up in the content and interactions that we have in other classes.”***
* End the class by selecting a student to read the Throughline sheet (displayed in a visible place in the classroom) aloud.
* Student says, “***January Throughline: Planning for the Future. How can we incorporate MOSAIC into our class today?”***
* ***“List my options in a tough situation with my classmates or with my schoolwork.***
* ***Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.***
* ***Even when things look difficult, keep problem solving and persist in finding a possible solution.”***

**FOLLOW UP**

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

 **MOSAIC** JANUARY THROUGHLINE

**planning for the future**

 **How can we incorporate MOSAIC**

 **into our class today?**

* List my options in a tough situation with my classmates or with my schoolwork
* Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.
* Even when things look difficult, keep problem solving and persist in finding possible solutions. 

(MOSAIC Projector Display)

**January Activity 1**

**Optimistic Future-Mindedness Definition Web**

**Directions:** Follow the instructions in each of the 4 boxes for Optimistic Future-Mindedness.

**VIRTUE & SKILLS**

Optimistic Future-Mindedness

&

Empathy + Social

Problem Solving

January Activity 2

***Empathy Role-Play***

*Days 5 to 8*

**1 Part = 1 (15-min) lesson**

**1**

|  |  |
| --- | --- |
| **OBJECTIVE** Students will work in groups to practice the “PLAN” problem solving steps and focus on “**L**isting Options.” | **MATERIALS*** MOSAIC Projector Display: PLAN
* MOSAIC Projector Display: Respect Situations
* Paper/Journals
* Pens/Pencils
 |
| **TEACHER TIPS**1. *Refer back to the* ***MOSAIC Class Norms*** *established during September to remind students of their suggestions.*
2. *Students will benefit the most from problem solving if they learn to identify and plan for potential barriers.*
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**“Empathy Role-Play” Overview**

**Day 5: How Would You Feel?**

**Day 6: Prepare for Respect Role Plays**

**Day 7: Role-Plays**

**Day 8: Role-Plays Continued**

**Day 5: *How Would You Feel?***

**STEP 1. Introduce Activity** *(4-5 min.)*

* Ask students to ***“Close your eyes for a moment and picture how your faces and bodies look when you experience the following emotions:***
	+ ***Overjoyed***
	+ ***Depressed***
	+ ***Excited***
	+ ***Puzzled***
	+ ***Terrified***
	+ ***Upset***
	+ ***Shocked”***
* NOTE: Pause 4-5 seconds between reading each emotion. Expand this portion of the activity by having students draw how their faces and bodies look when they experience these emotions.

**STEP 2. Facilitate Emotion Role-Play** *(8-10 min.)*

* Refer to the following list of emotions and ask students to, ***“Pick any number between 1-10.”*** Do not tell them the emotion yet!
1. Ecstatic
2. Depressed
3. Enraged
4. Humiliated
5. Panicked
6. Confident
7. Lonely
8. Defensive
9. Suspicious
10. Awkward

*Or, Substitute one of your own!*

* Once each student has been assigned a number, share the corresponding emotion word.
* Say, ***“One at a time, we will have a student volunteer act out the facial expression and body language of his or her emotion word, and the rest of the class will try to guess what emotion the student is acting out. Who wants to go first?”***
* After each volunteer acts out an emotion, ask if the class also has the same facial expression for that emotion. If they do not, ask them to model their expressions for the class.
* Say to students, ***“Remember, there are several ways to express the same emotion, but there are still certain clues we can pick up to try and guess how someone else is feeling.”***

**STEP 3. Summarize the emotion role-play** *(4-5 min.)*

* Say to students, ***“During this activity, you were noticing emotion signs and cues. This is how we can assess people’s feelings in real life.”***
* Relate the emotion role-play to empathy by telling students that ***“When we read people’s feelings accurately, we have the chance to show kindness and understanding of others.”***

**Day 6: *Prepare for Respect Role-Plays***

**STEP 1. Facilitate Respect for Adults Activity** *(4-5 min.)*

* Say to students, ***“You will be using what you learned about communicating emotions and messages using nonverbal cues, such as facial expressions and body language. Today, we will be using that knowledge to work towards our theme, ‘Planning for the Future,’ by showing respect to adults in school even when it feels hard.”***
* Have several students read the directions and text shown on the **MOSAIC Projector Display: Respect Situations.**
* Break the class into two groups; either the respect condition or disrespect condition.
* Say to the students, ***“During the next two activities, you will work within these two groups to use your problem solving skills to understand ways a student could respond to the tricky situation with the teacher with either positive respect or negative disrespect.”***

