May

*Looking Forward: Next Steps on the Journey*

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Year 3

**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 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.***

**May Activity 1: Positive Purpose Continued**

Day 1: Positive Purpose and Principal Kafele

Day 2: Respectful Debate and Throughline

**May Activity 2: Demonstration Project**

Day 3: Plan Demonstration

Day 4: Create Take-Away Demonstration

Day 5: Create Demonstration (continued)

Day 6: Practice Take-Away Demonstration

Day 7: Practice Demonstration (continued)

Day 8: Share Take-Away Demonstration

Day 9: Notice Successes and Wrap Up

**May Activity 3: Reflection on STAT and Service**

Day 10: Notice Successes- Reflect on STAT and Positive Purpose Projects

Day 11: The Importance of Careful Communication, via Humor

Day 12: Looking Ahead to High School

**VIRTUE & SKILLS**

Positive Purpose

&

Communication +

Social Problem Solving

May Activity 1

**Positive Purpose Continued**

Days 1 to 2

|  |  |
| --- | --- |
| **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.* | |

**Intro to Positive Purpose and Theme of Looking Forward**

**Day 1: Positive Purpose and Principal Kafele**

**Day 2: Respectful Debate and Throughline**

**Day 1: *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 revisiting the virtue of Positive Purpose. We will begin by watching a video. Some of you may have watched videos 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 titled **“**You have to get up early in the morning.”
  + LINK:[**https://www.youtube.com/watch?v=PVmG8OGwt98**](https://www.youtube.com/watch?v=PVmG8OGwt98)
  + Length: is 3:51.
* Alternate or additional video, **“**Who determines your destiny?”:
  + LINK: <https://www.youtube.com/watch?v=NHCSHCMo-K8>
  + Length: 5:31.

**\*\*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*:
  + ***What does Principal Kafele mean by getting up early in the morning??***
  + ***Why do you think he says that obstacles and roadblocks can’t be avoided? Isn’t that discouraging?***
  + ***Do you agree with Principal Kafele’s idea that, “You have to make the decision that I am going to step up my game.***

***You have to know your purpose and you need a 100%***

***commitment to your sense of purpose and your decision to***

***follow it successfully.”?***

**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, as you prepare to head into high school. 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. Discuss how your definitions have or have not changed, and why. 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.

(MOSAIC Projector Display)

**May Activity 1**

**Principal Kafele: You have to get up early in the morning to fulfill your destiny and your purpose**

In his videos, Principal Kafele has a message for all youth, boys and girls, Black, Hispanic, Asian, White, and other.

If you are disciplined, serious about your goals, resilient, diligent, and passionate about your dreams, you have to get up early in the morning.

And you can’t allow challenges to stop you. You must turn your ideas into reality and not be overcome by challenges.

Knowing your life’s journey, your purpose must be your focus. You must be in the driver’s seat. Potholes, road blocks, challenges, obstacles, dead-ends- these are not only possible, they are likely.

However great the challenges are- it’s up to you to keep going. It’s your decision.

To live your life according to YOUR dream, YOUR goal, YOUR purpose… you have to make the commitment.

You have to navigate around challenges, distractions, obstacles.

You have to make the decision that I am going to step up my game.

You have to know your purpose and you need a 100% commitment to your sense of purpose and your decision to follow it successfully.

To do this, you have to have attitudes of success and follow them up with actions of success. You have to get up early in the morning.

You have to lead the pack, get started before everyone else, start the day ready. Look at the newspaper or read the news on your computer, know what’s going on in the world. Be ahead, be aware. Get the rest you need but get up early. Go the extra mile

Meeting your destiny, reaching your purpose, does not happen overnight. It will take you what it has taken me: years of commitment and dedication, long days and long nights. But if you don’t do it, life will do it for you, and it will not work out as well.

You’ve got to get up early in the morning to reach your destiny and fulfill your purpose.

**Day 2: *Respectful Debate and Throughline***

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

* Tell students, ***“Today we are going to have a respectful debate. Who can remind us about the norms for respectful debating?”***
  + 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.
* Read one of the statements below, or modify to better fit your group or circumstances:
  + - ***You’ve got to get up early in the morning to reach your destiny and fulfill your purpose***
    - ***MOSAIC virtues and skills just don’t apply to real life in this community.***
    - ***Being Responsibly Diligent in the face of obstacles and roadblocks matters even when you are not successful in overcoming them.***

* 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.***

****

* 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.
* If you have time, it can be especially valuable for your students to do an additional Respectful Debate on one of the statements you did not get to.

