May

*Looking Forward: Next Steps on the Journey*

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Year 2

**MAY THEME**

**Looking Forward: Next Steps on the Journey**

**May VIrtue & SKills**

**Virtue:**

Positive Purpose

**Skills:**

Communication and Problem Solving

**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** MAY THROUGHLINE

**Looking Forward: next steps on the journey**

**How can we incorporate MOSAIC**

**into our class today?**

* Remember Principal Kafele’s message by reflecting on your purpose at the start of each class!
* Use creative forms of expression to share what we have learned in MOSAIC.
* Help make the school a better place for our incoming 6th graders and others new to our school.

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**MOSAIC in May**

Year 2

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

**May Activity 1: Preparation for STAT Showcase**

Day 1: Reflect on STAT from the Past Year & Prep for Showcase

**May Activity 2: Positive Purpose Continued**

Day 2: Positive Purpose and Principal Kafele

Day 3: MOSAIC Circle

Day 4: Respectful Debate and Throughline

**May Activity 3: Demonstration Project**

Day 5: Plan Demonstration

Day 6: Create Take-Away Demonstration

Day 7: Create Demonstration (continued)

Day 8: Practice Take-Away Demonstration

Day 9: Practice Demonstration (continued)

Day 10: Share Take-Away Demonstration

Day 11: Notice Successes and Wrap Up

**May Activity 4: STAT and Connection to Greater Service**

Day 12: Reflect on STAT & Connect to Greater Service in the Community

May Activity 1

**Preparation for STAT Showcase**

Day 1

Day 11-12

**VIRTUE & SKILLS**

Positive Purpose

&

Communication +

Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will reflect on the STAT lessons over the past year and prepare to present their experience in a STAT showcase. | **MATERIALS**   * Chart paper or board space * MOSAIC Projector Display:   + STAT Showcase Presentation Script |
| **TEACHER TIPS**   1. *The showcase opportunity at your school may involve a range of methods for students to share their work. This could include a poster or booth session and/or a presentation.* 2. *It is essential that you communicate with your school’s MOSAIC instructional support team to understand the plan for showcasing student’s STAT projects at your school. A suggested timeline and guidance is available in the MOSAIC Showcase Manual.* 3. *This lesson is intended as a time for you to introduce the showcase structure to your students and to begin preparing. You will likely need additional time outside of the MOSAIC class to complete your preparation.* | |

**“Preparation For STAT Showcase” Overview**

**Day 1: Reflect on STAT from the Past Year & Prepare for Showcase**

**Day 1: *Reflect on STAT from the Past Year & Prepare for Showcase***

**STEP 1. Notice Successes from Past Year’s STAT** *(2-3 min)*

* Say, ***“We have accomplished so much as a class throughout our STAT program this year. Who would like to share one success we have had in moving forward with school improvement?”*** 
  + First, have Ambassadors share successes they have had in moving forward with school improvement from the past month. Then, ask other students.
  + If you have received a formal report or email about any progress made, let the students know.
  + Report on any other conversations or changes that have happened in the school as a result of past discussion.

**STEP 2. Introduce Presentation at STAT Showcase** *(1-2 min)*

* Your school’s instructional support team, together with teachers and administrators, should work together to plan a way for students to present their work in STAT this past year. This may take many different forms, ranging from an assembly inviting parents and community members, an ambassador showcase at a local university, a presentation to younger students in the school, or something else!
* Use this time to provide students with some information about what the showcase structure will be.
* However your STAT showcase opportunity looks, it will be important for your students to be ready to present their ideas, work, and successes to others!
  + NOTE: If you haven’t yet, this is a great time to show the Ambassador Showcase videos from past years, found on the website, [www.secdlab.org](http://www.secdlab.org)

**STEP 3. Create Presentation Script** *(3-5 min)*

* Say to students, ***“First let’s work as a class to create a script for our presentation. We can use the outline on the MOSAIC Projector Display, but we can also use our Constructive Creativity to make the presentation our own.”***
* Show **MOSAIC Projector Display: STAT Showcase Presentation Script** and work as a class to fill in the blanks. You may want to have an ambassador or student volunteer take notes on the board.