**STEP 2. Define Each Group’s Smart Goal and 3 Top Options** *(4-5 min.)*

* Ask students to sit with their groups assigned in Part 2.
* Say to the students, ***“Today we will be using the second step in the PLAN Problem Solving Model in our two groups to decide what each role play will look like.”***
* Guide the students by saying, ***“Each group is not thinking about what you would do—your goal is to think about how you a respectful or a disrespectful student would be thinking about the situation. You can use SMART goals to help you decide what you believe a respectful or disrespectful way of thinking would be. Then, you should generate options for different ways you can show respect or disrespect in a role play.”***
	+ Example: The group modeling disrespect might decide that their hypothetical student’s goal is to show the class that he is powerful by arguing with the teacher.
	+ NOTE: It may be helpful to review the components of a SMART Goal:
* Specific

S

* *Is the goal clear and specific?*

MS

* Measurable
* *How can this goal be measured?*
* Action Plan

AS

* *What small, specific actions must you take to achieve the goal?*

RS

* Realistic
* *Can you achieve the goal? Is it realistic?*

TS

* Time
* *What is the time frame for the goal?*
* After the students have created a SMART goal, ask them to take one minute to list all the options they can think of to reach that goal from the perspective of the group they are in.

**STEP 3. List Pro/Cons** *(5-7 min.)*

* Looking at their list of options, ask each group to pick their top two ideas.
* Say to students, ***“The next step after picking your top two options is to think about what would be good and bad about each option. We will be calling this a pro-con list. A “pro” is a positive aspect of this solution and a “con” is a negative aspect. We will go through each of the 2 options and write the pro-cons for each.”***
* Ask students to, ***“Jot down pros and cons for the top two options on your list of options.”***

**STEP 4. Select the option to try!** *(2 min.)*

* Based on the pros and cons list, have each group chose one option that seems to have the most pros in meeting their (respectful or disrespectful) goal.
* If time, ask students to reflect on the pro/con list.
* *Example Reflection Questions:*
	+ - ***“Do you notice any similarities between the pros of each option? What about between the cons?”***
		- ***“What do you think is the most important pro on the list?”***
		- ***“What con do you think has the most negative impact?”***
* Without sharing with the larger group, ask each group to put a star next to the option they decided to use for this problem solving activity. This represents what they think is the most likely goal of a student who acts respectfully or disrespectfully.
* Say to students, ***“Next time we meet, we will have time to practice our role plays.”***

(MOSAIC Projector Display)

**January Activity 2**

**Respect Situations**

**Directions**: Below is one conflict situation that students may find themselves in at school. One group should solve the conflict in a way that results in disrespectful student actions. The second group should solve the conflict in a way that results in respectful student actions.

***You find yourself in an unfortunate situation…***

It’s been one of those weeks when nothing is going right, and you’re just trying to get your work done so you can enjoy the weekend. As you sit in class, some students next to you start whispering and giggling during class. The teacher turns around and tells you to stop talking and to move your chair. When you first try to explain that it wasn’t you, the teacher asks you to move anyway. You feel angry that the students who were actually talking say nothing in your defense and exasperated that another thing is going wrong this week…

***Now, pair up and finish the story!***

***What do you do?***

**Day 7: *Role-Plays***

**STEP 1. Practice Role Plays** *(5 min.)*

* Allow 5 minutes for each group to practice their role play.
* NOTE: Refer to **MOSAIC Projector Display: Respect Situations** to remind students of the scenario, if needed.

**STEP 2. Act Out Role Plays** *(10 min.)*

* Spend about five minutes per role-play, including questions and feedback.
* Ask the disrespectful group to act out their solution first. Ask them to share how they thought the disrespectful student was thinking about his or her goal.
* Solicit feedback from the opposing group, ***“What did the group do well in the role play and what could have enhanced the skit?”***
* Repeat the previous two steps for the respect group’s presentation.

