March

*Appreciating Ourselves, Our School, and the World*

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Year 2

**MARCH THEME**

**Appreciating Ourselves, Our School, and the World**

**MARCH VIrtue & SKills**

**Virtue:**

Compassionate Gratitude

**Skills:**

Communication & Empathy

**MOSAIC BY YEAR**

**MOSAIC** MARCH THROUGHLINE

**APPRECIATING OUR SELVES, SCHOOL, AND WORLD**

**How can we incorporate MOSAIC**

**into our class today?**

* Show your classmates and others in your school your appreciatin for good things they do for you and others.
* Use your B.E.S.T. skills to communicate your feelings and thoughts clearly, even when you are upset.
* Pass along your gratitude by being helpful and kind to others.

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**MOSAIC in March**

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.***

**March Activity 1: Intro to Compassionate Gratitude**

Day 1: Purpose Essay Introduction

Day 2: Compassionate Gratitude & Paper Chain

Day 3: The Science of Gratitude

Day 4: Respectful Debate

Day 5: Respectful Debate Continued

Day 6: Throughline, Theme, and Virtue Definition

**March Activity 2: Cope with Stress and Show Gratitude**

Day 7: Recognizing Stress

Day 8: Communicating When Stressed

Day 9: Appreciating Ourselves

Day 10: Showing Appreciation

Day 11: Reflection

**March Activity 3: STAT and Reflection**

Day 12: STAT Check-in and Reflection

**VIRTUE & SKILLS**

Compassionate Gratitude

&

Communication +

Empathy

March Activity 1

***Introduction to***

***Compassionate Gratitude***

*Days 1 to 6*

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will be able to discuss what it means to have compassionate gratitude and the importance of compassionate gratitude. | **MATERIALS**   * Digital Projector/Computer * MOSAIC Journals * MOSAIC Projector Display: Theme & Virtue Definition Web |
| **TEACHER TIPS**   1. *The Purpose Essay is an important activity that gives your students an opportunity to reflect on their own, developing, sense of purpose. The essay is intended to take place outside of MOSAIC, but the MOSAIC lesson on Day 1 will help students to connect their MOSAIC skills and virtues to their purpose.* 2. *Day 2 works best if teachers prep slips of construction paper (e.g., cutting construction paper into approximately 5 pieces) prior to the MOSAIC time. If not, students will need to rip paper from their notebooks and cut them into strips.* 3. *Encourage students to relate compassionate gratitude to their own life and use personal examples during the activities.* 4. *Use the “Think – Pair – Share” flexibly. Include free writing or drawing before students pair up to share their examples.* | |

**“Introduction to Compassionate Gratitude” Overview**

**Day 1: Purpose Essay Introduction**

**Day 2: Compassionate Gratitude & Paper Chain**

**Day 3: The Science of Gratitude**

**Day 4: Respectful Debate**

**Day 5: Respectful Debate Continued**

**Day 6: Throughline, Theme, and Virtue Definition**

**Day 1: *Purpose Essay Introduction***

**STEP 1. Review Concept of Positive Purpose** *(1-2 min)*

* Say, ***“Many of you will remember thinking a lot about your Positive Purpose in MOSAIC last year. This year, as seventh graders, we get the opportunity to deepen your understanding. In September, we talked again about the concept of a Positive Purpose. Who can remember what a positive purpose is?”***
* Highlight the following points about Positive Purpose:
  + ***“Positive purpose answers the ‘Why’ questions about your life: ‘Why are we here?’ and ‘Why am I here?’”***
  + ***“Positive Purpose also…***
    - ***“Describes what matters to you and what kind of person you want to be***
    - ***“Is a goal that is bigger than yourself—it is what you do that makes those around you and the world a better place***
    - ***“Gives you something to work toward***
    - ***“Is something we share with others because we can’t reach our Positive Purpose by ourselves.”***
  + ***“Positive Purpose is important because it…***
    - ***“Gives your life meaning***
    - ***“Keeps you focused on what is important to you and to others***
    - ***“Keeps you positively connected to others***
    - ***“Helps you become the person you want to be.”***
* Review the definition your class came up with following this format:
  + “Our MOSAIC class defines Positive Purpose as \_\_\_\_\_\_\_\_\_\_\_\_\_\_. We think Positive Purpose is important because \_\_\_\_\_\_\_\_.”