**STEP 4. Practice Presentation Script (6-8 min)**

* Determine who will be presenting the script (depending on the structure of the showcase, it could be Ambassadors, student volunteers, or shared between the whole class!)
* Have students practice presentation using the strategy that makes the most sense for your class and showcase structure. Some ideas include:
  + Practicing in partners and giving each other feedback on use of B.E.S.T. skills
  + Allowing students to take turns practicing in front of the whole class
  + Invite another teacher, administrator, or adult from the building to be the practice audience and give feedback.
  + Use the audio or video recording function on a cell phone or other device to allow students the chance to record themselves and view their practice presentation

**STEP 5. Wrap-Up**

* Notice student successes in practicing presentation and let students know the plan for the next steps for showcasing their work.
* NOTE: It is possible that the showcase opportunity at your school will involve additional or alternative methods to share work other than presenting- such as a poster or booth session. This may involve taking time outside of the MOSAIC class to complete.

(MOSAIC Projector Display)

**May Activity 1**

**STAT Showcase Presentation Script**

**Please use this sheet as a guide when presenting your projects!**

**Introduction**

**We are the Ambassadors (or students) from: *CLASS*  
 One thing about our class that most people don’t know is:  
 \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Problem Description**

**In our school, we wanted to address: *BULLYING,  
 CULTURAL DIVERSITY, ETC.***

**Project Description/Plan**

**In order to do this, we thought it would be a good idea to plan a *MULTICULTURAL EVENT/ANTI-BULLYING PROJECT, ETC.***

**ANSWER:**

**Where and when did the project take place?**

**Who participated in OR saw the project?**

**What was the project about?**

**Noticing Success**

**Name one way your project was successful: \_\_\_\_\_\_\_\_\_\_**

May Activity 2

**Positive Purpose Continued**

Days 2 to 4

**VIRTUE & SKILLS**

Positive Purpose

&

Communication +

Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will discuss what purpose means to them, what they think their purpose might be, and how to pursue that purpose in their future. | **MATERIALS**   * MOSAIC Journals * May Throughline * MOSAIC Projector Display: Principal Kafele |
| **TEACHER TIPS**   1. *Students’ understanding of purpose is expected to grow and change throughout their adolescence. Be sure to help students reflect on how their understanding of purpose has changed from when they began attending this school.* 2. *If students are having trouble sharing and listening in the MOSAIC Circle introduce “speaker power” by using an object, such as a talking stick, to be passed around the circle. The only person who should be talking is the person with the talking stick.*  *It is also helpful to incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.* 3. *Be sure to highlight any display of problem solving or effective communication when appropriate.* | |

**“Positive Purpose Continued” Overview**

**Day 2: Positive Purpose and Principal Kafele**

**Day 3: MOSAIC Circle  
Day 4: Respectful Debate and Throughline**

**Day 2: *Positive Purpose and Principal Kafele***

**STEP 1. Present “Positive Purpose” with Principal Kafele Video** (*4-5 min*)

* ******Introduce the activity by saying to students, ***“This month we will be focusing on the theme of ‘Looking Forward: Next Steps on Your Journey,’ along with the virtue of Positive Purpose. We will begin by watching a video. Last year, some of you may have watched a video with Principal Kafele, and this is another video he made. Please take out your MOSAIC journals. As you are watching the video, please write down your reaction to the video, something important that was said, or something new that you learned.”***
* Play the video
  + Title: **“**What is your purpose?”:
  + LINK: <https://www.youtube.com/watch?v=oPYmLMECH24&feature=youtu.be>
  + Length: 3:19.
* NOTE: This video is also available on our website, www.secdlab.org, password: Mosaic2017

**\*\*Only if unable to access video:\*\***

* Use **MOSAIC Projector Display: Principal Kafele Video,** and ask students to take turns reading the text aloud.

**STEP 2. Reflect on Video** (*2-3 min*)

* Facilitate discussion about positive purpose
* *Example Discussion Questions*:
  + ***Why do you think it’s important to think about your uniqueness?***
  + ***Why do you think having a sense of purpose is important?***

* + ***Do you think it is always easy to know your purpose?***

**STEP 3. THINK: Create a Personal Definition** *(2-3 min)*

* Say to students, ***“Now look back in our MOSAIC Journals to your entries from September of this year.”***
* ***“Keeping in mind your Positive Purpose that you wrote about in September, and the reaction you had when watching Principal Kafele’s video, take a few minutes to review and rethink your own personal definition of Positive Purpose. Write in your journals what you would say is your personal definition of Positive Purpose NOW. You will be asked to share your writing with a partner.”***

**STEP 4. PAIR-SHARE: Create a Shared Partner Definition** *(3-4 min)*

* Say, ***“Turn to the person next to you and share your personal definition. As you work together, try to combine your ideas and agree on a shared definition. Be sure to write that definition in your MOSAIC notebook as a shared definition.”***
* Circulate and help students think about how their understanding of purpose has changed.
* Say, ***“Tomorrow, we will get a chance to put our ideas together to form our class definitions of Positive Purpose. For now, you can put your MOSAIC notebook away.”***