(MOSAIC Projector Display)

**January Activity 2**

**Respect Situations**

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***You find yourself in an unfortunate situation…***

It’s been one of those weeks when nothing is going right, and you’re just trying to get your work done so you can enjoy the weekend. As you sit in class, some students next to you start whispering and giggling during class. The teacher turns around and tells you to stop talking and to move your chair. When you first try to explain that it wasn’t you, the teacher asks you to move anyway. You feel angry that the students who were actually talking say nothing in your defense and exasperated that another thing is going wrong this week…

***Now, pair up and finish the story!***

***What do you do?***

**Day 8: *Role-Plays Continued***

**STEP 1. Reflect on Role Plays** *(15 min.)*

* Say, ***“Even though both groups used the same problem solving model, one group came up with an idea that didn’t help the student in the long run (disrespect group). Why do you think this happened?”***
	+ - Example: Students might have different intentions and reactions when they are thinking about all the things going wrong in their lives versus having a more positive attitude.
* Ask, ***“What is most challenging about finding a respectful solution?”***
* ***“What is the short-term and long-term result of being disrespectful?”***
* ***“Which approach requires more problem-solving?”***
	+ Conclude by saying, ***“Today, you learned that what you are thinking about and how you express yourself are important parts of communication. If your goal is to be disrespectful, it will be clear to people in your body language and tone of voice and it’s likely people will not appreciate you. If your goal is to be respectful, your voice and posture will reflect helpful generosity and you will get along better with adults and they will appreciate you more.”***

**FOLLOW UP**

* Find ways to use the PLAN problem solving model in your non-MOSAIC classes. The model is designed to be general and applicable to a variety of problems so that students can get a lot of practice!
* Suggest using the PLAN model if conflicts arise in your MOSAIC class or outside of your MOSAIC class.

|  |  |
| --- | --- |
| **OBJECTIVE**Students will address the administration’s response to their classroom’s idea from December and choose their next idea. | **MATERIALS*** Ambassador Handouts:
	+ STAT: Select Topic
	+ STAT: List of Options
	+ STAT: Action Plan
* Optional:
	+ Projector Display: PLAN
 |
| **January Activity 3 Tips**1. Depending on the response your classroom received from the individual outside your class who provides feedback about your class’s idea, you will need to incorporate the feedback in revising your problem, options, and action plan.
2. Look ahead to help your Ambassadors be prepared for their role in the STAT this month.
 |

**VIRTUE & SKILLS**

Optimistic Future-Mindedness

&

Empathy +

Social Problem Solving

**VIRTUE & SKILLS**

Optimistic Future-Mindedness

&

Empathy + Social

Problem Solving

January Activity 3

***Students Taking Action Together***

*Days 9 to 12*

January Activity 1

***Introduction to***

***Optimistic Future-Mindedness***

*Days 1 to 4*

**Activity 3: Students Taking Action Together**

**Day 9: Review and Reflect on Feedback from Presentation**

**Day 10: Select Topic**

**Day 11: Problem Description & List of Options**

**Day 12: List of Options & Action Plan**

**DAY 9: *Review and Reflect on Feedback from Presentation***

NOTE:Days 9-12 include sections that are led by your student Ambassadors, who will need a lot of support from you! The teacher curriculum below explains both the teacher and the Ambassador’s role and provides suggested scripts for the teachers in ***blue font***, and the Ambassadors in ***green font***. The Ambassador handouts provide direct instructions for the Ambassadors and should be given to them to use during the lessons.

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

**STEP 1. Notice Successes** *(1-3 min)*

* Begin by pointing out that students made a great first step toward improving their school by coming up with an idea and sharing it with an individual or group from outside of your class, such as an administrator, supervisor, Student Council representative, or buddy classroom.

**STEP 2. Summarize Feedback Received After Presentation** *(2-4 min)*

**\*\*\*\*NOTE: If your class did not receive any feedback from someone outside your class:**

* + Ask your students to identify something they are proud of about their idea.
	+ Identify at least one reason why they may not have received feedback.
	+ Move to Day 10, select topic
* There are many possible responses the person or group you presented to may have had to your classroom’s idea or suggestion from December. The most likely are:
	+ Support of the idea/suggestion with some changes proposed
	+ Suggestion/idea needs to be reconsidered
* Have your Ambassadors (or understudies, if applicable) present the response from the person(s) who provided feedback.
	+ NOTE: Ambassadors/understudies should have feedback recorded on their Presentation Script from December
* Discuss classroom reactions to the feedback received. Be sure to share your own reactions and have Ambassadors share their reactions.