**STEP 2. Introduce and Reflect on Purpose Essay** *(10-12 min)*

* Say, ***“As many of you may remember from last year, in one of your academic classes, you will be asked to write an essay about your positive purpose.***
* Say, ***“Since MOSAIC is a place where we learn the skills and virtues that can help us pursue our positive purpose, we will use our time this MOSAIC lesson to help you think about what you might write in your essay.”***
* NOTES:
  + To provide students with the best context in which to write their essays, the Purpose Essay should be presented to the students as an academic assignment, not as a "MOSAIC assignment." Ideally, it would be part of Language Arts and take the place of another writing assignment, so as not to be an “add on.”  It also could be presented in the students' Social Studies classes.
  + A recommended format for a Purpose Essay for Year 2 (planning for students to also do Purpose Essays in Year 3) follows. It should be adjusted to align with essay writing standards within your Language Arts curriculum for your grade level:

(1) “Write about a personal experience where you feel that something you did made a difference” (e.g. family, friends, school, community, or natural environment).

(2) “Describe how these experiences helped give you a sense of purpose.”

(3) “How will you continue working toward this purpose?”

* + Once your school has established its method for the Purpose Essay (for example, a homework assignment with two rounds of drafts; use of peer feedback during the writing process), it's helpful if this method stays the same in subsequent years so that you can track students’ growth over time.
* Use **MOSAIC Projector Display: MOSAIC Virtues and Skills** and say to the class, ***“We can’t disconnect our Positive Purpose from who we are and how we act. So as you think about your Positive Purpose, think about which MOSAIC virtues and skills are most connected to your purpose and why. Take a few minutes and write in your MOSAIC notebook about your Positive Purpose and which virtues and skills are most important to your purpose. Even though all are important, pick the few that are MOST important to you.”***
* ******As time allows, give your students time to share with one or two other students what they selected for the virtues and/or skills most connected to their sense of Positive Purpose, or use some other method to give them a brief chance to share.

(MOSAIC Projector Display)

**March Activity 1**

**MOSAIC Virtues and Skills**

Positive Purpose

**Supporting Virtues**

* + 1. Constructive Creativity
    2. Helpful Generosity
    3. Optimistic Future-Mindedness
    4. Responsible Diligence
    5. Compassionate Forgiveness and Gratitude

**Supporting Skills**

1. Emotional Regulation
2. Communication
3. Empathy
4. Social Problem Solving

**Day 2: *Compassionate Gratitude & Paper Chain***

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NOTE: Day 2 works best if teachers prep slips of construction paper (e.g., cutting construction paper into approximately 5 pieces) prior to the MOSAIC time. If not, students will need to rip paper from their notebooks and cut them into strips.

**STEP 1. Review Compassionate Gratitude** *(2-3 min)*

* Say, ***“As you may remember from last year, the month of March we will be discussing compassionate gratitude. Gratitude is expressing appreciation for what one has, rather than what one desires. Compassion is sympathy for someone’s misfortune.”***
* Ask, ***“Who can combine those two definitions and remind us what Compassionate Gratitude is?”*** 
  + *Possible answer:*
    - “One way of describing compassionate gratitude is, being thankful for what we have with an understanding and a concern that there are other people who have less.”

**STEP 2. Compassionate Gratitude Paper Chain** *(5-7 min)*

* Say, ***“Today we are going to work on creating a chain of gratitude. Using your slip of paper, write one thing that you are most grateful for in your life. This may be your education, your favorite food or someone in your life. Take a few minutes to decorate this slip of paper, as well.”***
* Say, ***“Now we are going to have one student combine our slips of paper to create a chain.”*** 
  + Have one student staple each of the papers into a chain while reflecting, or having students pass the growing chain around the room, adding their own strip when it gets to them.
  + NOTE: If unsure of how to make a paper chain, review the instructional video found here: <http://www.wikihow.com/Make-a-Paper-Chain>
* Continue conversation while the student(s) creates the paper chain saying, ***“Now that most of you are finished with your paper, I want to hear about how that experience felt for you.”***
  + *Possible discussion questions:*

* + - ***Was it hard to come up with something you are grateful for?***
    - ***As you look at our chain being created, are you surprised by how many items we have gratitude for?***
    - ***Would anyone like to share what he/she wrote on their paper?***

**STEP 3. Reflect on Paper Chain** *(2-3 min)*

* Say, ***“Who can tell me why we are putting the gratitude papers together?”*** 
  + *Possible answer:*
    - “This demonstrates the power of showing gratitude. When we are all showing compassionate gratitude we create a stronger chain that is harder to break.”
* ****Conclude by saying,  ***“We are all unique individuals. It is easy for us to take things for granted, which is why it is so important to take the time to express gratitude.”*** 
  + If possible, display the gratitude chain in your classroom and remind students to reflect when necessary.

