November

*Making Ourselves, School, and World Better*



Year 1

**november THEME**

**Making Ourselves,
School, and World Better**

**november VIrtue & SKills**

**Virtue:**

Constructive Creativity

**Skills:**

**Social Problem Solving &
Communication**

**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** NOVEMBER THROUGHLINE

**making ourselves, school, and world better**

**How can we incorporate MOSAIC into our class today?**

* Think about how this class will help you meet your career goals.
* Remember there is more than one way to solve any problem.
* Find ways to use your strengths in our class today.



**MOSAIC in November**

Year 1 Curriculum

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

**November Activity 1: Introduction to Constructive Creativity**

Day 1: Paper Clip Activity

Day 2: Constructive Creativity and An Artist’s Intervention

Day 3: Virtue Exchange Game

Day 4 What it Means to Be Our Best Selves, Creatively

**November Activity 2: Career Planning**

Days 5 and 6: My Career Inventory: Career Categories

Day 7: My Career Inventory: Specific Careers

Day 8: Introducing Applications

Days 9 and 10: Thinking About The Future: Starting Applications

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

Day 11: Introduce PLAN

Day 12: Introduce STAT and Select Topic

Day 13: Problem Description and List of Options

Day 14: Select Options, Discuss Action Plan, and Reflection

Days 1 to 4

November Activity 1

**Introduction to**

**Constructive Creativity**

**VIRTUE & SKILLS**

Constructive Creativity

&

Communication + Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**Students will be introduced to theme and virtue by collectively brainstorming their “best selves” and what it means to be constructively creative. | **MATERIALS*** Paper/MOSAIC journals
* Pens/pencils/crayons/markers
* Projector
* Timer
* MOSAIC Projector Display:
	+ Theme and Virtue Definition Web
* Internet (optional)
 |
| **November Activity 1 Tip**1. On Day 12, you will be helping your student Ambassadors to lead the class in the Students Taking Action Together. Please set aside time to meet with the Ambassadors and review the lesson plans and Ambassador handouts before you start these lessons and to prepare for the STAT lesson series.

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**“Constructive Creativity” Overview**

**Day 1: Paper Clip Activity**

**Day 2: Constructive Creativity and An Artist’s Intervention**

**Day 3: Virtue Exchange Game**

**Day 4: What it Means to Be Our Best Selves, Creatively**

**Day 1: *Paper Clip Activity***

**STEP 1. Introduce “Constructive Creativity”** *(1-2 min)*

* Introduce the activity by saying to students***, “This month we will be focusing on the theme of ‘Making Ourselves/School/World Better’, and the virtue of Constructive Creativity.”***
* Remind students that, ***“Constructive Creativity can be described the following ways: Thinking ‘outside the box’; Finding new solutions to problems; Looking at something in a different way from most others; seeing different explanations for things you might be sure about, especially regarding why people do what they do or have done to you in the past; looking at many ways to solve a problem before acting on it.”***
* Emphasize that, ***“These descriptions are not the definition of constructive creativity. Instead, they are a starting point from which you can develop your own definition.”***

**STEP 2. Lead Paper Clip Game, Round 1- Individuals** *(4-6 min)*



* Introduce the activity by saying to students***, “This activity is called the Paper Clip Game. For the first round of the game, you will need to take out your MOSAIC journals and open to a blank page. You will have 2 minutes to write down as many uses you can think of for a paper clip. Please work quietly and on your own. Any questions? Go ahead.”***
* Set a timer for 2 minutes and stop students when the buzzer goes off.
	+ NOTE: If students ask questions about the paper clip (i.e. Does it have to be made of metal? Does it have to be small?), simply respond***, “Do your best to think of as many uses as you can for a paper clip.”***
* Facilitate discussion of how many ideas students were able to generate.
* *Example Discussion Questions:*
	+ ***Who thought of more than 5 ways to use a paper clip? What about more than 10?***
	+ ***What strategies did you use to come up with ideas?***
	+ ***What is your favorite paper clip use you came up with?***

**STEP 3. Lead Paper Clip Game, Round 2- Groups** *(5-7 min)*

* + - Break students into groups of 2-4.
		- Pick a different object, instead of the paper clip for this round. This could be anything in the room, such as a pencil or a stapler.
		- Explain to students, ***“You will now have an additional 1 minute to brainstorm ways that you can use this new object. This time make sure you understand that the object does not need to be used in any one particular way, for example, it might be much larger or made out of a different material than the one we have in the room. Any questions? Go ahead.”***
* Facilitate discussion reflecting on how the process was the second time around.
	+ Example Discussion Questions:
		- ***Was there anything you noticed that was different about round 2 compared to round 1?***
		- ***What was the most helpful strategy you used to brainstorm ideas?***
* Emphasize that, ***“To be constructively creative in difficult situations, you must free up your brain! This is something that can be learned through practice and working together. Notice how much easier it was to come up with ways to use the object in round 2 than in round 1!”***
* ***“We will be learning and practicing more ways to be constructively creative for the next month!”***

**Day 2: *Constructive Creativity and An Artist’s Intervention***

**STEP 1. Introduce Video: *An Artist’s Intervention*** *(5-6 min)*

* Say, ***“To further understand the virtue of Constructive Creativity, we are going to watch a video about one person, Mary Beth Heffernan, an artist who used her Constructive Creativity to develop an important idea that has helped many people during the difficult Ebola crisis.”***
* Show video, “An Artist’s Intervention in the Ebola Crisis.”
	+ NOTE: If you do not have access to video or the internet, skip to the “Group Story Writing” activity on the next page.
	+ **Video**
		- Title: An Artist’s Intervention in the Ebola Crisis
		- Link: <https://www.youtube.com/watch?v=-Wx7g6NbhPs>
		- Length: 4:30
		- Description: An artist, Mary Beth Heffernan, is struck by the frightening appearance of health workers in the hazmat suits they must wear while working with patients with Ebola. Ms. Heffernan uses her constructive creativity to generate the idea of putting photos of the health workers on the front of their hazmat suits. She puts this idea into action, and the health workers describe how much they and their patients appreciate it. This idea brings humanity to a very difficult situation.

