March

*Appreciating Ourselves, Our School, and the World*

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Year 3

**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 3 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: Introduce Theme and Ambassador Check-in

Day 3: Respectful Debate

Day 4: Debate Continued and Throughline

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

Day 5: Reviewing Skills for Stressful Communication

Day 6: Empathy and Forgiveness

Day 7: Pack Your Past

**March Activity 3: STAT**

Days 8-12: Global Social Action: STAT on Clean Water

**VIRTUE & SKILLS**

Compassionate Gratitude

&

Communication +

Empathy

March Activity 1

***Intro to***

***Compassionate Gratitude***

*Days 1 to 4*

|  |  |
| --- | --- |
| **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 * March Throughline |
| **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. You also will see a prompt that can be coordinated with your language arts curriculum for essay writing at your grade level.* 2. *In Activity 1, Ambassadors are given time to update the class on the progress their Ambassador team has made on their Positive Purpose (or related) Project and to ask for feedback and help from the class, as needed. Help your Ambassadors prepare for this ahead of class.* 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: Introduce Theme and Ambassador Check-in**

**Day 3: Respectful Debate  
Day 4: Debate Continued and Throughline**

**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, 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 3 follows, ideally building on prior Purpose Essays students have written. It should be adjusted to align with essay writing standards within your Language Arts curriculum for your grade level:
  + In your classes and in your life, you may have learned about and encountered people with a strong sense of purpose. Similarly, you might feel your own sense of purpose. In a five-paragraph essay, that includes an introduction, three body paragraphs, and a conclusion, please respond to the following:

1. What is your definition of purpose?
2. What might be your purpose? Why?
3. How would someone know that is your purpose in life?
   * 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: *Introduce Theme and Ambassador Check-in***

**STEP 1. Ambassador Check-in**

* Introduce the theme and virtue by saying to students, ***“This month we will be focusing on the theme of ‘Appreciating Ourselves, Our School, and the World’ and the virtue of Compassionate Gratitude.”***
* Tell students, ***“We will begin with an update from the Ambassadors on the Positive Purpose (or related) Projects.”***
* Prior to this class, please help Ambassadors prepare to give a brief update/progress report on the Positive Purpose (or related) Project. Their report can include:
* What is currently being worked on?
* What questions do you have that the class can give you help with?
* How can members of the class be helpful at this point in the project?
* Anything else you would like to communicate to the class about the Positive Purpose (or related) Projects?
* What questions do any class members have about the Project?

**STEP 2. Introduce Video About Compassion, Gratitude and Forgiveness**

* Tell students, ***“This month’s theme is: Appreciating Ourselves, Our School, and the World.”***
* Say, ***“In order to appreciate, we have to be able to feel Compassionate Gratitude and Compassionate Forgiveness. In this video by Gabriel Nossovitch, he talks about how gratitude and forgiveness are connected.”***
* Show video
  + LINK: <https://www.youtube.com/watch?v=xPbgSo_E5Oc>
  + Length: 4:02
  + Description: In this video, Gabriel Nossovitch, co-founder of several personal growth and transformation companies in Latin America, describes how one needs both gratitude and forgiveness in order to transform and live a positive life.

**STEP 3. Discuss Video**

* Facilitate a discussion based on the ideas in the video. Note that you can also have this discussion without watching the video.
  + NOTE: Discussion questions can also be used as writing prompts for a free-write.
  + *Discussion Questions (Select two or three):* 
    - ***Who do you know in your life who has experienced a lot of obstacles and still demonstrates gratitude?***
    - ***What are you grateful for in your lives?***
    - ***Why can it be hard to appreciate what you have when there is a lot you don’t have?***
    - ***Why do you think that using your talents to the fullest requires Gratitude, Forgiveness, and Generosity?***
    - ***Why does Gabriel Nossovitch believe that the greatest happiness comes through a life filled with service?***
    - ***Why is it so hard to forgive other people who have wronged you or others? Why should we try to do so, even though it’s so hard?***
* Summarize by asking, ***“How are empathy and good communication necessary for Compassionate Gratitude and Forgiveness?”***

**Day 3: *Respectful Debate***

**STEP 1. Introduce Respectful Debate Format**

* 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**

* Choose one debate topicfrom the list below:
  + *Debate topics (Sides are Agree or Disagree):*
* ***You must be able to receive with an open heart all the gifts that life has to offer you.***
* ***You cannot receive the lessons that life has for you as long as you are not willing to forgive.***
* ***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**

* Divide class into two teams and assign teams to one opinion for the debate topic.
* Tell students, ***“You have 3 minutes to write down as many examples as you can to support your position.”***
* Circulate and help the teams select a note-taker and a speaker. Help the teams come up with examples to support their position.