**Day 3: *The Science of Gratitude***

**STEP 1. Introduce The Science of Gratitude** *(2-3 min)*

* Say, ***“To continue examining gratitude, we are going to listen to a clip about how practicing gratitude can change a student’s experience in school. As you watch, think about how the people in the clip seemed to feel.”***
* *Examples include: showing gratitude improves a person’s happiness. The people felt grateful, embarrassed, nervous, happy.*
  + **Audio Clip:** The Science of Gratitude **(ONLY PLAY FROM 41:55-43:25):** <http://www.wnyc.org/story/science-gratitude/>
  + **Length:** 1:30 minutes **(ONLY PLAY FROM 41:55-43:25)**

**\*\*\*\*\*\*\*Only if unable to access audio\*\*\*\*\*\*\*\***

* Read description of audio, asking students to picture what you are describing:

***“In this clip, students from Metwest Highschool in Oakland, CA are interviewed. An 11th grader explains that after going to 4 different high schools, he finally feels at home because of the gratitude practiced at this school. At Metwest, students do an activity called ‘appreciations’ throughout the week. The clip records several students sharing their appreciations. One student expresses appreciation to all of her teachers who have helped her learn. Another student shares an appreciation back to the first student, telling her, ‘you have grown a lot as a person and as a student too… I’m really proud of everything you have achieved. Keep going with your goals. I know you can stick to it, and you know I’m going to be here to help you.’”***

**STEP 2. Reflect on Video** *(8-10 min)*

* Remind students, ***“This month’s theme is Appreciating Ourselves, Our School, and the World.”***
* Ask, ***“What did the Science of Gratitude audio clip reveal?”***
* Facilitate a discussion about people in students’ lives that they are grateful for.
  + NOTE: Discussion questions can also be used as writing prompts for a free-write.
* *Example Discussion Questions:* 
  + ***Who has positively influenced your life by doing something really amazing or important for you? What did they do?***
  + ***Who are you grateful for in your lives? Why?***
  + ***Could you write a letter about how important someone is to you and then read it to them? How would that make you feel? How do you think it would make them feel?***
* Wrap up by saying, ***“We use our empathy skills to feel gratitude and then use our communication skills to express our appreciation to those to whom we are grateful.”***

**Day 4: *Respectful Debate***

**STEP 1. Introduce Respectful Debate Format** *(1-2 min)*

* Explain, ***“The class will be divided into two sides. I will give you a position on a debate topic. Then each side of the class will share an opinion. Then, each side of the class will need to respectfully disagree with the other side and support your position with some examples.”***
* Tell students, ***“By practicing defending your position—even for opinions you don’t agree with—you will practice disagreeing while still speaking in a friendly manner.”***

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

* Choose one debate topic from the list below:
  + *Debate topics (Sides are Agree or Disagree):*
    - ***You can only be grateful if everything in your life is going well.***
    - ***I just had a big argument with a friend, but I can still be grateful for him/her.***

* + - ***You can only be grateful for people who help you.***
    - ***I can't be grateful when there are so many things others have that I don’t have.***
    - ***You can only be grateful if you have a lot of money.***
    - ***You can have little education, no money, and poor health, and still be grateful.***
    - ***Create your own debate topic about Compassionate Gratitude!***
* Have students write the debate topic in their MOSAIC journals.

**STEP 3. Divide Class into Two Teams and Prepare** *(8-10 min)*

* Divide class into two teams and assign teams to one opinion for the debate topic.
* Have the teams select two note-takers and a speaker.
* Tell students, ***“You have the next 5 minutes to write down as many arguments and examples as you can to support your position.”*** Students should generate ideas and the note takers will both try to get them all down. Having two note takers makes it more likely all ideas will get captured.
* Circulate and help the teams come up with examples to support their position and get them written down.
* Give the note takers time before the next lesson to create a combined list.
  + NOTE: If your class has student ambassadors, you can put one on each team and suggest they be the note takers or speakers.