(MOSAIC Projector Display)

**May Activity 2, Day 2**

**Principal Kafele: What is Your Purpose?**

Greetings. This is principal Kafele. Got a question for you: What is your purpose? Real simple question. Once again, what is your purpose? Why do you exist? Why are you in this world? What is it that you’re meant to do with your life? I’m saying to you that so many people, who do not realize their potential, who do not achieve that level of success that they have the potential of achieving, it’s because they have never identified their purpose for their lives. They don’t know why they’re here.

See, I live my purpose. My purpose is to educate, motivate and empower. What is your purpose? Why are you here? I’m suggesting to you that you take the time, sit down, could be for hours, could be for days, could be for weeks, could be for months—but identify what it is you’re supposed to be doing. What is it that’s so different about you? What’s so unique about you? What is it that you should be doing? What is your ***purpose***? As you identify your purpose, begin to live your purpose. Take your purpose and merge it into what it is you can do with your life, in terms of how you earn your living.

See, my purpose is to **educate** so I earn my living educating. My purpose is to **inspire** so I earn my living inspiring. My purpose is to **empower** so I earn my living empowering. What is your purpose? And how can you take your purpose and make it your life? So that you are sustained based on your purpose, what it is you want to do. You’ve got to ask yourself: What is it that I want to wake up to every morning? What kind of job? What kind of profession? What kind of career do I want to wake up to and go to? Do I want to wake up and go to some job that I can’t stand the work itself. I can’t stand my coworkers. I can’t stand my managers, my supervisor. I feel underpaid. Who wants to live that kind of life? I lived it for a little while. But, I made a decision at some point that this was not the kind of life I wanted to live. I don’t want to live a life of misery. I don’t want to live a life of being around people that I can’t stand. I didn’t want to live a life reporting to some supervisor that I didn’t respect. I didn’t want to live a life of earning a salary that I felt I was underpaid.

I decided that I’m going to live my purpose. I am going to live life on my terms. I am going to do that which I want to do and I’m going to work for myself. So, when I look into the mirror every day, I am looking at my boss looking back at me. I am the boss. I am the owner of this company. So, I am saying to you that just as I had a dream of one day becoming an entrepreneur and being in control of my destiny and living life on my terms, as rooted in my purpose, based on my purpose, I am saying the same for you. Make the same thing happen for your life. Identify your purpose and strive to live your purpose by devising a place of action that you live, that you refer to, that you’ve written down and it becomes your life each and every day. Again, what is your purpose? Live your purpose. Make your purpose and yourself one. This is principal Kafele. Peace.

**Day 3: *MOSAIC Circle***

**STEP 1. Create a Shared Class Definition** *(4-5 min)*

* Say, ***“Yesterday, we came up with shared definitions of Positive Purpose. Who would like to volunteer their pair’s definition?”***
* Take 2-3 responses.
* Say, ***“Now we are going to come up with a class definition of ‘Positive Purpose’.”*** 
  + *Use MOSAIC definition as guide. The definition should include these elements:* 
    - * The individual aim or goal of a person; what a person is trying to do, become, etc. in life; a cause, principle, or idea they believe in, care about, and want to promote, such as justice or freedom.
*  Help them to see the difference between a goal and a purpose.
* Say, ***“Please copy the class definition down in your MOSAIC journals.”***

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

* Review the structure of a MOSAIC Circle, first introduced in November:
  + Say, ***“Gather in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.***
  + ***In order to begin discussing our positive purpose in life, 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.***
  + ***Remember, our norms should include:*** 
    - * ***What is said in the MOSAIC Circle stays in the MOSAIC Circle***
      * ***One person talks at a time (depending on the needs of your classroom, it 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 3. Conduct MOSAIC Circle** *(8-10 min)*

* Say to students, ***“Today in our MOSAIC Circle, we will each share: what you believe your positive purpose is, why it is important to you, and how you hope to pursue it. Although this is something some of you have thought about and shared before, it’s possible that your answer has changed or evolved. Before we take turns sharing in the circle, take a few moments to reflect on all three parts of your answer and write it down in your MOSAIC Journal.”***
* Example response:
  + I believe one purpose in life that matters is to help others through medicine. This is important to me because I love science and helping others in need so I hope to use my strengths to pursue my purpose in the medical field by studying hard in school and being a doctor will allow me to help many other people.
* NOTE: If it is difficult finish your discussion in the time allotted, ask students to write their thoughts down on a piece of paper (they can rip one out from their MOSAIC Journal) and hand it in to you for your review. You can then share common themes you saw in their responses with students in a future MOSAIC Class.