**Day 4: *Debate Continued and Throughline***

**STEP 1. Facilitate the Debate**

* Remind the students of the debate teams and preparation which they worked on at the end of Day 2.
* 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 2. 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. As time allows, have students switch positions so that they are defending the positions they disagreed with initially. Once the debate is concluded, 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.

**STEP 2. Introduce the Throughline Sheet**

* 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.”***
* End by selecting a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.

**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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**VIRTUE & SKILLS**

Compassionate Gratitude

&

Communication +

Empathy

March Activity 2

***Cope with Stress and Show Empathy & Gratitude***

*Days 5 to 7*

|  |  |
| --- | --- |
| **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: Stress Thermometer * MOSAIC Projector Display: B.E.S.T. |
| **TEACHER TIPS**   1. *Encourage students to practice letting go of stress and using the B.E.S.T. communication skills throughout the school day and even afterschool and at home!* 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.).* 4. *Pack Your Past Activity (Day 7) asks students to be vulnerable and respect each other. It will be especially important for you to encourage an environment of respect and caring to help students feel safe to share.* | |

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

**Day 5: Reviewing Skills for Stressful Communication**

**Day 6: Empathy and Forgiveness**

**Day 7: Pack Your Past**

**Day 5: *Reviewing Skills for Stressful Communication***

**STEP 1. Review of Stress Thermometer**

* Say, “***When we do important projects with other people, it’s not unusual to feel some stress. What might be reasons for feeling stress?***
* Take a few responses. Be sure students mention these as possible sources of stress: the potential for disagreement among classmates, pressure of a short deadline, and it might not be clear how to proceed.
* In MOSAIC, we have learned some tools to help us keep track of our stress, and how to communicate clearly under stress.
  + Display **MOSAIC Projector Display: Stress Thermometer**
    - Say, “***Who remembers the Stress Thermometer and can explain how to use it?”***
    - Be sure students understand that the “0” means no stress at all, and “10” means so much stress you can’t stand it. ***“First, in your MOSAIC journal, write down the number of stress you feel right now, and label it, ‘Before the project.’ We will come back to it.”***

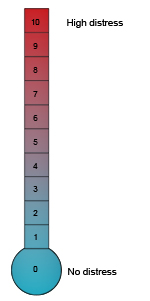
**STEP 2. Review of B.E.S.T.**

* Say, ***“When we communicate, what we say matters. We have talked about i-Messages as an important way to think about what words we use to communicate.”***
* ***“In MOSAIC, we learned about the B.E.S.T. way to communicate. Who remembers what B.E.S.T. stands for?”***
* Take a couple of responses and then review the **MOSAIC Projector Display: B.E.S.T.**
  + NOTE: Your Ambassadors may have received extra training on B.E.S.T. in their training meetings. You could look to them to help guide other students in learning this skill.
* Say, ***“Let’s do a quick review: Go over the acronym:***
  + - ***“B is for Body: Show me a stressed body position. Now, show a confident position.”***
    - ***“E is for Eye Contact: “Make direct eye contact with someone else in the room.”***
    - ***“S is for Speak Clearly: “Pair up and see who can say this most clearly: “Peter Piper picked a pack of pickled peppers. A pack of pickled peppers Peter Piper picked.” (You may want to write/display this on a board or newsprint to aid in repetition.)***
    - ***“T is for Tone of Voice: Who can say “Peter Piper picked a pack of peppers” in a confident tone? A depressed tone? An angry tone? A surprised tone? A happy tone?”***
* Say to students, ***“When we are stressed, it’s easy to let our communication skills slip. By keeping track of our stress and reminding ourselves to communicate in the B.E.S.T. way we can, we will be able to work better in teams, on projects.”***