**Day 5: *Respectful Debate Continued***

**STEP 1. Facilitate the Debate** *(10-12 min)*

* Remind the students of the debate teams and preparation which they worked on at the end of Day 3.
* Begin debate by explaining, ***“Each team will need to give their position and support with one example. Then we will go back and forth so that each team respectfully disagrees and provides another example.”***
* The speaker for each team shares positions based on the list generated in Day 3. If the speaker is absent, the team should select an alternate to present:
  + Team 1 shares their position, supported by one example.
  + Team 2 shares their position, supported by one example.
* Respectfully disagree:
  + Team 1 respectfully disagrees, supported by another example.
  + Team 2 respectfully disagrees, supported by another example.
* Repeat the process for about ten minutes. Then, help summarize the positions and examples so that students are able to follow the debate.
* Wrap up and Notice Successes: Congratulate both sides. Describe how students dealt with setbacks and failures during the debate.

***Day 6: Throughline, Theme, and Virtue Definition***

** STEP 1. Introduce the Throughline Sheet** *(2-3 min)*

* Post the Throughline Sheet in a visible place in the classroom.
* Say to students, ***“This month is all about showing compassionate gratitude. This month’s Throughline Sheet reminds us that to show Compassionate Gratitude, we can:***
  + - ***Find something to appreciate even in difficult situations***
    - ***Empathize with other students who might be struggling with things***
    - ***Be forgiving of ourselves and others when things don’t go well***
    - ***Communicate in the B.E.S.T. way even when we are under stress.”***

**STEP 2. Review Theme and Virtue Definition Web** *(1 min)*

* Post the **MOSAIC Projector Display: Theme and Virtue Definition Web** and review the directions, including each instruction within the 2 by 2 square.

**STEP 3. Students Brainstorm in MOSAIC Journals** *(2-3 min)*

* Ask students to use their MOSAIC journals to draw the 2 by 2 square ******from the projector on a new page.
* Say to students, ***“You will now have 2 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 4. Share Ideas and Create Class Definitions** *(7-9 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 group pictures compassionate gratitude as showing thanks for what we have instead of focusing on what we don’t have.”***
* Ask students to collectively create one sentence for “Compassionate Gratitude” to be the “class definition”.
* Instruct students to copy these definitions in their MOSAIC journals to refer back to.

**FOLLOW UP**

* Your class is now familiar with the MOSAIC Circle and Debate 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 a MOSAIC Circle or “Debate” pedagogy to actively engage students in the topic.

**MOSAIC** MARCH THROUGHLINE

**APPRECIATING OUR SELVES, SCHOOL, AND WORLD**

**How can we incorporate MOSAIC**

**into our class today?**

* Show your classmates and others in your school your appreciatin for good things they do for you and others.
* Use your B.E.S.T. skills to communicate your feelings and thoughts clearly, even when you are upset.
* Pass along your gratitude by being helpful and kind to others.

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(MOSAIC Projector Display)

**March Activity 1**

**Theme & Virtue Definition Web**

**Directions:** Follow the instructions in each of the 4 boxes for Compassionate Gratitude. Write answers in each box.

**VIRTUE & SKILLS**

Compassionate Gratitude

&

Communication +

Empathy

March Activity 2

***Cope with Stress and Show Gratitude***

*Days 7 to 11*

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will be able to practice the skills of recognizing stress, communicating when stressed, and showing gratitude by making their school more beautiful. | **MATERIALS**   * Digital Projector/Computer * MOSAIC Journals * MOSAIC Projector Display: Teen Stress * MOSAIC Projector Display: Stress Thermometer * MOSAIC Projector Display: B.E.S.T. * MOSAIC Projector Display: Using Strengths for School Beautification |
| **TEACHER TIPS**   1. *Find the full USA Today article here about teen stress and concerns about teens managing stress:* [*http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/*](http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/) 2. *The skills taught during Activity 2 are especially relevant during this time of year when many students suffer from test anxiety. Encourage your students to use these techniques in the context of preparing for upcoming exams, both in terms of stress management and also communicating clearly when under stress.* 3. *Refer students who are displaying extreme stress to the appropriate individuals in your school (counselor, social worker, etc.).* | |