**STEP 4. Reflect on Student Responses** *(1-2 min)*

* Reflect with students the common themes that came up in the MOSAIC Circles. Say, ***“Positive purpose can mean many different things to different people and someone’s positive purpose can always grow and change. What matters most is our passion and dedication toward our positive purpose and toward a positive future.”***

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

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

* Tell students, ***“Today we are going to have a respectful debate. Who can tell us what a debate is?”*** Take one or two response; and be sure students note that this is a respectful debate.
* Say, ***“Now we are going to set norms for the discussion. What is important to remember when debating with others?”***
  + Examples: acknowledge other opinions, no interrupting, etc.
* Part of what we want students to learn is about respectful disagreement.

**STEP 2. Conduct Respectful Debate** *(8-10 min)*

* Break the class in half to create Team A and Team B. If possible, rearrange seating so that students can be sitting with their groups.
* Choose ONE of the statements below, or create your own, that you feel is most relatable to your class:
  + - ***I think modeling my MOSAIC virtues for my younger sibling, cousin or friend is a way of showing my Positive Purpose.***
    - ***Using PLAN to solve difficult problems is a way to get better at pursuing my Positive Purpose.***
    - ***Giving up when something is difficult or boring, like a challenging class in school, doesn’t affect my Positive Purpose.***
    - ***There are some situations when using BEST to communicate openly and honestly with others is not a good idea.***
    - ***Following my Positive Purpose means doing whatever I want to do when I want to do it.***
* Say, ***“Discuss with your team (for two minutes) why you agree/disagree with the statement. Next, Team A will get a chance to argue their opinion. Then, Team B, will get a chance to respond to the comments. Next, Team B will argue their opinion and Team A will get to respond. Keep in mind that this is a respectful debate, and we want to follow our norms.”***

**STEP 3. Reflect on Similarities and Differences** *(4-5 min)*

* After you have completed the questions you have time for, let students take a seat and review answers that stood out.
* Ask students, ***“Was there anything that surprised you during the activity?”***
* Ask students, ***“What strategies for getting better at pursuing purpose came up most often in the activity?”***
* Point out that, ***“There were many different thoughts, and there was not a single right answer.”***
* Emphasize, ***“Sometimes in order to pursue your positive purpose you must learn to problem solve in difficult situations and learn to openly communicate with others. That’s why it’s so important to use PLAN and BEST. This allows for strong connections with those around you so you can get the help that you need to become the person you want to be!”***

**STEP 4. Introduce the Throughline Sheet**

* Say to students, “***During the rest of this month, we will be using tools to help you plan for a future with a positive purpose. This month’s Throughline Sheet reminds us to:***
* ***Ask yourself how what I am doing today is helping me to meet my destiny tomorrow.***
* ***Remember what we learned in MOSAIC and remind one-another to use it all the time, in and out of school.***
* ***Help make the school a better place for our incoming 6th graders and others new to our school.***
* ***We will learn to use these tools in more detail in the coming weeks.”***

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

**FOLLOW UP**

* Your class is now familiar with the MOSAIC Circle, Yes-No-Maybe, and Respectful 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, “Yes-No-Maybe,” or Respectful Debate pedagogy to actively engage students in the topic.

May Activity 3

**Demonstration Project**

Days 5 to 11

**VIRTUE & SKILLS**

Positive Purpose

&

Communication +

Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will demonstrate what they have learned in MOSAIC using an expressive medium of their choice. | **MATERIALS**   * MOSAIC Journals * MOSAIC Projector Display:   + MOSAIC Virtues and Skills   + Ways to Express Myself   + Planning My Project |

|  |
| --- |
| **TEACHER TIPS**   * *This activity is meant to allow students the space to express themselves creatively in different media. Feel free to suggest or encourage projects that use materials and methods not explicitly written in the curriculum and to bring in any special skills or interests you are able to offer the students.* * *In larger classes, it may be necessary to work in groups, and not pairs, for this activity in order to complete the full project and presentation.* * *The “Activity 2: Demonstration Project” series is designed to be flexible. You will need to help students plan projects that will fit within the time constraints you have.* |