**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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May Activity 2

**Demonstration Project**

Days 3 to 9

**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 Displays:   + 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.* * *Note that for the students who are interested in participating, take photos and videos of students’ take-away projects and put projects on your school’s web sites and share the link with other students, parents, and the wider community.* |

**“Demonstration Project” Overview**

**Day 3: Plan Demonstration**

**Day 4: Create Take-Away Demonstration  
Day 5: Create Demonstration (continued)**

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

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

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

**Day 9: Notice Successes and Wrap Up**

**Day 3: *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 8th 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, you are working with a group of students with different experiences in MOSAIC over the past years, and your focus is on a message for next year’s class of 8th graders.”***
* 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 be considered for the school web site. This submission may be selected to be shared other students, teachers, parents, and the wider community!”***

**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 experiences this year and from your MOSAIC skill and virtue lessons over the past years.”***
* ***Your project is about what you aspire to as a future leader, and it can focus on:***
  + - Community/Civic Leaders
    - Business Leaders
    - Educational Leaders
    - International Leaders
    - Technology Leaders
    - Sports/ Entertainment Leaders
    - Religious Leaders
    - Health, Mental Health, Social Services Leaders

**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 ways to express yourself as a leader? 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 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 4: *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 small 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*
    - Bring in or create a picture that shows how your school community changed this year because of a MOSAIC virtue or Students Taking Action Together-related helping experience.
      * A Before/After picture about your school in September and in June.
    - Write a commercial that shows the importance of a virtue or skill you learned in MOSAIC this year.
      * Example topics:
        + Compassionate Forgiveness with peers/adults
        + The Benefits of Helpful Generosity
        + 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

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

Brief description of what we plan to do:

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**Day 5: *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 6: *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 7: *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 7, 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 8: *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. 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 7, 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 Your School** *(1-2 min)*

* Praise students’ work and label specific Virtues and Skills you saw during the take-away demonstration.
* Say, ***“Remember, you now have the opportunity to share your great work with our school and community by sending a photo or video of your take-away project to the Principal (or whomever has been arranged to be the recipient for these).”*** Selected photos and videos will be posted on the school website, where students, teachers, and family members will be able to access as they wish.

**Day 9: *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 at least two other classmates they have seen grow, saying specifically in what ways. Be sure every student receives a comment.
  + *Say,* ***“How can you use what you learned in MOSAIC as we finish this year and move into next year?”***

******

* **OPTIONAL**: Ask students to leave a note to a member of the incoming 8th grade class about how they can expect to grow from MOSAIC, and these notes can be put in the new 8th graders’ MOSAIC Journals next year.

**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 3

**Reflection on STAT and Service**

Days 10 *to 12*

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will reflect on the STAT lessons over the past year and use the PLAN problem-solving framework to discuss what issues are most important to them.  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**   * Computer/Projector * MOSAIC Projector Display:   + Newseum Collection of Headlines That Miscommunicated   + Tools I am Bringing to High School |
| **TEACHER TIPS**   1. *For Day 10, students will be reflecting on their Students Taking Action Together and Positive Purpose Projects. For the STAT activities, you may wish to make a list in advance of those you worked on most and would like to have students reflect on.* 2. *Ambassadors will need some advance notice and help in preparing for their reports on Day 10.* | |

**“Reflection on STAT and Service” Overview**

**Day 10: Notice Successes- Reflect on STAT and Positive Purpose Projects**

**Day 11: The Importance of Careful Communication, via Humor**

**Day 12: Looking Ahead to High School**

**Day 10: *Notice Successes- Reflect on STAT and Positive Purpose (or related) Projects***

**STEP 1. Notice Successes from Positive Purpose Projects** *(6-7 min)*

* Say, ***“Our Ambassadors and those in other MOSAIC classes worked very hard on Positive Purpose Projects. I invite the Ambassadors to present a brief report and have a discussion with the class about those projects. We have accomplished so much as a class throughout our work in STAT this year. Who would like to share one success we have had in moving forward with school improvement?”***
* First, have Ambassadors share what they feel has been most successful about the Positive Purpose Projects this past year.
  + Then, ask them to comment on these questions:
    - “***What was the biggest challenge that your group faced and overcame? What MOSAIC virtues and skills helped you to be successful. they have had in moving forward with school improvement from the past month. Then, ask other students. Some Ambassador Alumni might mention successes related to change efforts in which they have been involved.”***
  + 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. Notice Successes from Students Taking Action Together** *(6-7 min)*

* In preparation for this lesson, create your own list of the various Students Taking Action Together activities or projects that you engaged in (e.g., gun violence, social action/protest songs, social action heroes, clean water).
* Ask students, “***Review the list and write in your MOSAIC journals which projects you found most valuable and what you learned most from them.”***
* Have them share their responses with 2-3 classmates.
* As time allows, have them share their responses with the whole group. Summarize the main lessons they seem to have learned.