*Example Discussion Questions:*

* + ***What feelings do you have about this response from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the person receiving your class’s presentation)?***
	+ ***Are you surprised by the response we received?***

**STEP 3. Evaluate Changes** *(5-6 min)*

* Break students into small groups of 3-4 students.
* Ask students to:
	+ Identify at least one reason why they received the feedback that they did.
	+ Generate at least one way to incorporate the feedback into their action plan moving forward. If your classroom has already acted on the idea, ask them to reflect on how they could improve/continue the idea.

*Examples of incorporating feedback into action plan:*

* Supportive Feedback: The feedback we received was positive about our idea of having and lunch rotating buddy system in our class to help us get to know each other and make sure everyone has someone to sit with. The presentation audience suggested that we expand this plan to other classes in our grade. We could incorporate this feedback by contacting one other class first and proposing they join us in this idea.
* Reconsider Feedback: The person(s) we presented to did not think that our idea to start a new middle school newspaper focusing on multiculturalism would be feasible this year. Instead, they suggested that we try to incorporate this idea into the current school newspaper. A first step in our new action plan could be to find a point person for the newspaper and contact them about the idea.
* REMINDER: These ideas must be realistic, to be completed outside of the MOSAIC classroom time.
	+ Example ideas that could be completed outside of classroom time:
		- * Pick up litter
			* Connect to local foodbank and collect donations
			* Sit with new students at lunch
			* Try to learn names of all students in our grade
			* Create thank you cards for first responders
			* Write letters to seniors in local senior center
			* Say “hello” to new students

**STEP 4. Prepare for Next Class** *(1-2 min)*

* Tell students that, ***“Next class we will share our reactions and reflections on the feedback we received on our idea and begin our plan on how to move forward with our STAT ideas and suggestions.”***

***Day 10: Select Topic***

**STEP 1. Consider Reasons For Changes** *(3-5 min)*

* Ask students to identify their emotional reactions to the feedback they received.
* Build from the group work from Day 9 to identify reasons that changes are needed to make the action plan more feasible.

**STEP 2. Ambassadors Lead “Yes-No-Maybe”** *(3-5 min)*

* This step is designed to help the classroom decide whether they are still committed to this topic. If the changes that are needed are too daunting, or the classroom has lost interest, then the classroom may choose to select a new topic for this STAT series.
* Have Ambassadors lead a “Yes-No-Maybe” activity about whether the classroom remains committed to this topic.
	+ Ambassadors can use the **Ambassador Handout: “Selecting Topic**”
* Provide instructions:
	+ ***“The Ambassadors will ask us questions and we will go to the place in the room that stands for our answer, either ‘Yes’ or ‘No’ or ‘Maybe.’”***
* Ambassadors identify three spaces in the room that each represent either “Yes” or “No” or “Maybe.”
* Have one Ambassador ask “Yes-No-Maybe” questions, while the other Ambassador takes notes on the board. Help Ambassadors ask their peers follow-up questions.
* *Yes-No-Maybe Questions:*
	+ ***Question 1: Do you still think this idea is something we should still work on?***
	+ ***Question 2: Do you want to change this idea at all?***

* Remind students that they have the option to pick a new topic if they no longer want to work on this idea.
* After students’ opinions have been heard, assist Ambassadors in leading a classroom vote for continuing the same topic or selecting a new topic.

**STEP 3. Identify Problem to Solve** *(5-6 min)*

* Option 1: Continue and improve same topic.
	+ Ambassadors say, ***“We can focus on the same topic we worked on in November and December but improve it.”***
	+ *Example:*
		- Previous idea:
			* “To make our school friendlier we suggested that all younger students be assigned an older student as a buddy.
				+ Problem with this idea: It was too hard to carry out this idea.
		- New idea:
			* “We still want to make our school a friendlier place, so we need to find a way that everyone in our classroom will do one friendly act each day.”
* Option 2: Choose a new topic.
	+ Ambassadors say, ***“Do students feel respected and feel like this school is a caring place? Are there ways our school could be a better place to be for students?”***
	+ ***What kinds of constructively creative ideas can we think of for these topics?”***
* Ambassadors should take turns taking notes (on board or chart paper) during this discussion. You may want to give the Ambassadors the opportunity to offer their ideas first or defer and have classmates start off, and they will chime in later. Ambassadors should also take turns taking notes (on board or chart paper) during this discussion.
* Ambassadors ask students to generate ideas about why this topic is relevant to them and then ask them to share their feelings and beliefs about these topics
* *Example Discussion Questions Ambassadors Can Ask:*
	+ ***“Do we have more ideas for how we can work on \_\_\_\_\_[IDEA FROM LAST SERIES]?***
	+ ***What challenges are there to making our school a place where everyone feels included and respected?***
	+ ***Why do you care about the topic, if at all?***
	+ ***What evidence do you have for your beliefs?***
	+ ***How do you know \_\_\_\_ is true?***
	+ ***Are there multiple sides to this issue/topic?***
	+ ***How might other students in the school feel?”***