**“Demonstration Project” Overview**

**Day 5: Plan Demonstration**

**Day 6: Create Take-Away Demonstration  
Day 7: Create Demonstration (continued)**

**Day 8: Practice Take-Away Demonstration**

**Day 9: Practice Demonstration (continued)**

**Day 10: Share Take-Away Demonstration**

**Day 11: Notice Successes and Wrap Up**

**Day 5: *Plan* *Demonstration***

**STEP 1. Introduce Demonstration *(1-2 min)***

* Explain to students***, “As the school year comes to an end, we will wrap up our time in MOSAIC by working on final take-away projects. These projects will be a way for you to creatively communicate something you have learned in MOSAIC—about yourself or about your school—that you think would be helpful for the next year’s class of 7th graders. If you did MOSAIC last year, you may have done this before. What is different now, is that you are being asked to reflect on this past year in MOSAIC and you are working with a group of students with different experiences in MOSAIC over the past two years.”***
* Tell students, ***“You have the option to work in pairs or in small groups, depending on what type of project you chose to do.”*** 
  + NOTE: This may not be true for all classrooms (see Tips).
* Say to students, ***“When we have completed these take-away projects, you will have the opportunity to submit a photo or video of your project to the MOSAIC team. This submission may be selected to be put on the MOSAIC website and shared other students and teachers!”***

**STEP 2. Give Topic Ideas *(1-2 min)***

* Say, ***“One good way to inspire your project is to think about ideas you have had from your Students Taking Action Together or from your MOSAIC skill and virtue lessons over the year.”***
* Show **MOSAIC Projector Display: MOSAIC Virtues and Skills** and say, ***“Your project can focus on:***
  + ***A MOSAIC skill***
    - ***Empathy***
    - ***Emotion Regulation***
    - ***Social Problem Solving***
    - ***Communication***

***OR***

* + ***A MOSAIC Virtue***
    - ***Positive Purpose***
    - ***Constructive Creativity***
    - ***Helpful Generosity***
    - ***Optimistic Future-Mindedness***
    - ***Responsible Diligence***
    - ***Compassionate Gratitude and Forgiveness***

**STEP 3. Demonstrate Multiple Intelligences Options *(5-6 min)***

* Say, ***“Creative projects can take many forms. Take a moment to brainstorm different forms of expression. Who can tell me one form of expression?”***
* Take answers from 2-3 students.
* Show **MOSAIC Projector Display: Ways to Express Myself** and ask for student volunteers to take turns reading the many different ways that students can express themselves.

**STEP 4. Help Students Recognize Personal Expression *(7-8 min)***

* ******Say, ***“Please take out your MOSAIC notebooks. Now that we understand some different forms of expression, write down 2-3 ways that are most comfortable for you.”***
* Encourage reflection by saying,
  + ***“Can you think of a time that you used one of these virtues to express yourself? If so, write it down.”***
* Say, ***“Tomorrow we are going to start planning our Demonstration Projects using the form that is most comfortable for us. Please come to class tomorrow with a couple of ideas about the projects.”***

(MOSAIC Projector Display)

**May Activity 3**

**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

(MOSAIC Projector Display)

**May Activity 2**

**Ways to Express Myself**

***Students Can Express Themselves By:***

* + Doing a photo essay
  + Writing a report
  + Keeping a journal
  + Select a song to share
  + Write song lyrics or rap lyrics
  + Compiling a collage
  + Building a model
  + Doing a statistical chart
  + Recording interviews
  + Setting up an experiment
  + Designing a mural
  + Choreographing a dance
  + Making a video
  + Creating a rap or a song
  + Giving a PowerPoint presentation
  + Developing a musical
  + Writing a play or commercial

**Day 6: *Create Take-Away Demonstration***

**STEP 1. Introduce Student Planning** *(1-2 min)*

* Say, ***“Today we are going to begin planning our demonstration projects. Yesterday we discussed the multiple ways to express yourself and today we are going to use those strengths to create our projects.”***
* Have students break into pairs or groups to work on their project.
* Show **MOSAIC Projector Display: Planning Our Project**and ask for student volunteers to read the instructions aloud.

**STEP 2. Think-Pair-Share** *(10-12 min)*

* ******THINK: Say, ***“Please take out your MOSAIC notebooks. Once you are ready, take 2 minutes to think about what you want to do for your project. Answer the questions on the projector in your journal.”*** 
  + NOTE: Have students pair up within groups and then share the results of the paired conversations to arrive at a consensus. This then becomes an activity to build teamwork, listening, respectful disagreement, communication, diligence, etc.
* PAIR: Ask, ***“Now, share their project idea with a partner, along with your preferred way of expression. We want to practice our communication skills so let’s make our ideas brief! I am going to set the timer for one minute. Each partner should take 1 minute to explain his/her idea. Once you are done, your partner will respond for 1 minute with feedback, ideas, and support.”***
  + NOTE: It may be helpful to use the timer on your phone or computer for this portion. If a buzzer/alarm sound goes off at 1 minute, students are more likely to stay focused.