**“Cope with Stress and Show Gratitude” Overview**

**Day 7: Recognizing Stress**

**Day 8: Communicating When Stressed**

**Day 9: Appreciating Ourselves**

**Day 10: Showing Appreciation**

**Day 11: Reflection**

**Day 7: *Recognizing Stress***

**STEP 1. Introduce News Article** *(4-5 min)*

* Say, ***“Today we will be talking about stress, what causes stress, and how people communicate when stressed. We will start with this short news article about Teen Stress.”***
  + Show **MOSAIC Projector Display: Teen Stress*,*** which is an adapted and brief version of the article found at this link: [*http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/*](http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/)

**STEP 2. Reflect on News Article** *(2-4 min)*

* Facilitate discussion about stress in oneself and others.
* *Discussion Questions (Select one or two):* 
  + ***Do you agree that teens (or middle school students) have a lot of stress today?***
  + ***Do you think teens know how to deal with stress?***
  + ***How can you tell if you are stressed?***
  + ***How can you tell if someone else is stressed?***

**STEP 3. Recognizing Stress** *(2-4 min)*

* Say to students, ***“We all have things causing us stress day to day, and this is normal. What matters is how we deal and cope with our stress. During this month and next month, we are going to learn ways to notice, communicate, and manage our stress.”***
  + ******Display **MOSAIC Projector Display: Stress Thermometer**
    - Say, ***“Take out your MOSAIC Journal. Write “ME” on the left side of a piece of paper. Write “THE CLASS” on the right side.”***
    - ***“Now, look at the stress thermometer on the board. The “0” means no stress at all, and “10” means so much stress you can’t stand it. First, write down the number that shows how much stress YOU feel right now.”***
    - ***“Then, look around the room and try to guess how stressed you think the rest of THE CLASS is right now. Write down that number.”***

**STEP 4. Reflect on Stress in the Class** *(2-4 min)*

* Facilitate reflection discussion about group stress.
* *Discussion Questions (Select one or two):* 
  + - ***How many of you wrote down a higher stress number for the whole class than for yourself? How many wrote a lower number? What about the same number?***
    - ***Where did you get your information about how stressed you feel?***
    - ***How did you figure out how stressed others feel?***
* Emphasize the point we all feel and show stress, whether we realize it or not, and that it is possible to reduce one’s stress by taking action or by thinking differently about what causes us stress. That’s why MOSAIC will spend some time focusing on how to cope with stressful situations and thoughts so that we can lower our stress ratings and be more focused on the important things we want to do.
  + NOTE: If students are stressed at end of class period, take a moment to guide them through some deep breathing or other brief relaxation strategy.

**How Stressed are Today’s Teens?**

(MOSAIC Projector Display)

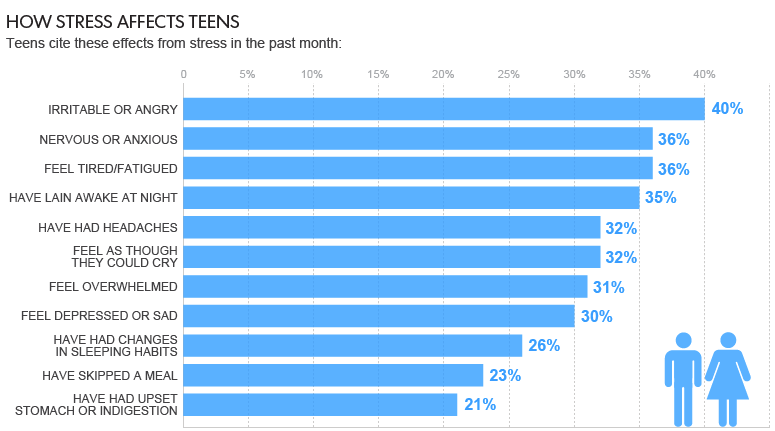
**March Activity 2**

**Teen Stress**

Teens today are very stressed. An online survey of teens from August 2013 found that only 18% of teens said they had “low stress” over the past school year. The rest of the teens surveyed had either moderate (55%) or high (27%) stress over the past school year.

**What Happens When Teens Are Stressed?**

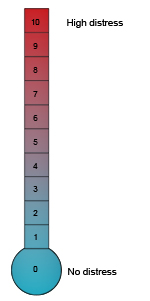
Many teens feel irritable or angry when they are stressed (40%). Some have headaches (32%) or upset stomach (21%). The chart below shows the different effects of stress in teens.



**What Can Teens Do about Stress?**

Teens might not always know how to deal with stress. But teens can learn to get better at handling stress.