**STEP 4. Summarize themes and Class Vote** *(2-3 min)*

* Help your Ambassadors summarize commonalities or themes from student responses.
	+ Refer to the Ambassadors’ notes on the board/chart paper.
	+ Summarize themes in feelings and beliefs, for example, ***“It seems that much of the class feels this way…”*** or ***“Some people expressed the belief that…while others expressed…”***
* Help Ambassadors facilitate a vote of whether to continue with the topic from December, or begin working on a new topic.

**STEP 5. Introduce Defining Problem** *(2-3 min)*

* The class has two ways to think about a topic and can choose to think of the problem:
	+ 1. **As a Classroom Problem**: Think about how the problem affects our classroom and what might happen in your classroom that you can work on
		- *Example:*
			* Some students in a classroom have trouble paying attention during class. What can our classroom do to help students pay attention?
	+ 2. **As a School Problem**: Think about how the problem affects your school and what might happen in our school that you can work on.
		- *Example:*
			* Some students feel uncomfortable asking teachers for help on their homework. What can happen in the school so students can get the help they need on their homework?
* The next lesson will focus on describing the problem.

**Problem Description**

(MOSAIC Projector Display)

**January Activity 3**

**PLAN**

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

**List Options**

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

**Action Plan**

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

**Notice Successes!**

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

(Ambassador Handout)

**January Activity 3**

**STAT: Selecting Topic**

**STEP 1. Lead A “Yes-No-Maybe” Activity**

* Choose three places in the room:
	+ One for “Yes”
	+ One for “No”
	+ One for “Maybe”
* Ask the following questions and take notes on the board.
* *Yes-No-Maybe Questions:*
	+ Question 1: Do you still think this idea is something we should still work on?
	+ Question 2: Do you want to change this idea at all?
* Ask why students picked their answers, and write those reasons on the board.

**STEP 2. Select a Topic**

* Work together to select a topic.

The topic our class chose is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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***Day 11: Problem Description & List of Options***

**STEP 1. Review Topic** *(1-2 min)*

* Review the topic that was discussed during Day 10.

**STEP 2. Problem Description (P)** *(3-5 min)*

* Ambassadors say to students, ***“We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”***
	+ NOTE: If the class choses to continue working on the same topic as November and December, the problem description may be the same or only slightly revised.
* Use chart paper or the board to document the brainstorm.
	+ NOTE: Problems can be about making good things better, not only dealing with difficulties
* Have Ambassadors copy the sentence onto the **Ambassador Handout: STAT List of Options Handout.**
* *Examples:*
	+ “Students do not know who to sit with in the cafeteria (problem) and we need to help each other feel safer (goal).”
	+ “Many activities happen at this school that younger students do not know about (problem) and we think they should know (goal).”
	+ “8th graders can be intimidating (problem) and we want to see them as friends (goal).”

**STEP 3. List of Options (L): Ready-Set-Brainstorm!** *(5-7 min)*

* Help Ambassadors put students into groups of three (one student is note-taker). Ambassadors say, ***“Let’s break into groups of three. Two of you will be brainstormers and the other will be the note-taker. The oldest one in your group will take the notes.”***
* Ambassadors say to students, ***“In your groups, you will think of different ways to address the problem or issue we just described.”*** If the problem is the same one we addressed in November and December, ask students to brainstorm ways to revise and improve their action plan.
* Ambassadors set a timer for 2 minutes and tell students, ***“You will have two minutes to brainstorm as fast as you can—no idea is a bad idea!”***
* *Examples*:
	+ - We could make sure that all the students in our class have someone to sit with and invite those who sit alone to join them.
		- We could reach out to the student coordinators of the school newspaper and ask them to add an article about the opportunities at our school.
		- There could be a mentorship program where each younger student is assigned an older buddy.
		- We could create a peer tutoring buddy system in our class or grade so that students can help each other academically.

**STEP 4. List of Options: Share Ideas** *(2-6 min)*

* One Ambassador says to the small groups, ***“Let’s share our ideas.”***  The Ambassador then calls on students to share.
* The other Ambassador takes notes on the board or chart paper. Help your Ambassadors take notes, if they need it!
* Keep the list of options handy for the next lesson!