**STEP 2. Reflect on Video** *(9-10 min)*

* Facilitate a discussion connecting the video to Constructive Creativity.
* *Example Discussion Questions*
	+ ***How do you think Ms. Heffernan developed the idea to put photos of the health care workers on the front of their hazmat suits?***
	+ ***What other ideas could you think of that might help in this situation?***
	+ ***What feelings do you think the health workers and Ebola patients had when they had photos on their suits?***
	+ ***Is there anyone in your life who has used their constructive creativity to come up with a special idea to solve a problem?***

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

**STEP 1. Group Story Writing** *(8-11 min)*

* Say, ***“We are going to practice Constructive Creativity through writing a story together as a class. Each person in the room will have a chance to add a line to the story. The story will begin with the line, “Once upon a time, there was a forest…” We will start with (name of student) and go around the room like this (indicate the order of participants). Let’s begin!”***

**STEP 2. Reflect on Group Story Writing** *(4-7 min)*

* Facilitate a discussion connecting the group story writing activity to Constructive Creativity.
* *Example Discussion Questions:*
	+ ***What surprised you about this activity?***
	+ ***Did the story always go in the direction you thought that it would?***
	+ ***Who would like to share an example of someone in your life who has used their Constructive Creativity to come up with a special idea to solve a problem?***

**Day 3: *Virtue Exchange Game***

**STEP 1. Students Write Word or Phrase on Paper** *(1-2 min)*

* Ask students to rip out one blank page from their MOSAIC Journals
	+ NOTE: If available, hand out blank slips of paper or index cards for students to use instead.
* Say, ***“On this piece of paper, take the next 60 seconds to write down the most important everyday word or phrase that describes part of the virtue, Constructive Creativity. Be prepared to explain why you chose this word or phrase.”***

**STEP 2. Students Mingle To Share Their Word or Phrase** *(5-7 min)*

* Ask students to stand up with their paper in hand. Say, ***“For the next 10 seconds or so, walk around the room. When I say stop, partner up with whomever you are standing closest to. Show each other what you wrote on your paper, and explain why this word or phrase describes part of the virtue Constructive Creativity.”***
* Explain, ***“Next, when you are done sharing, trade papers with your partner. We will then repeat this process except the second time, you will be explaining the word or phrase that you received from your former partner!”***
* Repeat this process 2-4 times.

**STEP 3. Facilitate Discussion** *(6-9 min)*

* Facilitate discussion about student’s thoughts and experiences on the activity that will help prepare them to write their own definition of constructive creativity.
* *Example Discussion Questions:*
	+ ***What themes and similarities did you notice between the words and phrases you and your classmates wrote?***
	+ ***What surprised you about the words or phrases?***
* Point out that, *“****You had many different thoughts and there was not a single right answer.”***

**Day 4: *What it Means to Be Our Best Selves, Creatively***

**STEP 1. Introduce the Activity** *(1-2 min)*

* Explain that***, “The monthly theme this month is,* ‘*Making Ourselves, School, and World Better.’”***
* Say to the students, “***Today we will use our ideas of our best selves to create two definitions as a class; (1) what it means to be our best selves and (2) what Constructive Creativity means.”***

**STEP 2. Introduce Theme and Virtue Definition Web** *(2-4 min)*

* Show the **MOSAIC Projector Display: Best Self and Creativity Definition Web** and review the directions, including each instruction within the 2 by 2 square.

**STEP 3. Students Brainstorm for Web Individually** *(4-5 min)*

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* Ask students to use their MOSAIC Journals to draw the 2 by 2 square from the projector on a new page.
* Say to students, ***“You will now have 3 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”***

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

* Ask students, ***“What are some ideas that you came up within your individual definition web***?”
* Summarize the themes that come up from their ideas
	+ *Example:* ***“It seems like the group pictures Constructive Creativity as being able to imagine many possibilities and being your best self as including pride, respect, and a hard worker.”***
* Ask students to ***“work together to create a class definition of being your best self and ‘Constructive Creativity.’”***
* Instruct students to ***“copy these definitions in your MOSAIC journals to refer back to.”***

**STEP 5. Introduce the Throughline Sheet** *(1-3 min)*

* Say to students***, “During the rest of this month, we will be learning tools to be Constructively Creative and be our best selves. This month’s Throughline sheet reminds us to use these tools and notice how they show up in the content and interactions that we have in other classes.”***

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* Selecting a student to read the Throughline sheet aloud and posting it in a visible place in the classroom.
* Student says, “***November Throughline: Making ourselves, school, and world better. How can we incorporate MOSAIC into our class today?”***
* ***Think about how this class will help you meet your career goals.***
* ***Remember there is more than one way to solve any problem.***
* ***Find ways to use your strengths in our class today.***

**FOLLOW UP**

* Throughout the month, provide specific labeled praise for students who show Constructive Creativity (in your MOSAIC class and in your other classes).
* If conflicts or problems come up in your MOSAIC class, ask students what they would do if they were acting as their Best Self.
* Model compassion and understanding when students are not showing their “Best Selves.” Tell students they will always have another chance to show their Best Self.