(MOSAIC Projector Display)

**March Activity 2**

**Stress Thermometer**

****

(MOSAIC Projector Display)

**March Activity 2**

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

**B**ody posture: *Show me a stressed and relaxed body posture*

**E**ye contact: *Make eye contact with someone else in the room*

**S**peak clearly: *Say “Peter Piper picked a pack of pickled peppers”*

**T**one of voice: *Now say the above in a confident tone, a depressed tone, an angry tone, a surprised tone, a happy tone”*

**Day 6: *Empathy and Forgiveness***

**STEP 1. Show Video, “Under the Surface”**

* Say, ***“In the video, Under the Surface, you will see how we don’t know what is happening with many others around us and they usually don’t know what is happening with us.”***
* LINK: <https://www.youtube.com/watch?v=AZ-pU7ozt3g>
* LENGTH: 3:55
* In this short video, we see under the surface to reveal what is really going on for students, teachers, staff and administrators at a school. This forces us to think about how much is going on for each person that we may not know about, and how this information could change our perspective and actions.

**STEP 2. Lead Yes-No-Maybe About Video**

* Have students divide into Yes-No-Maybe groups to discuss and share their views about this quote from the end of the video
* Read at the statements below, and give your students the opportunity to determine if they believe the statement is true (Yes), not true (No) or either sometimes true or they are not sure (Maybe):
* ***“If you had knowledge of other people’s experiences –what they hear, what they see, what they feel- would it change the way you respond to individuals?”***
  + - After students share, ask the follow up question: ***“How can we know better what is happening with other people?”***
    - Take a few responses. Be sure to emphasize the idea that we can ask them, and we can look closely at their faces, their tone of voice, their body posture, and carefully listen to their words and the feelings behind their words.
  + ***“We should be prepared to give the empathy that we would want to receive.”***
  + ***“If someone does not look like you or come from your background, they can’t understand your feelings and problems.”***
    - NOTE: Students may note that the professionals in the video appear to be mostly white and the students are mostly non-white. This quote can allow for a discussion about important beliefs, as well as a reminder that judgments based on surface characteristics may not be accurate.

**Day 7: *Pack Your Past***

**STEP 1. Lead Pack Your Past Activity (from Rachel Kessler)**

* Say, ***“If you could pack your past in a trunk, what is one thing you would take with you? This is something in your life that you appreciate, for which you have Compassionate Gratitude.”***
* Everyone goes around and suggests one thing they would put in.
* As a variation, one person says what they would put in, the second says what they would put in and what the one before says, and so on, cumulatively, until the trunk is filled with 5 things. Then, start a new trunk, up to 5 things. If anyone has trouble remembering, other members of the class can help before the person who made the statement helps.

**STEP 2. Lead Pack Your Past Second Round**

* Do a second round with this question: “***What is one thing you definitely would not take with you? This is something in your life that you may have to be forgiving about, so that you do not keep it with you every day.”***
* Redo the same process. Obviously, this can be more painful and challenging and requires more trust and respectful listening.

**STEP 3. Summarize and Conclude Activity**

* Summarize by asking, **“*As you were listening to your classmates, how were you feeling? Did you feel at some point that you can relate to what they were saying, and had some of the same feelings? That is what we mean by empathy—putting yourself in another person’s shoes and feeling things similar to what they are feeling. When we have empathy for others- and for ourselves- we can be more forgiving.”***

March Activity 3

**STAT: Students Taking Action Together**

Days 8 to 12

**VIRTUE & SKILLS**

Compassionate Gratitude

&

Communication +

Empathy

|  |  |  |
| --- | --- | --- |
| **OBJECTIVE**  Students will learn about a global social action role model and be introduced to the issue of Clean Water. | **MATERIALS**   * Projector/Computer * MOSAIC Journals * MOSAIC Projector Displays:   + PLAN   + Clean Water Resources and Questions   + Responsible Actions * MOSAIC Handouts:   + List of Options   + Action Plan   + Preparing for Presentation | |
| **March Activity 3 Tips**   1. *This month’s STAT focuses on the global issue of clean water, a resource that will dictate much public policy and diplomacy in the next century. It will be helpful for you to look ahead at the many instructor resources and tips to learn background on this issue and prepare for this activity.* 2. *Use your Ambassadors to lead or co-lead this activity.* 3. *The timing of the STEPS is flexible and is meant to span the full allotted time. The action plan you and your students create may require time outside of MOSAIC.* 4. *Print MOSAIC Handouts needed ahead of time.* | |