SHARE: Say, ***“Each pair (or group) must confirm their project with me. So you need to share and decide what you will do and how you will show what you know, what mode of expression you will use. I will sign your journal to indicate that this project is appropriate and feasible to work on during the next week or so.”***

* + Examples:
    - Write song lyrics or rap lyrics that summarize what you learned about responsible diligence or how you can be a source of help to your school, community, or the world, through MOSAIC.
      * *Possible titles:* 
        + *How X Skill (or Virtue, or Helping Experience) Helps Me Be Who I Am*
        + *How X Skill/Virtue/Helping Experience Helps Me to Become What I Want to Become*
        + *How X Skill/Virtue/Helping Experience Made a Positive Difference in My Middle School Story*
    - Draw a picture that shows how your school community changed this year because of a MOSAIC virtue or STAT-related helping experience.
      * A Before/After picture about your school in September and in June.
    - Bring in a song to share with the class that describes why you think a virtue you learned/helping experience you had during MOSAIC is important to you and other students your age and explain the song’s connection and/or change the song to better fit your ideas and experiences.
      * Bring in a song that matches the mood you have when you look back on the year.
      * Bring in a song that shows how you have changed this year because of the virtue you learned/STAT-related helping experience you had in MOSAIC.
    - Write a short play or commercial that shows the importance of the virtue you learned in MOSAIC this year.
      * Example topics:
        + Compassionate Forgiveness with peers/adults
        + Positive Purpose
        + Being a Calmer, More Confident, and Focused Person

(MOSAIC Projector Display)

**May Activity 2**

**Planning Our Project**

To show what we have learned about: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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We will: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Brief description of what we plan to do:

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**Day 7: *Create Demonstration (continued)***

**STEP 1. Set Goal for What to Accomplish Today** *(1-2 min)*

* Say, ***“As we have learned in MOSAIC, it is helpful to set goals in order to accomplish a task. Today, it expected that you will continue to work on your projects individually/together.”***
* Begin by setting an expectation for what students will accomplish during MOSAIC time today.

**STEP 2. Circulate as Students Work on Projects** *(10-12 min)*

* Majority of today’s MOSAIC time should be spent allowing students to work on their projects.
* Monitor student projects to make sure they will meet the goal of the session.
  + NOTE: Students who are done with their projects early can join the teacher in circulating the class to help others work on their projects.

**STEP 3. Summarize Progress and Explain Next Steps** *(1 min)*

* Praise students’ work and label specific Virtues and Skills you saw during the work time.
* Say, ***“Great work today. You will have 2 more days before you will present your projects to each other.”***

**Day 8: *Practice Take-Away Demonstration***

**STEP 1. Facilitate Mid-Activity Peer Check in for Feedback** *(5-6 min)*

* Say, ***“We are going to start today by having a check in for feedback with other classmates. Please find another group to partner with.”***

***Note:*** *If you have an odd number of groups,* you can be the partner for one of them.

* Use a timer set for 30 seconds, and restart for each step:
  + Say, ***“One group will have 30 seconds to explain and show your project. Once the timer goes off, the other group will have 30 seconds to respond with:*** 
    - One thing that they like about the group’s project
    - One suggestion for the group that could help them to improve their project
  + Switch roles:
    - 30 seconds: Switch roles- now the other group shares their project!
    - 30 seconds: Switch roles- now the other group responds with a compliment and suggestion.

**STEP 2. Circulate as Students Prepare** *(8-10 min)*

* Say, ***“Using the feedback that your peers shared, continue to work on your project.”***
* Help students as they practice and prepare for their presentation.

**STEP 3. Summarize Progress and Explain Next Steps** *(1 min)*

* Praise students’ work and label specific Virtues and Skills you saw during the work time.
* Say, ***“These projects are really coming along nicely! You will have 1 more day to work on them before you will present your projects to each other.”***

**Day 9: *Practice Demonstration (continued)***

**STEP 1. Students Prepare to Share their Projects** *(1-2 min)*

* Begin by letting students know how they will be sharing their projects during the next MOSAIC class:
  + Depending on your class size, how much you time you have, and the breakdown of individual and group projects, you can choose from the following options for students to share their projects, or use another approach that fits your timing and circumstances:
    - Students could present their projects within small groups: Groups could be created either by shared topic, or by dispersing the topics chosen among groups.
    - If time permits, you can join with another MOSAIC classroom to share projects from both classrooms!