 **MOSAIC** NOVEMBER THROUGHLINE

**making ourselves, school, and world better**

**How can we incorporate MOSAIC into our class today?**

* Think about how this class will help you meet your career goals.
* Remember there is more than one way to solve any problem.
* Find ways to use your strengths in our class today.



(MOSAIC Projector Display)

**November Activity 1**

**Best Self and Creativity Definition Web**

**Directions:** Follow the instructions in each of the 4 boxes for both of the terms (1) Best Self and (2) Constructive Creativity. Write answers for Best Self where there is a (1.) in each box and answers for Constructive Creativity where there is a (2.) in each box.

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| **OBJECTIVE**Students will be able to identify a career field based on a survey of their interests and skills, learn the time management skill of tracking their time, and be exposed to a sample application.  | **MATERIALS*** Paper/MOSAIC journals
* Pens/pencils/crayons/markers
* Projector
* Internet (optional)
* MOSAIC Handouts:
	+ Career Inventory (4 pgs.)
	+ My Top Career Interests
	+ Jobs List (2 pgs.)
* MOSAIC Projector Display:
	+ Sample Application
	+ Personal Statements
 |
| **November Activity 2 Tips**1. Connect the application to the MOSAIC skill of communicating clearly and purposefully when completing the applications
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November Activity 2

**Career Planning**

Days 5 to 10

**VIRTUE & SKILLS**

Constructive Creativity

&

Communication + Social Problem Solving

**“Career Planning” Overview**

**Days 5 and 6: My Career Inventory: Career Categories**

**Day 7: My Career Inventory: Specific Careers
Day 8: Introducing Applications**

**Days 9 and 10: Thinking About The Future: Starting Applications**

**Days 5 and 6: *My Career Inventory: Career Categories***

***NOTE: The Career Inventory will take two days to complete***

**STEP 1. Discuss Job Versus Career** *(8-10 min)*

* Ask students, ***“What do you think the difference is between a ‘job’ and a ‘career?’”***
	+ NOTE:Jobs and careers can be described as:
		- Job: *Shorter term; you might have a lot of jobs in one career; example might be a summer job*
		- Career: *Gradually progressing toward lifelong goals****;*** *takes planning and skills*
* *Example Discussion Questions:*
	+ - ***Do you imagine yourself having a career? What would it be?***
		- ***How do you plan ahead for a career?***
		- ***How is that different from how you would plan ahead for a job?***
		- ***Do you imagine yourself having jobs that eventually lead to a career?***
		- ***Is it possible to have a job that is connected to your positive purpose?***

**STEP 2. Complete Career Interest Survey** *(20-22 min)*

* Tell students, ***“Your interests will help you narrow down career or job options for the future. A Career Interest Survey helps you connect your interests to jobs or careers, and we are going to fill one out today.”***
* Distribute the **MOSAIC Handout: Career Inventory** (4 pages) (it may also be helpful to project the Projector Display on the on screen/Smart Board.
* Instruct students to, ***“Put a check mark on a line that corresponds with the category, every time you read something that sounds interesting to you.”***
	+ NOTE: There are four pages of the inventory. Give students at least two minutes per page.
* When students have completed all four pages say, ***“Now add up the check marks on each line and write the total number of checkmarks at the end of the line.”***
* Say to students, ***“Now turn to the next page in your MOSAIC Handout titled, “My Top Career Interests.” Look through the total checkmark scores from all of the boxes, and circle the box categories with the top three scores. This will help you to determine which careers you might want to explore.”***
* Ask students to, ***“Try to brainstorm 1-2 jobs that fit these categories. Next MOSAIC lesson, we will learn more about what jobs might fit your career interests.”***

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| **Career Interest Survey** *(Adapted from the SD Department of Labor and Regulation)*1. Check off each activity that sounds interesting to you.
2. Write the total number of checks in each box.
3. Fill out the last page to find out which careers you might want to explore.
 |
| #1* Taking care of pets
* Planting trees
* Taking care of plants and flowers
* Working in a garden
* Helping sick animals get better
* Grooming dogs, cats, or other animals
* Spending time in wildlife or nature
* Watching wildlife
* Finding problems in the environment

Total checks: \_\_\_\_\_ | #2* Repairing small appliances
* Painting houses or buildings
* Using tools to make household repairs
* Building with wood
* Volunteering to build houses
* Drawing floor plans (designing a building or room)
* Building small electronics
* Laying brick or cinder block
* Planning a landscape or garden

Total checks: \_\_\_\_\_ |
| #3* Performing (music, drama, dance) for an audience
* Creating graphic designs on a computer
* Drawing or painting pictures
* Taking pictures with a camera
* Creating an original video or film
* Writing poems, stories, or plays
* Making jewelry or sculpting with clay or other materials
* Designing a newspaper layout
* Being a radio announcer

Total checks: \_\_\_\_\_ | #4* Using a cash register
* Typing up notes from a school meeting
* Filing or sorting mail or other papers
* Running your own business
* Creating a website
* Managing tasks for a group
* Preparing reports and analyzing data
* Typing documents for other people
* Volunteering to answer phones

Total checks: \_\_\_\_\_ |

(MOSAIC Handout)