**“*STAT*” Overview**

**Days 8-12: Global Social Action: STAT on Clean Water**

***Days 8-12: Global Social Action: STAT on Clean Water***

Background for Teacher:

* As part of ASCD’s commitment to prepare students for Global Engagement ([http://www.ascd.org/research-a-topic/global-engagement.aspx --if the link does not work, copy the URL into your browser)](http://www.ascd.org/research-a-topic/global-engagement.aspx%20%20--if%20the%20link%20does%20not%20work,%20copy%20the%20URL%20into%20your%20browser)), Dr. Virginia Magnus developed a lesson plan focused on Clean Water as a model for creating an activity linked to a vital social issue that expands students’ awareness of and skills for global engagement, and that meets a range of academic standards. (See partial list of standards following Step 7.)
* The focus on clean water reflects its importance as a local problem, a national problem, and a global problem. Further, those looking 25 years and more into the future often say that providing clean water and having access to clear water will be one number one public health, geopolitical, and natural resource issue. Since our students today will be facing this issue as adults, as well as in the present, we want to start them thinking seriously about this problem and using it as a way to plan Students Taking Action Together.
* Global engagement competencies are clearly essential for students’ success in college, careers, community, and life. ASCD believes that authentic global engagement projects can connect students within an entire school, as well as to students in other schools within the state, nation, or the world. These same projects will build responsible citizens for the future.

* Components of Global Engagement

1. “Today’s students require the knowledge, skills, and dispositions to participate as citizens in a global society.”

1. “In addition to being actively engaged in learning, students need to understand their connection to their communities and the world at large.”

1. “Prepar[e] children for an interconnected, global society and engage educators in critical issues facing education.”

1. “Develop the intercultural competence to expand your curriculum beyond a textbook and learn about promising practices and topics of concern to educators worldwide.”

Instructional Considerations:

* Technology provides a more expansive way to share knowledge not only about a global issue but also about what other students across the country and world know and think. Technology provides opportunities for students to talk with students and authorities in different parts of the world who are actually dealing with water that has been contaminated with such chemicals as lead, PFOA, or PFOS. Students will be surprised to learn about the different worldwide perspectives.
* Once students have this exposure to new global information, they need to process the information by thinking/ analyzing what they have learned. This is a difficult step for many students because they will initially think that all of the information is important and accurate.
* They will be helped in making decisions about how to analyze and present what they have learned by determining the format of their presentation/product of their research and inquiries. You may constrain these formats to help meet other learning goals you are addressing with your students. However, it is recommended that something other than a formal written report is used as a product, or at least that something supplements such a report, to foster engagement of students for whom writing is not a multiple intelligence strength. This is discussed during the Action Plan phase of the PLAN process.
  + The big question you will ask students to answer is:
    - ***In what ways does the lack of clean water impact people across the globe? (As with all issues, you also can have student consider the local, state/provincial, or national impact; what follows focuses on the global).***

**STEP 1. Provide Brief Summary of Clean Water Problem**

* + Say, “***Clean water is an example of a problem that we may not think about so much here, but is a major issue in many parts of the world. This is equally true of other issues such as food, sanitation, electricity, shelter, clean air, health care, and safety. The way we will be studying water also can be applied to these and related global issues.”***
  + Say, ***“Here is a brief video from National Geographic to give you an overview of why we should care about the availability of water”***
    - LINK: <http://video.nationalgeographic.com/video/env-freshwater-whycare>
    - Length:**2:29**
    - Description From Website: There is the same amount of water on Earth today as there was when the dinosaurs roamed. And just less than one percent of the planet's water is available to meet the daily drinking water, sanitation and food needs of nearly 7 billion people and millions of other species. Learn more about water in all its forms and how you can make a difference.