**STEP 1. Review Topic (discussed on Day 10)**

(Ambassador Handout)

**January Activity 3**

**STAT: List of Options**

* Same topic from November-December
* New topic

**STEP 2. Problem Description**

* Say to class, ***“We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”*** Write problem description below.

.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 3. List of Options (L): Ready-Set-Brainstorm!**

* Put students into groups of three (one student is note-taker).
* Say ***“In your groups, you will think of different ways to address the problem or issue discussed over the past 2 MOSAIC lessons***. ***You will have two minutes to brainstorm as many ideas as you can—no idea is a bad idea!”***

**STEP 4. List of Options: Share Ideas**

* Ask the small groups to share their ideas
* Take notes on the board or chart paper
* All options should be listed (repeated options receive one or more stars or checks)
* Write the top 3 ideas that the class agrees upon on the Ambassador Handout: STAT Action Plan.

***Day 12: List of Options & Action Plan***

**STEP 1. Review the List and Select Top 3 Options** *(3-4 min)*

* Support the Ambassadors in asking classmates about the list of new or improved options from Day 11.
* *Example Discussion Questions:*
	+ - ***“Which option do you think…***
			* ***… is the easiest to do?***
			* ***… will reach the goal we set?***
			* ***… will affect the most people in our classroom/ school?***
			* ***… will be well-liked?”***
* Ambassadors circle and save the top 3 options that the class agrees upon.
	+ NOTE: If there is a tie, your class can have a tie-breaking vote or include up to four options.
* Ambassadors add top 3 options to **Ambassador Handout: STAT Action Plan**

**STEP 2. Discuss the Pros/Cons of the Top 3 Options** *(3-5 min)*

* Support Ambassadors in leading the class through a discussion of the pros and cons of top 3 ideas.
* Ambassadors should take notes on board or on **Ambassador Handout: STAT Action Plan**
* If students have difficulty evaluating options, help them consider these common pros and cons:
	+ Common Pros:
		- “We can actually carry this out in our classroom/school with no extra costs.”
		- “Teachers will like this.”
		- “The principal might say yes.”
		- “This choice is something that is fun for most people!”
	+ Common Cons:
		- “This option requires too much money, space, or supervising adults.”
		- “Some students might feel left out.”
		- “The principal might say no.”

**STEP 3. Action Plan (A): Vote on 1 Top Idea** *(2-3 min)*

* Ambassadors lead a class-wide vote to pick the best idea as determined by the group by saying, ***“We have had some great ideas and discussions. At this point, it is important to take a vote in order to create our action plan. Who votes for Option 1? Option 2? Option 3?”***
	+ For ties, or differences of only one vote, two options can be suggested.

**STEP 4. Notice Successes, Discuss February STAT** *(2-3 min)*

* Ambassadors notice successes by saying**, “*Great working together. We described the problem, listed options and created an action plan. The last letter of PLAN is “N”. Who remembers what that stands for?... Notice Success-correct!”***
* Ambassadors help the class understand the next steps by saying**, “*During our STAT in February, we will look back at our idea(s) and reflect on it (them). Once we are sure about our idea(s), we will get ready to put our ideas into action. We will think about times that we helped solve challenging problems or created positive change and how we did it. And then, we will practice how to go from an idea to an action.”***

(Ambassador Handout)

**January Activity 3**

**STAT: Action Plan**

**\*\* REMINDER: Keep this worksheet in a safe place because it will help to guide STAT discussion in February.**

**STEP 1. Choose Top 3 options**

* Review the options list from the last class meeting and vote on the top three. Write top three options below.

**STEP 2. Discuss Pros & Cons**

* Go through each option and ask students for good (pro) and bad (con) things about each one.