**November Activity 2**

**Career Inventory (4 pages)**

|  |  |
| --- | --- |
| #5* Working with younger kids
* Tutoring young children
* Reading to elementary school students
* Giving instructions for or directing a play
* Babysitting younger children
* Organizing or shelving library books
* Working with peers (peer counseling or mediation)
* Helping at Special Olympics
* Teaching younger children in after-school program

Total checks: \_\_\_\_\_ | #6* Studying money and investments
* Playing a stock market game
* Balancing a check book
* Opening a checking or savings account
* Being a treasurer for a school club
* Organizing a fundraiser
* Collecting money for a school or community event
* Developing a budget
* Using computer programs to organize money

Total checks: \_\_\_\_\_ |
| #7* Working on a campaign for a political candidate
* Making a speech
* Volunteering for city planning
* Running for student council or other leadership position
* Planning and preparing budgets
* Volunteering to work with state or national leaders
* Learning and speaking a new language
* Writing applications for grants (money for an organization)

Total checks: \_\_\_\_\_ | #8* Taking care of a sick relative
* Watching doctor/hospital TV shows
* Learning CPR and first aid
* Volunteering at a retirement home
* Volunteering in a hospital
* Using a stethoscope to listen to someone’s heart
* Identifying parts of the human body on a diagram
* Helping athletes recover from sports injuries
* Helping people who use wheelchairs with daily tasks

Total checks: \_\_\_\_\_ |

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| #9* Working in a restaurant
* Planning vacations or events
* Cooking, baking, serving meals
* Participating in sports or outdoor activities
* Being a lifeguard
* Cooking for an event
* Working at a concession stand
* Exercising and working out
* Being a sports official

Total checks: \_\_\_\_\_ | #10* Making a family menu
* Working with the elderly
* Working at the shelter
* Shopping, comparing prices, & consumer goods
* Listening & helping friends with problems
* Participating in youth groups or community groups
* Working as a diet aid
* Volunteering at a retirement home
* Being a mentor to a younger student

Total checks: \_\_\_\_\_ |
| #11* Developing computer programs
* Building computers
* Playing video games
* Using the Internet
* Learning how to set up operating systems
* Installing computer software
* Learning how to put together computer parts
* Playing with electronics
* Designing video games

Total checks: \_\_\_\_\_ | #12* Reading mystery novels
* Listening to a police scanner
* Watching mystery movies or courtroom dramas
* Playing “Clue” or other mystery board games
* Volunteering in a lawyer’s office
* Following court cases in the news
* Training to respond to medical emergencies
* Volunteering to look for missing pets or persons
* Participating in search and/or rescue training

Total checks: \_\_\_\_\_ |

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| #13* Welding or working with metals
* Repairing and upholstering furniture
* Creating wood carvings
* Taking machine shop classes
* Making belts or other leather goods
* Operating a printing press
* Installing and repairing home electronics
* Sewing, weaving, knitting, or other needlework
* Building cabinets, shelves, and other simple woodworking

Total checks: \_\_\_\_\_ | #14* Cutting and styling hair
* Selling products for a school fund-raiser
* Taking tours of new houses for sale
* Designing or modeling clothes
* Giving people advice on products they should buy
* Decorating your house and rearranging furniture
* Planning and having a bake sale
* Arranging and selling flowers
* Fixing watches and clocks

Total checks: \_\_\_\_\_ |
| #15* Visiting science museums
* Designing experiments
* Exploring caves and collecting rocks
* Watching the weather and tracking storms
* Using a computer to solves math problems ad equations
* Identifying plants, animals, and/or marine life
* Developing solutions to environmental problems
* Building model aircraft/boats/trains
* Learning about different cultures

Total checks: \_\_\_\_\_ | #16* Flying airplanes
* Repairing vehicles, bikes, and engines
* Working in a warehouse or taking inventory
* Operating motorized machines or equipment
* Visiting space camps
* Building and repairing boats
* Operating an old radio
* Reading mechanical or automotive magazines/blogs
* Having a paper route

Total checks: \_\_\_\_\_ |

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| **Directions**: Write the total number of checkmarks for each category below. Then write the categories with the highest number below.**My top three Career Interest Categories**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| #1**Agriculture, Food, & Natural Resources**\_\_\_\_\_\_\_\_\_ | #2**Architecture & Construction**\_\_\_\_\_\_\_\_\_ | #3**Arts, Audio/Visual Technology, & Communications**\_\_\_\_\_\_\_\_\_ | #4**Business Management & Administration**\_\_\_\_\_\_\_\_\_ |
| #5**Education & Training** \_\_\_\_\_\_\_\_\_ | #6**Finance**\_\_\_\_\_\_\_\_\_ | #7**Government & Public Administration**\_\_\_\_\_\_\_\_\_ | #8**Health Science**\_\_\_\_\_\_\_\_\_ |
| #9**Hospitality and Tourism**\_\_\_\_\_\_\_\_\_ | #10**Human Services**\_\_\_\_\_\_\_\_\_ | #11**Information Technology**\_\_\_\_\_\_\_\_\_ | #12**Law, Public Safety, Corrections, and Security**\_\_\_\_\_\_\_\_\_ |
| #13**Manufacturing**\_\_\_\_\_\_\_\_\_ | #14**Marketing**\_\_\_\_\_\_\_\_\_ | #15**Science, Technology, Engineering, and Math**\_\_\_\_\_\_\_\_\_ | #16**Transportation, Distribution, & Logistics**\_\_\_\_\_\_\_\_\_ |

(MOSAIC Handout)

**November Activity 2**

**My Top Career Interests**

**Day 7: *My Career Inventory: Specific Careers***

**STEP 1**: **Introduce Jobs List** *(5-7 min)*

* Say to students, ***“Please take out your MOSAIC Handouts and turn to the page titled “Jobs List.”***
* Say to students, ***“Find the categories that align with your top three categories. For each of your top three categories, write down the jobs that most appeal to you.”***
	+ NOTE: You can also ask students to write down other careers they think of that might not be captured in this projector display.