**STEP 2. Guide Students in Planning Their Research**

Teaching Tips:

* *Periodic Check-Ins:* Create periodic times for you and the Ambassadors to check in with student groups about the progress of their research. Help them keep timelines in mind and develop ways of dividing responsibilities and sharing results. The process of how they work on the project is as important as the actual outcome of their work.
* *Students Organize in Teams:* To carry out their task, as they would for any problem-based learning issue, they are going to have to organize themselves in teams to carry out research. They will be using the PLAN framework to guide their overall progress. (While guidance below is focused on clean water as a global issue, it is possible for two groups of students to work separately on local/state/national vs. global perspectives.)
* *Set Timeline:* It will be essential for you to share with them exactly how much time they will have for this project so they can plan realistically to produce an end-product. This is reality, as all of us- including news organizations and political leaders—have to work under time constraints. There is an endless amount of research students can do on clean water. They will need guidance in being focused and stopping their research at a certain point to arrive at an opinion, decide on some action, and develop a product/presentation aligned with that action. In other words, you are using Problem-Based Learning (PBL) with your students to foster Students Taking Action Together.
* *Clarify Details:* They may need to clarify details about state or international water programs, regulations for addressing clean water, and the credibility of any source or speaker.
* *Opportunity to Discuss Findings:* As students gather the information, they need the opportunity to discuss their findings. It is important to remind students that Compassionate Forgiveness means that your classroom is a safe place to question the information and procedures and ask for help.
* Here is some guidance to give students in planning their research:
  + - ***“We are going to use our PLAN problem solving model to work on the global problem of clean water. (Show MOSAIC Projector Display with PLAN model.)”***
    - ***“I expect you to gather relevant information from multiple print and digital sources, as well as interviews with individuals. You will be exposed to new information by reading informational texts or by listening to/ viewing a speaker. This can include teachers from different backgrounds within the school as well as experts outside the school.”***

**STEP 3. Create Problem Description (P) Defining The Issue**

* Problem Based Learning typically beings with the presentation of an "ill-structured" (open-ended, "messy") problem. This is followed by a process that resembles the PLAN problem solving model used in MOSAIC. We will use the PLAN framework here to guide students in exploring their question.
* Many or most students will not be familiar with water as a global problem. Show MOSAIC Projector Display: Clean Water Resources and Questions. Start them off with the following video resources, and then encourage them to do some research to answer the questions (which they should write in the MOSAIC journals):
  + Video Resources:
    - Student-created documentary (5:50):
      * <https://www.youtube.com/watch?v=IwuQZ_mph58>
    - Brief documentary from a clean water advocacy organization (3:23):
      * <https://www.youtube.com/watch?v=BCHhwxvQqxg>
    - TED talk (8 minutes) about how to solve the water crisis from a young scientist who started to work on this problem when she was 14 years old:
      * <https://www.ted.com/talks/deepika_kurup_a_young_scientist_s_quest_for_clean_water>
  + *Research Questions:*
  + ***Where and how do people in different places around the word get their drinking water? How do you get it?***
  + ***What do scientists and public health officials say constitutes clean water?***
  + ***What are the most common problems with drinking water, including metals like lead but also including other problems? What health issues are caused by unclean drinking water?***

**Step 4: Brainstorm a List of Options (L) To Solve The Problem**

* + Say, ***“Before we start this section, I would like you to go back to your Stress Thermometers and MOSAIC journals and write down the number of stress you feel now, from 0- no stress- to 10- so much stress you can’t stand it—and label it, “During the project.” We will come back to it.”***
  + Have subgroups of students identify which 2-3 questions they will work on and their strategy for gathering information about them. As appropriate, have them use MOSAIC time and/or out-of-class time to do their research. Establish a timeline for them.
  + Explain that the questions the group decides to work on could be different from the three listed on the MOSAIC Projector Display.
  + *Possible Additional Questions:*
  + ***What are the best practices in keeping drinking water clean? What are best practices in cleaning up water that is not clean?***
  + ***How do other countries use the best current knowledge on water quality and safety? Where are they falling short?***
  + ***What are the most relevant state/national/international laws or agreements related to clean water?***
  + ***What local state, national, and/or international organizations work to solve the clean water issue? What has been the role of international organizations in providing clean drinking water for people?***
  + ***What states/countries seem to have done the best job with regard to clean drinking water? What have they done?***
  + ***How does the problem and potential solutions differ in different states? Countries? What are some differences in the US, Africa, Central or South America, the Middle East, and Asia?***
  + ***What are some possible solutions to the local/state/national/global issue of the availability of clean water as your group has defined the problem?***
* Help your students identify what are types of evidence/data that can be used. Some examples are below. Help them to divide up responsibilities to address the questions their group selected:

* + Lists of facts
  + Web sites
  + International student projects
  + International reports
  + Interviews with experts
  + Examples/Case studies
  + Statistics
  + Definitions
  + Figures and charts
  + Quotations

**Step 5: Develop and Act On An Action Plan (A) To Solve The Problem**

* Say, ***“Now that you have done the research that time has allowed, it is time to address the problem with an action plan.”***
* Use **MOSAIC Handout: STAT Worksheet List of Options** and say, ***“Based on what you have learned, where do you feel that action is most required? What aspect of the clean drinking water problem do you most want to see changed? Use the handout to guide your discussion and planning.***
* Decide if your purpose will be to Inform or Persuade:
* ***To Inform: increase knowledge; improve understanding of a process or procedure; share others’ successful solutions to a problem; answer a question in a truthful, balanced way; compare and contrast information, points of view***
* ***To Persuade: take a stand and defend it; appeal to sense of logic/reason; appeal to emotions***
* Say, ***“Next, you must plan your presentation. Who is your audience? Who is most affected? Who needs to know about the issue? How will you present your ideas?”***
* Taking responsible action allows for much student choice. Since students have varied abilities, they need the ability to choose what action they can take. Performing arts students can step in and use their talents to support selected actions. Individuals or small groups of students can choose to perform different responsible actions.Show**MOSAIC Projector Display: Responsible Actions** for sample actions that you can support:
* ***Design a computer simulation that models the impact of a proposed solution and present it to the school and/ or to a community***
* ***Present a position to the school board that needs to be taken about the issue***
* ***Send a proposal to an international organization with an alternate action step***
* ***Present a proposal to different community groups***
* ***Write a persuasive letter about a position to an official: the editor of a local paper; a community, state, or national official; an environmental agency; an international organization.***
* ***Take creative action to support an action: draw/paint an image of an unclean water system and its consequences; illuminate the issues and/or solutions via song/music***
* ***Create a video or documentary to present at a Town Hall, School Board, Parent, and/or other relevant community meeting or send to a relevant national or international group.***
* Use the *MOSAIC Projector Display: STAT Preparing* Presentation to document and plan for presentation.
* Provide these language considerations for students to reflect on as they prepare their communication of ideas and suggestions to other:
  + Grammar, Spelling, Punctuation
  + Style: review sentence structure; wordiness; redundancy; active voice
  + Flow of ideas that others can follow
  + Clear vocabulary
  + Imagery/Analogy that can make your points more appealing and memorable
  + Work with students to develop a set of steps, responsible persons, and a timeline to carry out their plans, appropriate to the time you expect them to devote in and outside of MOSAIC lessons***.***
  + NOTES:
    - Carrying out the action plan may require your time and help outside of MOSAIC class.
    - It may be useful to refer back to the **B.E.S.T. MOSAIC Projector Display** from Activity 2 to aide your students in practicing their public speaking skills

**Step 6: Notice Successes as Part Of Ongoing Evaluation And Refinement**

* To the extent to which your students are able to carry out their plan and share their suggestions, it is important to review and reflect on what happened and what they learned.
* This debriefing exercise applies both to individuals and the group: ***“Today, we will review what you were able to do to share your responses to the clean water problem. Take pride in what you have done well; learn from what you have not done well. Thomas Edison took pride in unsuccessful experiments as part of his Responsibly Diligent and Constructively Creative journey to successful outcomes!”***
* ***“In your MOSAIC journals, summarize the process your team used and the difficulties encountered. What did you feel went well? What would you do differently next time? What are the key skills and key virtues your learned are most needed to make progress in action plans to investigate issues like clean drinking water?’***
* As time allows, give students an opportunity to share their responses. Provide a positive summary that praises their positive efforts and encourages them to address other global issues.