**STEP 2. Circulate as Students Prepare** *(7-8 min)*

* Help students as they practice and prepare for their presentation.

**STEP 3. Summarize Progress and Explain Next Steps**

* Say, ***“At our next MOSAIC class, you will share your projects with each other.”*** 
  + Encourage students to work on their projects at home, if needed
* NOTE: If students are done early on Day 8, this time can be utilized to start the sharing/presentations. Remember, this can be done in a small group (e.g., individuals/groups present to each other) or in front of the whole class (i.e., if larger groups were used). These lessons are flexible with timing, and should be completed in the most appropriate way for your classroom.

**Day 10: *Share Take-Away Demonstration***

**STEP 1. Introduce “Take-Away Demonstration”** *(1-2 min)*

* Begin by setting an expectation for how much time each student group will have to share. Say, ***“You will each have \_\_\_ minutes to present your project. Who can tell me what BEST stands for? We talked about this when we were practicing our STAT suggestions.”***
* Allow one student to respond.
* ***“Remember to use your BEST selves when presenting and be proud of the project you created.”***

**STEP 2. Facilitate “Take-Away Demonstration”** *(11-13 min)*

* Following the structure you determined in Day 8, allow student groups the opportunity to present the take-away project to the class.
* Allow time for congratulations and positive compliments:
  + Depending on the size of your class and time constraints you are under, you may choose to have a final applause and compliment circle at the end of the class, or to allow for a 1-2 positive comments after each individual or group presentation.

**STEP 3. Submit Photos and Videos to MOSAIC Team** *(1-2 min)*

* Praise students’ work and label specific Virtues and Skills you saw during the take-away demonstration.
* You can also put all projects on your school’s web sites and share the link with other students, parents, and the wider community

**Day 11: *Notice Successes and Wrap Up***

**STEP 1. Facilitate Closing Discussion** *(10-12 min)*

* Say, ***“Let’s gather in a circle.”*** (If needed, use some other configuration that allows students to see one-another), either standing or sitting.
* Provide the Prompts:
  + Say, ***“How have you seen yourself and each other grow over this year?”***
    - Encourage students to make specific comments about classmates they have seen grow, saying specifically in what ways.
  + *Say,* ***“How can you use what you learned in MOSAIC as we finish this year and move into next year?”***

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* **OPTIONAL**: Ask students to leave a note to themselves for next year in their MOSAIC Journals

**STEP 2. Notice Successes and Wrap-Up** *(2-3 min)*

* This is an opportunity for you to share your observations/feelings about this past year’s MOSAIC lessons and the growth you have seen in the students and let them know that you expect them to apply the skills and virtues they have learned during the summer and next year in school, and follow their sense of Positive Purpose, whether or not they are in a school that has MOSAIC or something like it.
* You may wish to share, individually with each student through a personal note, how you have seen them grow over the year.

**VIRTUE & SKILLS**

Positive Purpose

&

Communication +

Social Problem Solving

May Activity 4

**STAT and Connection to Greater Service**

Day 12

Day 11-12

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will learn that school improvement and community service is something that kids and teens around the world are engaging in, and that there are resources and networks that they can be a part. | **MATERIALS**   * Chart paper or board space * Computer/Internet * MOSAIC Projector Displays:   + Youth Service in Other Schools   + Researching Youth Service in Other School |
| **TEACHER TIPS**   1. *If your students require more structure in discussions, have them pair-share or free-write/draw before having a full class discussion.* 2. *Please be sure that computers with internet are available.* | |

“**STAT and Connection to Greater Service” Overview**

**Day 12: Reflect on STAT & Connect to Greater Service in the Community**

**Day 12: *Reflect on STAT & Connect to Greater Service in the Community***

**STEP 1. Notice Successes and Wrap-Up** *(2-3 min)*

* Say, ***“You have done a great job, working very hard to improve your school and community. Special thanks to our Ambassadors for working so helping with our STATs.”***
* Point out specific examples of excellent problem solving.