**STEP 2: Discuss Students’ Career Interests** *(8-10 min)*

* Facilitate a discussion about the jobs and careers students are interested in pursuing.
	+ *Example Discussion Questions:*
		- ***Were you surprised and/or excited by any of the career clusters or the careers that you matched with?***
		- ***For the careers you are interested in, what is important to start practicing and learning in your classes to prepare you to be successful in those careers?***
			* NOTE:These responses can be related to the sample application that students will be reviewing and filling out in Days 9 and 10.
		- ***Were there any careers you didn’t know about before today?***
		- ***How do you think MOSAIC can help you prepare for a future job or career?***
		- ***What else do you want to know about choosing a career path?***
		- ***What do you want to know about preparing yourself for high school or college?***

(MOSAIC Handout)

**November Activity 2**

**Jobs List (2 pages)**

|  |  |  |
| --- | --- | --- |
| **#1. Agriculture, Food, & Natural Resources*** Animal Trainer
* Conservationist
* Farmer
* Veterinarian
* Butcher
* Soil/plant scientist
* Ship captain
* Wildlife biologist
* Marine biologist
* Oceanographer
* Recreation worker
* Forest ranger
 | **#2. Architecture & Construction*** Building Design
* Construction
* Architect
* Carpenter
* Roofer
* Civil Engineer
* Landscape architect
* Subway operator
* Interior design expert
 | **#3. Arts, Audio/Visual Technology, & Communications*** Video editing
* Sound technician
* Writer
* Historian
* Photographer
* Proofreader
* Interior designer
* Actor
* Journalist
* Graphic artist
* Reporter
* Social media manager
 |
| **#4. Business Management & Administration*** Bookkeeper
* Office worker
* Business Manager
* Data entry clerk
* Computer programmer
* Payroll Manager
* Cost estimator
* Helping a business run
* Working with others to improve business
 | **#5. Education & Training** * Teacher
* Coach
* Fitness Trainer
* Librarian
* Tutor
* Nutritionist
* Health educator
* Principal/Administrator
* Crisis intervention counselor
* School board attorney, business manager
 | **#6. Finance*** Banking
* Accounting
* Insurance
* Bank teller
* Tax preparation
* Financial advisor
* Insurance salesperson
* Economist
* Retirement counselor
 |
| **#7. Government & Public Administration*** City Planning
* National Security
* Postal Worker
* Legislator
* Climate change analyst
* Government property inspector
* Clean environment specialist
 | **#8. Health Science*** Pharmacist
* Nurse
* Doctor
* Home health aide
* Biomedical engineer
* Psychologist
* Senior Citizen specialist
* EMT/Paramedic
* Hospital administrator
 | **#9. Hospitality and Tourism*** Hotels
* Travel/Tourism
* Food Industry
* Chef
* Museum worker
* Translator
* Tour guide
* Travel web site worker
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| **10. Human Services*** Hair Stylist
* Counselor
* Social Worker
* Clergy
* Marriage Counselor
* Funeral director
* Childcare worker
* Makeup Artist
* Helping people and serving others
* Working with ideas to improve society
 | **#11. Information Technology*** Database Operator
* Computer network designer
* Software developer
* Video game developer
* Programmer
* Systems analyst
* Cybersecurity
 | **#12. Law, Public Safety, Corrections, and Security*** Police Officer
* Military
* Lawyer
* Security guard
* Firefighter
* Parking enforcement
* Animal Control
* Paralegal
 |
| **#13. Manufacturing*** Team Assembly
* Electrician
* Furniture Maker
* Jeweler
* Furniture finisher
* Power plant operator
* Packager
* Chemical plant operator
 | **#14. Marketing*** Salesperson
* Advertising
* Real Estate
* Telemarketer
* Property management
* Survey researcher
* Customer service representative
* Social media marketer
 |  |
| **#15. Science, Technology, Engineering, and Math*** Engineer
* Computer Programmer
* Biologist
* Anthropologist
* Biochemist
* Geneticist
* Quality control analyst
* Food science technician
 | **#16. Transportation, Distribution, & Logistics*** Car mechanic
* Truck driver
* Pilot
* Traffic technician
* Cargo inspector
* Distribution manager
* Supply chain manager
* Driverless car designer
 |  |

**Day 8: *Introducing Applications***

**STEP 1. Introduce Sample High School Application** *(5-6 min)*

* Explain, ***“Applications are often part of the process toward getting what you want, and they can help you in pursuing your career.”***
* Facilitate a discussion to teach students about the high school application process. Ask students, ***“Who knows about the high school application process in our city? What are the steps involved?”***
* Project **MOSAIC Projector Display: Sample Application** and have students take turns reading out loud parts of the sample application.
	+ NOTE: If you do not have access to a projector, read the questions aloud to your students.