Option 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 PROS: (+) CONS: (-)

Option 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 PROS: (+) CONS: (-)

Option 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 PROS: (+) CONS: (-)

**STEP 3. Action Plan (A): Vote on 1 Top Idea**

* Hold a class-wide vote on the three options to pick the idea your class will work on by saying, ***“We have had some great ideas and discussions. At this point, it is important to take a vote in order to create our action plan. Who votes for option 1? Option 2? Option 3?”***
* **Our idea:**

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

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**STEP 4. Notice successes and plan for next month**

* Notice success by saying**, “*Great job with our second STAT this year. We described the problem, listed options and created an action plan. The last letter of PLAN is “N”. Who remembers what that stands for?... Notice Success-correct!”***
* Help the class to understand what the next steps will be by saying**, “*During our STAT in February, we will revisit our idea(s) and reflect. Once we are sure about our idea(s), we will get ready to put our ideas into action. We will think about times that we helped solve challenging problems or created positive change and how we did it. And then, we will practice how to go from an idea to an action.”***

|  |  |
| --- | --- |
| OBJECTIVEStudents will reflect on MOSAIC for the first half of the school year and provide their feedback.  | MATERIALS* Digital Projector/Computer
* MOSAIC Student Handout: MOSAIC Mid-Year Feedback
 |
| TEACHER TIPS1. Make a copy of the MOSAIC Student Handout: MOSAIC Mid-Year Feedback for each student in your class.2. To help students feel confident in the anonymity of their responses, you could have a student collect feedback forms and place them into an envelope before returning them to you.  |

January Activity 4

**School-Community Action Series**

***Mid-Year Reflection & Feedback***Day 13

**VIRTUE & SKILLS**

Optimistic Future Mindedness

&

Empathy + Social Problem Solving

**January Activity 4: Mid-Year Reflection & Feedback**

Day 13: Mid-Year Reflection & Feedback

**Day 13: *Mid-Year* *Reflection & Feedback***

**STEP 1. Introduce Student Mid-Year Feedback** *(1-2 min)*

* Show **MOSAIC Student Handout: MOSAIC Mid-Year Feedback.**
* Say to students, ***“This month, there is different format for our reflection. Each of you is going to think about the MOSAIC lessons we have had so far this year and answer questions based on your opinions. Your answers will be anonymous; this means that they will not have your name on it. Please be as honest as you can. Your feedback will help us make MOSAIC better and better.”***

**STEP 2. Students Complete Feedback** *(5-10 min)*

* Give students paper copies of **MOSAIC Student Handout: MOSAIC Mid-Year Feedback**.
* Ask students to complete this form with their honest opinions so MOSAIC can be improved.
	+ NOTE: Let students know that you (their teachers) will not see how they individually answer.

**STEP 3. Collect Student Feedback and Wrap-Up Reflection** *(1-3 min)*

* To protect student privacy, have one student collect feedback forms into an envelope before handing them to you.
* As time permits, facilitate a group reflection on MOSAIC for first half of the year. Do not press students if they are reluctant to share their opinions.

*Example Reflection Questions:*

* ***What have you liked about MOSAIC so far this year?***
* ***How does MOSAIC compare to other classes you have had like it/to MOSAIC last year, if you had it?***
* ***What could make MOSAIC better?***
* ***Is there anything we can do in our classroom to make a better classroom environment for everyone? What?***

**FOLLOW UP**

* Reflection and feedback is integral to the MOSAIC process. Continuous input from you and your students will help your school make MOSAIC into the best program it can be. Use this, along with feedback you have gathered throughout the first half of the year, to plan improvements for MOSAIC for the second half 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.

MOSAIC Student Handout

**January Activity 4**

**Mid-Year Student Feedback**

***Dear MOSAIC students,***

***Your voice matters to making MOSAIC better and better!***

***Your name will not be included in your answers. Please answer honestly.***

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MOSAIC Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MOSAIC Year (Grade Level): \_\_\_\_\_\_\_\_\_\_\_\_\_

***My Opinion about MOSAIC***

To help improve MOSAIC, please answer these questions about you and your class.

1. **Do you like MOSAIC?**

Not very much Somewhat Very much

1. **Do you feel MOSAIC helps you learn about your classmates?**

Not very much Somewhat Very much

1. **Do you feel your MOSAIC classmates listen to you?**

Not very much Somewhat Very much

1. **How strongly do you feel we should continue with MOSAIC?**

Not very much Somewhat Very much

1. **Do you feel more clear about your own Positive Purpose, compared to the start of the year?**

Not very much Somewhat Very much

1. **Do you feel that our “Students Taking Action Together” discussions have led to changes in our classroom or school?**

Not very much Somewhat Very much

1. **Do you feel that what you are learning in MOSAIC will be helpful to you in the future?**

Not very much Somewhat Very much

1. **Do you feel that what you are learning in MOSAIC is making you a better person?**

Not very much Somewhat Very much

1. **What do you like best about MOSAIC?**
2. **What would you like to see change in MOSAIC?**