**STEP 2. Connect to Youth Service in Other Schools** *(3-5 min)*

* Say, ***“Now we are going to think about how to connect this to more global service in the community. Who is willing to read the text on the MOSAIC Projector Display: Youth Service In Other Schools?”***
* Facilitate a discussion about why youth have a special ability to cause change. Discussion questions could include:
  + ***What is different about youth working for social change compared to adults?***
  + ***What kinds of things can bog adults down, but don’t bog YOU down?***
  + ***What other social action projects have you heard of people your age and a little older doing in other towns and cities?***

**STEP 3. Search for other Youth Social Action Projects** *(5-7 min)*

* Ask students, ***“What other social action projects have you heard of people your age and a little older doing in other schools in New Jersey?”***
* Explain to students, ***“We will now be using our computer research skills to search for other Youth Social Action Projects that other schools have done!”***
* Break students into small groups (make the same number of groups as the number of computers you have in the classroom).
* Show the **MOSAIC Projector Display:** **Researching Youth Social Action Projects** and read the instructions listed.
  + TIP: Have students volunteer to take turns reading the instructions.

**STEP 4. Groups Present Their Findings** *(2-3 min)*

* Have groups of students present the social action project that they found in their research to the rest of the class.
* Ask students to describe what skills and virtues they felt were used by the students to make this project successful.

**STEP 5. Facilitate Discussion on Youth Social Action** *(3-5 min)*

* Facilitate a discussion reflecting on the youth social action projects in others schools. Discussion questions could include:
  + ***What skills and virtues were used in more than one project? Why do you think this is?***
  + ***What similarities did you notice across the projects?***
  + ***What do you think makes an action project successful?***

**FOLLOW UP**

**Notice Successes**

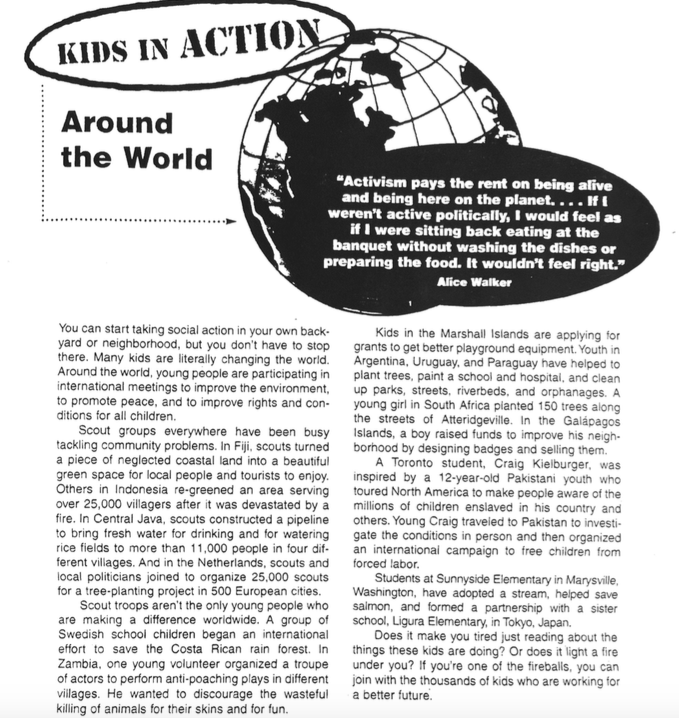
* Ask if students have taken personal action on any of the group’s ideas, and have them share their experiences.
* Ask students what they can do, collectively, when using responsible diligence and good communication skills, to help serve others

(MOSAIC Projector Display)

**May Activity 3, Day 12**

**Youth Service in Other Schools**

The Kid’s Guide to Social Action By, Barbara Lewis



**STEP 1:** In your small groups, use a computer to conduct a Google search on youth service projects in NJ schools.

(MOSAIC Projector Display)

**May Activity 3**

**Researching Youth Service In Other Schools**

* **TIPS**:
  + - Try the search term: “successful youth service projects in NJ schools”
    - Click on results that seem to be reliable sources (i.e., a school website, a reputable service organization, a known news source).

**STEP 2:** Select one successful youth service project to focus on, and read about that project in more detail.

* Example projects:
  + - <http://zane.collingswood.k12.nj.us/apps/news/show_news.jsp?REC_ID=396515&id=0>
    - <https://www.ptotoday.com/pto-today-articles/article/1168-community-service-teaching-civic-responsibility>

**STEP 3.** As a group, summarize this finding by answering the following questions:

* How would you describe the project in 1-2 sentences?
* What skills and virtues were needed to make this project?

**STEP 4.** Briefly present your findings to the class.

**TEACHERS: There is no Feedback activity here because May Feedback will be Activity**