****

* Instruct students to, ***“Take 2-3 minutes to write a short journal entry in your MOSAIC Journals about one thing that surprised you about the application and two things you need to begin thinking about and planning for, based on this application.”***
* Ask students, ***“Who wants to share their MOSAIC Journal reflections?”***

**Step 2. Class Review & Brainstorm of Personal Statement** *(6-8 min)*

* Read the personal statement question as a class.
* As a class, discuss different themes, styles, and structures that could be applied to this personal statement.
* *Example Discussion Questions*:
	+ - ***What skills and virtues from MOSAIC might relate to what you write about in your personal statements?***
		- ***How might your career interests that you identified the other day, tie into your personal statements?***
		- ***How many paragraphs do you think would be an appropriate number, considering the statements should be no more than 500 words?***
		- ***Who would likely be reading the application? In other words, who is your audience? What do they currently know about you and what would they like to know about you? What would they not be interested in hearing?***
		- ***What are some ways you could immediately engage the person reading the application? (For example, starting the statement with a question or brief story.)***
		- ***What are some ideas that you have for your personal statements?***
* Ask the students to spend 2 minutes writing down notes from this conversation about themes, styles, and structures that could be applied to this personal statement.

***This is not a real application!! But it is good practice to fill it out.***

(MOSAIC Projector Display)

**November Activity 2**

**Sample Application**

**APPLICATION CHECKLIST**

\_\_\_ Submit Application: Applicant Information and Personal Statements. **(ONLINE)**

\_\_\_ Federal Income Tax Return - Form 1040 or 1040A and/or a brief explanation of family income to be placed in CONFIDENTIAL envelope addressed to Rutgers Admissions Committee, sealed, and returned. **(PAPER)**

\_\_\_ Student’s Report Card: current 7th grade report card to be placed in envelope with Federal Income Tax Return info, sealed, and returned. **(PAPER**)

***PLEASE INCLUDE THIS COMPLETED FORM IN THE CONFIDENTIAL ENVELOPE WITH YOUR INCOME TAX INFORMATION AND CURRENT REPORT CARD.***

**APPLICANT INFORMATION** *(This form is filled out online)*

**Name**  (First) (Last)

**Address** (Number) (Street)

(City) \_\_\_\_(State) \_\_\_(Zip)

**Telephone** ( \_\_ )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E-mail Address** (same as email used on online application):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have a sibling who is currently or was previously in the Rutgers Future Scholars program? YES\_\_\_\_ NO \_\_\_\_\_

**PARENT/GUARDIAN INFORMATION**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REFERENCES**

**Reference 1** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_

**Reference 2** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email:\_\_\_\_\_\_\_\_\_

**Days 9 and 10: *Thinking About The Future: Starting Applications***

NOTE:On Day 12, you will be helping your student ambassadors to lead the class in Students Taking Action Together. Please set aside time to meet with the ambassadors and review the lesson plans and ambassador handouts before you start these lessons.

**STEP 1. Draft Application Responses** *(18-20 min)*

* Display **MOSAIC Projector Display: Personal Statement**

****

* Instruct students to, ***“Take out your MOSAIC journals and write a response to the personal statement prompt. Remember, first outline your response before writing the full draft.”***

**STEP 2. Reflect on Application** *(10-12 min)*

* Ask students, ***“What is one thing that surprised you about the application? What is one thing you need to begin thinking about and planning for, based on this application?”***

**FOLLOW UP**

* Encourage students to investigate their chosen careers by interviewing adults or researching online.
* Connect students to resources that will help them reach the goals they identify based on this activity. For example, link students who would like more club experiences to the relevant club advisors or sports coaches.

(MOSAIC Projector Display)

**November Activity 2**

**Personal Statement**

***Please answer this question in 500 words or less.***

***We suggest that you complete your statements in Word or another word processing program and***

***then copy and paste your responses below.***

**Question: What do you think are the challenges students in your community face, preparing for college and/or their futures?**

November Activity 3

**Students Taking Action Together Series**

*Student Taking Action Together*

Days 11 to 14

**VIRTUE & SKILLS**

Constructive Creativity

&

Communication + Social Problem Solving

|  |  |
| --- | --- |
| **OBJECTIVE**Students will use the PLAN problem-solving framework to discuss an important issue and submit a suggestion for change to the school.  | **MATERIALS*** Chart paper or board space
* Ambassador Handouts for both Ambassadors
	+ Ambassador Handout: STAT List of Options
	+ Ambassador Handout: STAT Action Plan
 |
| **November Activity 3 Tips**1. Meet with your Ambassadors before Day 12 help them coordinate leading the activity.
2. If there is a particular topic that you, the teacher, or the school administrator(s) have predetermined is important for a class or a grade, you can use STAT to address that particular problem, otherwise, the lesson guides the students through a process to pick a topic that is relevant and important to them.
3. Starting on Day 12, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in***underlined green*** font.
 |

**“Students Taking Action Together” (STAT) Overview**

**DAY 11: Introduce PLAN**

**DAY 12: Introduce STAT and Select Topic**

 **DAY 13: Problem Description and List of Options**

 **DAY 14: Select Options, Discuss Action Plan and Reflection**

**DAY 11: *Introduce PLAN***

**STEP 1. Introduce PLAN Problem Solving Model** *(1-2 min)*

* Show the MOSAIC Projector Display: PLAN
* Explain, ***“The PLAN Problem Solving Model will be used throughout MOSAIC. PLAN stands for: Problem Description, List of Options, Action Plan, and Notice Successes.”***
* Ask students, ***“Who wants to volunteer to read through the steps written on the display?”***