**STEP 7. Facilitate “One Thing I Learned” for March Reflection**

* Refer to the Summary of Lessonssheet on the first page of the month’s curriculum in order to review this past month’s list of activities.
* ****Teachers ask students to, “***In your MOSAIC journal, write down one thing you learned this month and one way you intend to use what you’ve learned.”***
* If time allows, ask for volunteers to share their responses.

Partial List of Standards Potentially Met By March STAT Activity 3 on the topic of Clean Water:

* **NJSLSA.W8.** Gather relevant information from multiple print and digital sources.
* **NGSS. HS-ETS1-1.** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
* **Social Studies. 6.2.12.A.6.a.** Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues;
* **Social Studies. 6.3.12.B.1.** Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations;
* Students’ informal discussions are supported by two *Anchor Speaking and Listening Standards*:
  + **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively; and
  + **NJSLSA.SL2**. Integrate and evaluate information presented in diverse media and formats.
* Three *Anchor Reading Standards* are linked to the analysis of information:
  + **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats;
  + **NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text; and
  + **NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics.
* **Health/Physical Education. 2.2.8.D.1.** Plan and implement volunteer activities to benefit a local, state, national, or world health initiative; and
* **Technology. 8.1.12.C.1.** Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

**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.

(MOSAIC Projector Display)

**March Activity 3**

**Clean Water Resources and Questions**

* + **Video Resources:** 
    - Student-created documentary (5:50):
      * <https://www.youtube.com/watch?v=IwuQZ_mph58>
    - Brief documentary from a clean water advocacy organization (3:23):
      * <https://www.youtube.com/watch?v=BCHhwxvQqxg>
    - TED talk (8 minutes) about how to solve the water crisis from a young scientist who started to work on this problem when she was 14 years old:
      * <https://www.ted.com/talks/deepika_kurup_a_young_scientist_s_quest_for_clean_water>
  + **Research Questions:**
  + Where and how do people in different places around the word get their drinking water? How do you get it?
  + What do scientists and public health officials say constitutes clean water?
  + What are the most common problems with drinking water, including metals like lead but also including other problems? What health issues are caused by unclean drinking water?

(MOSAIC Projector Display)

**March Activity 3**

**Responsible Actions**

**Sample actions that you can support:**

* Design a computer simulation that models the impact of a proposed solution and present it to the school and/ or to a community
* Present a position to the school board that needs to be taken about the issue
* Send a proposal to an international organization with an alternate action step
* Present a proposal to different community groups
* Write a persuasive letter about a position to an official: the editor of a local paper; a community, state, or national official; an environmental agency; an international organization.
* Take creative action to support an action: draw/paint an image of an unclean water system and its consequences; illuminate the issues and/or solutions via song/music
* Create a video or documentary to present at a Town Hall, School Board, Parent, and/or other relevant community meeting or send to a relevant national or international group.

**STEP 1. Clean Water Problem Description:**

(MOSAIC Handout)

**March Activity 3**

**STAT Worksheet: List of Options**

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**STEP 2. Ready-Set-Brainstorm!**

* Arrange into groups of three (one person is the note-taker).
* Think of **all the possible ways** to solve the problem or issue from **the summary problem description.**
* Set a timer for 3 minutes and brainstorm as fast as you can—no idea is a bad idea!

**STEP 3. List Options on Board or Paper**

* Take quick notes on chart paper or the board of student ideas

**STEP 4. Choose Top 3 Options**

* Write the top 3 ideas that the class agrees upon on the ***STAT Worksheet: “Action Plan”*** for the next part.

(MOSAIC Handout)

**March Activity 3**

**STAT Worksheet: Action Plan**

**STEP 1. Review Top Clean Water Options and Discuss Pros & Cons**

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

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

PROS: (+) CONS: (-)

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

PROS: (+) CONS: (-)

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

PROS: (+) CONS: (-)

**We decided that the best suggestion for solving this issue or problem would be:**

**Top Clean Water Option Chosen by the Group:**

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(MOSAIC Handout)

**March Activity 3**

**STAT: Preparing for Presentation**

**Our group is: Informing Persuading**

**Our Audience is:**

**A summary of our idea for addressing clean water is:**

**We will present by this method:**

**Use this space to draft/create your presentation:**