Adapted from: <http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/>

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(MOSAIC Projector Display)

**March Activity 2**

**Stress Thermometer**

**Day 8: *Communicating When Stressed***

**STEP 1. Connect Stress to Communication** *(2-3 min)*

* Tell students, ***“Stress can sometimes make it hard for us to be problem solvers. It might make us less stressed if we can ask someone to give us help. But sometimes it is hard to ask for help.”***
* Ask one or two students to share a time they felt stress had trouble asking for help.
* Ask one or two more students, ***“Why is it hard to ask for help when you are stressed?”***
  + NOTE: It may be helpful to share an example from your own life, perhaps where stress led you to be forgetful and leave something important at home, but you felt too embarrassed to ask a colleague to help you.
* Say to students, ***“Stress happens to everyone. And it’s not something we have to handle all on our own! Even though it is hard to ask for help, we can practice and get better at it.”***

**STEP 2. Review the B.E.S.T. Skill** *(4-6 min)*

* + Ask students, ***“Who remembers what B.E.S.T. stands for?”*** then ask students, ***“Has anyone used the B.E.S.T. skill since we learned about it in the February SCA to help you feel less stress when you were communicating to a group of people?”***
  + Allow a student or two to share their experience with the B.E.S.T. skill.
    - NOTE: If no one offers to share, share a story about a time that you used B.E.S.T. or wish you had used in it when speaking in front of a crowd. This may help students feel more comfortable!
  + Display **MOSAIC Projector Display: B.E.S.T**
  + NOTE: If you are in a classroom with Ambassadors, then the ambassadors may have had extra practice with the B.E.S.T. skill in their Ambassador training. You could look to them to help guide other students in learning this skill.
  + Say to students: ***“Let’s review how B.E.S.T. works best when you are speaking to groups.”***
    - ***“B” is for Body: Body language has a huge effect on how people see you, one key component to effective body language when speaking to a crowd is to stand up tall. Let’s all practice standing up tall! Good!***
    - ***“E” is for Eye Contact: when you are talking to a group, it is important to look at the audience. Notice how I am looking around at all of you as I am speaking right now!***
    - ***“S” is for Speak Clearly: It is important to make sure that everyone can understand you, so you need to pay attention to pronouncing your words clearly.***
    - ***“T” is for Tone of Voice: What you are saying is important, and you want to make sure that everyone in the room hears it! To do this, you must use a loud and confident tone of voice.***
  + Have students stand up and act out each part of the acronym (in both a “Stressed” and “Relaxed” way) as you go over it.
  + Students can read the sentence on the projector display: ***“I feel stressed about \_\_\_\_. Could you help me by \_\_\_\_?”***
  + NOTE: You can fill in the blank with something silly, like, “I feel stressed about the weather. Can you help me by telling me the forecast?” Or the students can fill in the blank themselves. It’s not what they say that’s important, but how they use B.E.S.T. to say it.

**STEP 3. Practice the B.E.S.T. Skill with a Partner** *(3-4 min)*

* + Put students into pairs and say to students, ***“The partner with the birthday coming up next will be the speaker first and the other partner will be the listener. You will have 1 minute for the first round, and then you will switch roles- the speaker becomes the listener and the listener becomes the speaker. When you are the speaker, you will practice using your B.E.S.T. skills while telling your partner about a time when you were stressed. When you are the listener, you are showing your partner that you are listening by facing your body toward them and having eye contact.”***
    - NOTE: Use a timer with a buzzer to help stay on track!

**STEP 4. Reflect on using B.E.S.T. Throughout the Day** *(2 min)*

* Say to students, ***“The skill of communicating clearly and asking for help when you are stressed can take a lot of practice. Now that you have learned the B.E.S.T. skill, think of it as a tool you have in your toolbox, that you can practice throughout the day whenever you speak in class, or after school.”***

(MOSAIC Projector Display)

**March Activity 2**

**B.E.S.T. Speaking**

**“I feel stressed about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Could you help me by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”**

**B**ody posture

**E**ye contact

**S**peak clearly

**T**one of voice

**Day 9: *Appreciating Ourselves***

**STEP 1. Connect Stress to Compassionate Gratitude** *(2-3 min)*

* Tell students, ***“Stress makes it hard for us to Notice Successes in ourselves and in others because feeling stressed makes us pay more attention to things that are going wrong or things we don’t like.”***
* Ask one or two students to share how they have felt stress impact their ability to notice good things in themselves or others.
  + NOTE: It may be helpful to share your own example of how stress makes it hard to notice successes! A common example is how anxiety about test scores and student goals leads us to focus more on what students get wrong than on what they ARE able to do correctly.
* Tell students, ***“Even though it is hard to do when we are stressed, we can practice noticing our own strengths. This will help us feel Compassionate Gratitude for ourselves and others.”***