**STEP 2. Discuss How Successful People Use PLAN** *(5-6 min)*

* Introduce the students to the term “mental rehearsal” by saying, ***“Mental rehearsal involves visualizing the outcome of a problem and rehearsing how you can respond to various scenarios. This technique is used by some very successful people, like famous athletes, soldiers and business leaders, in order to overcome obstacles in their journeys.”***
* Listen to the podcast interview with Eric Greitens from minute 19:00 to 20:35**,** as an example of someone who used mental rehearsal to succeed in his work. <http://lewishowes.com/podcast/eric-greitens/>
	+ Eric Greitens was a Navy SEAL, Rhodes Scholar, *NY Times*Bestselling author, and Executive Director of a nationally recognized nonprofit
	+ Alternative for audio (Discuss Eric Greiten’s story): “***He uses mental rehearsal to prepare himself for the difficult moments of his Navy SEAL career*** ***such as practicing repeating “Stay Relaxed, Stay Relaxed” while swimming in deep waters and feeling like he is losing his breath, or trying to be completely quiet while moving through a swamp***. ***He also uses mental rehearsal to prepare for difficult conversations with his family.*”**
		- NOTE: A Navy SEAL is a member of the United States Navy's Sea, Air and Land Teams; they are the U.S. Navy's primary special operations force and conduct small-unit military operations that originate from, and return to, a river, ocean, swamp, delta, or coastline, any and all of which you also may want to define for your students).
* Ask students ***“Have you ever used mental rehearsal, or something like it, in your lives?”***

**STEP 3. Introduce How PLAN Will Be Used This Month** *(7-9 min)*

* Connect mental rehearsal and PLAN by saying**, *“PLAN and mental rehearsal are both used for problem solving. In order to mentally prepare ourselves for handling problems, or mentally rehearse, it will be helpful for us to understand the problem, brainstorm solutions, come up with an action plan and notice our successes*.”**
* Say***, “We will be using this to talk about important issues in our school and community, which will help us come up with ideas for solutions*.”**
* Encourage that this is a process**, “*Remember, successful people did not get to where they are by chance, but rather by hard work. People like Eric Greitens worked hard and practiced problem solving to overcome obstacles. We will use some of our time during MOSAIC to improve our problem solving skills.”***

**Problem Description**

(MOSAIC Projector Display)

**November 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.

**DAY 12: *Introduce STAT and Select Topic***

NOTES:

(1) You will need to select an entity that your class will present their ideas to at the end of December for the purposes of building your students’ presentation and communication skills and for learning how to deal with feedback. Options include: a buddy classroom, a counselor or specials teacher, a school administrator, or the Student Council. [ It will be helpful to plan ahead!

(2)Days 12-14 include sections that are led by your student Ambassadors, who will need a lot of support from you! Notes to the teacher in the curriculum lessons below explain both the teacher and the Ambassador’s role and provides suggested scripts for the teachers in ***blue font***, and the Ambassadors in ***green font***. The Ambassador handouts provide direct instructions for the Ambassadors and should be given to them to use during the lessons.

\*\*\*\***Make sure that you review the curriculum and handouts with your Ambassadors before the lesson, and that you support them in any way that they need! Over time, they will need less of your support and guidance.\*\*\*\***

 **STEP 1: Introduce Students Taking Action Together (STAT)** *(1-2 min)*

* Introduce students to the Students Taking Action Together (STAT) Series framework, ***“Today, we are starting a series of problem-solving discussions aimed at taking actions to make our classroom, school, and community better. This is called the Students Taking Action Together Series, or STAT. It’s called STAT because just about everything important that has occurred to solve problems and improve civil rights and justice has happened when people act together with Responsible Diligence, Optimistic Future Mindedness, Constructive Creativity, Compassionate Forgiveness, and Helpful Generosity. And when young people like you get together to act, you can make important changes happen in our school, in the community, and even in the wider world. This year, and for the next two years, you will learn the skills to act together and make changes that you believe are necessary to improve different situations. Our MOSAIC Ambassadors will help lead these discussions, help us decide on our best ideas, and share our ideas with a person or group outside of our class so we can get feedback and make your ideas even better.”***

**STEP 2. Review P-L-A-N framework briefly** *(2-3 min)*

* Ambassadors say, ***“From November-February in the Students Taking Action Together lessons (STAT), we will be using PLAN to talk about important issues in our classroom, school, and community, come up with ideas for solutions, and work on putting them into action. From March-June we will work on finishing our class action/project(s) and presenting our accomplishments to others in the school/community.”***
* Ambassadors say, ***“Remember, like we went over in the last MOSAIC lesson, the PLAN problem solving framework stands for: P- Problem Description; L- List of Options; A- Action Plan; N- Notice Successes”***

**STEP 3. Discuss Topic for STAT** *(10-12 min)*

* In their first year of STAT, 6th graders are expected to address problems related to their status as being new to middle school, such as adjusting to middle school stressors, showing respect, or including others. Appropriate projects are intended to be small in scope and may include developing ways to cope with stress, improving support for keeping track of assignments and using one’s lockers, a system for keeping their classroom clean, or a method to build a culture of inclusivity within their classroom.

NOTE: is there is a particular topic that you, the teacher, or the school administrator(s) have predetermined is important for a class or a grade, you can use STAT to address that particular problem. Otherwise, the steps below guide students in selecting the specific problem they want to address.