**Day 11: *The Importance of Careful Communication, via Humor***

**STEP 1. Introduce Professional Communication Bloopers**

* Say to the students, ***“As you move on to high school and college and careers, one thing MOSAIC has tried to communicate is the importance of good communication skills! But even professionals, even major news organizations, still make mistakes. Looking at some of these mistakes will help you always ask yourselves if what you are saying, which may be clear to you, will be clear to your audience.”***
* Tell students, ***“The “Newseum” in Washington D. C. is a must-visit for all middle and high school students who care about news, journalism, history, photography, free speech, and clear communications. At the Newseum, among many other exhibits, they display examples of communication errors in news headlines (a.k.a. ‘bloopers’). That is what we are going to look at.”***

**STEP 2. Conduct Blooper Activity**

* Taking a look at these bloopers can be instructive for students, as well as fun. Below is an activity to analyze these communication errors. You may want to frame this as “Noticing Successes in communicating the wrong message”!
* For each of the headlines in the **MOSAIC Project Display: Newseum Collection of Headlines That Miscommunicated*,*** ask your students:
* To figure out what the real message was supposed to be
* How the headline could have been re-written as an example of clear communication
* Have them work in small groups and have everyone begin on the same two or three headlines. See if they come up with the same analysis.

**STEP 3. Debrief Blooper Activity**

* Debrief, make sure they understand the dual meaning of the headline, and discuss with them the importance of:
* Checking their work beyond spellcheck
* Asking others to read their work for clarity
* The proper use of punctuation and grammar
* After being debriefed for one or two rounds, the students should begin to improve their attention to the spelling, grammar, and word-use errors that can dramatically change the intended meaning of a brief communication.

(MOSAIC Projector Display)

**May Activity 3**

**Newseum Collection of Headlines That Miscommunicated**

"Japanese Scientists Grow Frog Eyes and Ears." (*Daily Camera*, Boulder, CO, 1/4/2000.)

"Panda Lectures This Week at National Zoo." (*The Washington Post,*1/13/01.)

"Dr. Tackett Gives Talk On Moon." (*Indiana Evening Gazette*, Indiana, PA, 3/13/76.)

"Principal Transfers Upset Parents." (*Des Moines Register*, Des Moines, IA, 5/12/01.)

"Crowds Rushing To See Pope Trample 6 to Death." (*Journal Star*, Peoria, IL, 7/9/80.)

"Babies Are What the Mother Eats." (*The Times-Herald*, Newport News, VA, 7/11/84.)

"U. S. Advice: Keep Drinking Water from Sewage." (*Journal and Courier, Lafayette*, IN, 9/17/92.)

"Nuns Forgive Break-In, Assault Suspect." (*The Columbus Dispatch*, Columbus, OH, 7/15/98.)

"Hillary Clinton on Welfare." (*Los Angeles Times*, 3/22/95.)

"Empty Seat at Dinner Signals Turkey's Sensitivity Over Role." (*The New York Times*, 12/11/96.)

"Salad Still Good After 50 Years." (*Tribune-Star*, Terre Haute, IN, 3/11/98.)

"Parking Lot Floods When Man Bursts." (*The Herald-Sun*, Durham, NC, 2/4/94.)

"Sisters Reunited After 18 Years in Checkout Line at Supermarket." (*Arkansas Democrat,* 9/29/83.)

"Asteroid Nearly Misses Earth." (*The Washington Post*, 6/24/02.)

**Day 12: *Looking Ahead to High School***

**STEP 1. Interviews About Bringing MOSAIC Skills and Virtues With You**

* As your students look forward to high school, you can guide their reflection toward anticipating the skills and virtues that they think will be most important to bring with them.
* Say to the students, “***As you prepare to start high school during the next school year, you will bring different things with you on the first day. Today, you are going to pair up with a classmate and do a brief interview about two things in particular that you are taking with you from MOSAIC: virtues and skills.”***
* Show the **MOSAIC Project Display: Tools I Am Bringing to High School** and say, ***“You will have five minutes to interview your partner and then your partner will have five minutes to interview you. I will set a timer to keep track.”***

**STEP 2. Debrief as Pairs and In Group**

* After the interviews, give the pairs a chance to discuss anything else they would like to add or ask. Allow for a whole-group discussion as time allows, or summarize based on what you heard circulating around the room, to reinforce the theme that by Noticing Successes they has in MOSAIC, they make it more likely that they can have success in high school and beyond.

**TEACHERS: There is no additional Feedback activity because May Feedback will be part of the first activity in June.**

(MOSAIC Projector Display)

**May Activity 3**

**Tools I am Bringing to High School**

**Interview Questions:**

1. What MOSAIC skills or virtues do you think will be most important to bring with you into high school?’
2. What successes did you notice this year that led you to choose what you chose?
3. What parts of being a successful high school student will these skills or virtues help with most?
4. Why did you pick these and not others?