**STEP 2. Students Identify Classroom Strengths For Making School a More Beautiful Place** *(5-7 min)*

* Remind students, ***“Every MOSAIC classroom in our school has a different set of strengths. We are going to think about how our strengths can be used to make our school a more beautiful place to be in. This doesn’t always have to mean physical beauty, like painting or decoration, a school can also become more beautiful through people expressing gratitude and empathy toward one another.***
* Highlight the example strengths on the **MOSAIC Projector Display: Using Strengths for Making a More Beautiful School.**
* Instruct students, ***“Look at the first column on the Projector Display. Pick at least one of our strengths from the list. You do not need to share the strength aloud. Write that strength in your MOSAIC journal.”***
  + NOTE: If students are having difficulty identifying a personal strength, ask students to practice Helpful Generosity by providing assistance to each other.

**STEP 3. Students Choose “A More Beautiful School” Action** *(6-8 min)*

* Point out the second column on the **MOSAIC Projector Display: Using Strengths for Making a More Beautiful School.**
* Tell students: ***“There are many different ways you can use your strengths to make our school look and feel like a better place. This does not always have to mean doing something big. If we all do really small actions, they will add up to making a large difference in our school. The Projector Display lists ideas for how your strengths can help make our school more beautiful.”***
* Ask students to write down a choice in their MOSAIC journals.
  + OPTIONAL: Students can work on the project at home and bring it in to finish during Day 10.
* NOTE:Students will be carrying out this project in a 15-minute lesson (Day 10), so it is important that this project is small and manageable in that time frame! The goal is for students to find small ways to show appreciation and compassionate gratitude.

**Day 10: *Showing Appreciation***

**STEP 1. Students Work on “More Beautiful School” Project** *(12-14 min)*

* Students can create a draft of letters, posters, or announcements in their MOSAIC journals for your approval (or for a peer to review!).
* Students can use art materials if they are available.
* Some students may require structure to create a Thank You Card or Letter. Have students help each other or provide your own example.

**STEP 2. Students Complete Project** *(1-2 min)*

* Help students monitor time so that they are able to finish their projects.
  + OPTIONAL: Students can complete at home!
* Be sure to allow time for reflection on this activity by helping students keep these projects simple.
* Make sure students are able to deliver or carry out their projects

NOTE: If this activity takes longer than one lesson, you could: (1) suggest the students finish their school beautification project at home, (2) allow students to finish their projects for the first half of the next day’s MOSAIC class, and shorten the Day 11 Reflection discussion

**Day 11: *Reflection***

**STEP 1. Review the “More Beautiful School” Activity** *(1-2 min)*

* Say, “***By doing a small action to make our school more beautiful, you had to 1) Notice your own strengths and 2) Share your strengths with someone else. Now, I want you to think about how doing this small action changed our school. We are going to do a short exercise to get you thinking.”***

**STEP 2. Lead a Reflective Exercise** *(5-6 min)*

* Ask students, ***“Write your answers to these questions in your MOSAIC Journal. There are no right or wrong answers.***
  + ***“Question 1: Using the stress thermometer, on a scale from 0-10, how stressed do you think you felt before you made your project?”***
  + ***“Question 2: How do you think your project might affect other people in our school? What positive successes do you notice from doing this project?”***
  + ***“Question 3: After you have finished doing this small project to make the school more beautiful, on the same stress scale from 0-10, how do you feel now?”***

**STEP 3. Students Share their Responses** *(5-6 min)*

* First, ask students to share their answers with a partner for a few minutes.
* After a few minutes, call on 2-3student volunteers to share their reflections.