* To introduce the STAT topic for 6th graders, Ambassadors say, “***As 6th graders, we are new to middle school. In STAT, we have the power to select a topic that addresses the challenges we face related to transitioning to middle school. Let’s see if we can make some constructively creative changes.”***
* Ambassadors should take part in this discussion by sharing their own opinions. You may want to give the Ambassadors the opportunity to offer their ideas first or defer and have classmates start off, and they will chime in later. Ambassadors should also take turns taking notes (on board or chart paper) during this discussion.
* Ambassadors ask students to generate ideas about why this topic is relevant to them and then ask them to share their feelings and beliefs about these topics.
* *Example Discussion Questions Ambassadors Can Ask:*
	+ - ***What challenges do you and others your age have in making the transition to middle school as 6th graders?***
		- ***What are your feelings around the topic?***
		- ***Why do you care about the topic, if at all?***
		- ***What evidence do you have for your beliefs?***
		- ***How do you know \_\_\_\_ is true?***
		- ***Are there multiple sides to this issue/topic?***
		- ***How might other students in the school feel?***

* Help your Ambassadors to summarize commonalities or themes from student responses
	+ Refer to the Ambassadors’ notes on the board/chart paper.
	+ Summarize themes in feelings and beliefs, for example, ***“It seems that much of the class feels this way…”*** or ***“Some people expressed the belief that…”***
* The class has two ways to think about a topic and can chose either:
	+ 1. **As a Classroom Problem**: Think about how the problem affects our classroom and what might happen in your classroom that you can work on
		- *Example:*
			* Some students in a classroom have trouble respecting the possessions of their classmates. What can our class do to help our classmates respect each other’s things?
	+ 2. **As a School Problem**: Think about how the problem affects your school and what might happen in our school that you can work on
		- *Example:*
			* Sometimes, there are places in the school where bullying occurs, like certain staircases or during recess or on the school bus. What can happen in the school so that students do not have to worry about being bullied anywhere in the school?
* The next class will focus on choosing which way to think about the problem and how to describe it.

**DAY 13: *Problem Description and List of Options***

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

* Review the topic that was discussed during Day 12

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

* Ambassadors say to students, ***“We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”*** Use chart paper or the board to document the brainstorm.
	+ NOTE: Problems can be making good things better, not only dealing with difficulties
* Have Ambassadors copy the sentence on the Ambassador Handout: STAT List of Options Handout, to be reviewed on Day 14.
* Problem Description Examples
	+ “Students do not know who to sit with in the cafeteria (problem) and we need to help each other feel safer (goal).”
	+ “Many activities happen at this school that 6th graders do not know about (problem) and we think they should know (goal).”
	+ “8th graders can be intimidating (problem) and we want to see them as friends (goal).”

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

* Help Ambassadors put students into groups of three (one student is note-taker). Ambassadors say, ***“Let’s break into groups of three. Two of you will be brainstormers and the other will be the note-taker. The one who’s first name is earliest in the alphabet will take the notes.”***
* Ambassadors say to students, ***“In your groups, you will think of different ways to address the problem or issue discussed in the last two MOSAIC lessons.”***
* Ambassadors set a timer for 2 minutes and tell students, ***“You will have two minutes to brainstorm as fast as you can—no idea is a bad idea!”***
* Option Examples:
	+ - We could make sure that all the students in our class have someone to sit with and invite those who sit alone to join them.
		- We could reach out to the student coordinators of the school newspaper and ask them to add an article about the opportunities at our school.
		- There could be a mentorship program where each 6th grade student is assigned an 8th grade buddy.

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

* One Ambassador says to the small groups, ***“Let’s share our ideas”*** and calls on students to share.
* The other Ambassador takes notes on the board or chart paper.
* Help your Ambassadors take notes, if they need it!

(Ambassador Handout)

**November Activity 3**

**Students Taking Action Together: List of Options**

**STEP 1. Review Topic discussed on Day 12**

* Challenges of: transition to middle school (6th grade); earning good grades (7th grade), transitioning to high school (8th grade)

**STEP 2. Problem Description**

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

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

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

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

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

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

**DAY 14: *Select Options, Discuss Action Plan and Reflection***

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

* Support the Ambassadors in asking classmates about the list of options from Day 13.
* Example Discussion Questions:
	+ - ***“Which option do you think…***
			* ***… is the easiest to do?***
			* ***… will reach the goal we set?***
			* ***… will affect the most people in our classroom/ school?***
			* ***… will be well-liked?”***
* Ambassadors circle and save the top 3 options that the class agrees upon. Remember to support them on this!
	+ NOTE: If there is a tie, your class can have a tie-breaking vote or include up to four options.
* Ambassadors add top 3 options to Ambassador Handout: STAT Action Plan

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

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

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

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

**STEP 4. Notice Successes and Discuss December STAT** *(2-3 min)*

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

**STEP 5. Facilitate ‘One Thing I Learned” for November Reflection** *(2-3 min)*

* 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.

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* Teachers ask students to, “***Write down in your MOSAIC Journal, one thing you learned this month and one way you intend to use what you’ve learned”***
	+ NOTE: It may not be possible to complete Step 5 in Day 13. Do your best to find some time to reflect on the November MOSAIC activities before the end of the month.
	+ NOTE: Teacher feedback handouts are included every other month. The next will be in December.

(Ambassador Handout)

**November Activity 3**

**Students Taking Action Together: Action Plan**

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

**STEP 1. Choose Top 3 options**

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

**STEP 2. Discuss Pros & Cons**

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

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

 PROS: (+) CONS: (-)

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

 PROS: (+) CONS: (-)

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

 PROS: (+) CONS: (-)

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

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

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

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

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