**STEP 4. Wrap-up by Connecting to Stress** *(2-3 min)*

* Ask students to review the impact of stress: ***“What do you remember about how stress affects us?”***
  + Example answers:
    - Stress makes it hard for us to notice positive things.
    - Feeling stressed makes us focus more on our own problems than how we can help other people.
* Ask students, ***“How can sharing our strengths help us feel less stressed?”***
  + Example answers:
    - We practiced noticing positive things in ourselves and others.
    - Showing appreciation of others takes attention away from our own problems.
    - Showing appreciation makes our school a better place to be.
* Conclude by reminding students that, ***“Stress is a common problem for all students and adults. Everyone can benefit from improving their ability to deal with stress.”***

**FOLLOW UP**

* If your class was excited about School Beautification ideas or the topic of Stress, suggest that they use these ideas for an upcoming Students Taking Action Together (STAT) activity.
* In your non-MOSAIC classes, you can also talk about stress. See some additional videos here:
  + Video about stress impact on the body: <https://www.youtube.com/watch?v=s93ywqFa6CM> (4:40)
  + Video about stress management ideas: <https://www.youtube.com/watch?v=0fL-pn80s-c> (5:05)

|  |  |
| --- | --- |
| **Strength** | **Suggested Action** |
| **Our MOSAIC class is good at noticing positive things in our school.** | Write a classroom ***Thank You* Card or Letter** to someone in the school who has helped your whole class. |
| **Our MOSAIC class is good at listening to everyone’s opinions.** | **Write a survey** to ask students at lunch about their opinions on an important topic in the school. Give the results to an Ambassador or Student Council. |
| **Our class has a lot of energy and enthusiasm.** | Write an **announcement** for the whole school to get students to think about something important in the school or wider community *(examples: bullying, keeping school clean, coming to an after-school sporting event)* |
| **Our class is good at including others in activities.** | Start an **information campaign**: Make posters about an important topic that other students need to learn about. |

(MOSAIC Projector Display)

**March Activity 2**

**Using Strengths for Making a More Beautiful School**

**VIRTUE & SKILLS**

Compassionate Gratitude

&

Communication +

Empathy

March Activity 3

***STAT and Reflection***

*Day 12*

|  |  |  |
| --- | --- | --- |
| **OBJECTIVE**  Students will review their feedback on STAT Presentation, their progress on their STAT, Action Plan and make plan for next month. | **MATERIALS**   * Chart paper or board space * STAT Materials (as needed) * MOSAIC Projector Display:   + PLAN | |
| **March Activity 3 Tips**  1. Meet with your Ambassadors before Day 12 to help them coordinate leading the activity.   1. In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in***underlined green*** font. | |

**“STAT and Reflection” Overview**

**Day 12: STAT Check-in and Reflection**

**Day 12: *STAT Check-in and Reflection***

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

* Begin by pointing out students’ successes in revising their idea, sharing it with an individual or group from outside your class, and being open to feedback

**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 on to STEP 3
* 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 February
* 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. Ambassadors Summarize Progress on STAT Action Plan** *(2-3 min)*

* Ambassadors say, ***“We need to complete our STAT Action Plan by the end of April. What have we done so far?”***
* Ambassadors collect input from the class and write notes on the board.
  + NOTE:March and April are the last months to work on the STAT Action Plan because May will be dedicated to putting together a demonstration of the Action Plan for other classrooms to see.
  + Be sure to notice successes in what your class has accomplished so far!
  + Ambassadors ask, ***“What steps do we need to take over the next month?”***
* Ambassadors collect input from the class and write notes on the board.

**STEP 4. Classroom Brainstorming and Action Planning** *(5-7 min)*

* Ambassadors say, ***“Now that we have a list of the steps we need to take, we need to make a plan to complete these steps.”***
* Ambassadors and teacher facilitate problem-solving and planning discussion with the full class. If there is a problem with the STAT Action Plan that needs to be addressed, then use the PLAN problem-solving framework to address the issue. (See **MOSAIC Projector Display: PLAN**)
* As time permits, MOSAIC time can be used to plan and take action on remaining steps for the STAT Action Plan.
* If the class has completed the STAT Action Plan, begin planning for how to summarize the outcomes of the Action Plan in a Demonstration/Celebration event at the end of the school year. There will be some time set aside in May for planning for the Demonstration/Celebration.
  + NOTE: Schools will have different ways of celebrating the work of all the STAT classrooms. Your school’s STAT Point Person is the best resource for this.

**STEP 5. Reflect on MOSAIC in March** *(3-5 min)*

* Take several minutes to reflect on the activities from the past month.
* *Example Reflection Questions*
  + - ***What did you learn about Compassionate Gratitude this month?***
    - ***What do you still want to learn?***
    - ***Did you notice any examples of Compassionate Gratitude in the world around you during the past month?***

(MOSAIC Projector Display)

**March Activity 3**

**PLAN**

**Problem Description**

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.