November

*Making Ourselves, School, and World Better*



Year 3

**november THEME**

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

**november VIrtue & SKills**

**Virtue:**

Constructive Creativity

**Skills:**

**Social Problem Solving &
Communication**

**MOSAIC BY YEAR**

**MOSAIC in November**

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.***

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

Days 1 to 2: Constructive Creativity Activities

Day 3: What Does it Mean to be a Great Community or Country

 and to be Constructively Creative?

**November Activity 2: Career Planning**

Days 4 to 7: My Career Interests: Mapping a Path

Days 8 to 9: Creating Your Resume

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

Day 10 to 14: STAT: Guns in the United States

Days 1 to 3

November Activity 1

**Introduction to**

**Constructive Creativity**

**VIRTUE & SKILLS**

Constructive Creativity

&

Communication + Social Problem Solving

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| --- | --- |
| **OBJECTIVE**Students will be introduced to theme and virtue by what it means to be a great community 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 Throughline
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| **November Activity 1 Tip**1. Use your judgment to divide activities across Days 1 and 2.
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**“Constructive Creativity” Overview**

**Days 1-2: Constructive Creativity Activities**

**Day 3: What Does it Mean to be a Great Community or Country and**

 **to be Constructively Creative?**

**Days 1-2: *Constructive Creativity Activities***

**STEP 1. Introduce Constructive Creativity**

* 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. Who remembers Constructive Creativity from last year?”***
* Remind students as needed that, ***“Constructive Creativity can be described in 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. Facilitate Brainstorming Pictures**

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* Draw this picture or something like it on a board or a piece of poster board or large post-it for the students. Ask them to call out anything that they think this picture could be. No one should comment on anyone else’s idea.
* Give students a few minutes.
* When responses are dying down, ask, ***“How many of you had ideas that you did not share?”***
* Explain, ***“You were ‘brainstorming,’ and in brainstorming, any answer is a good answer. There are no wrong answers. Whatever you see, you should say. This gives others ideas and then they get more creative and help everyone else get more creative. Brainstorming is very important for Constructive Creativity.”***
* Draw something like this picture and repeat the task.
* You should see less hesitation in responding. This is the kind of activity that is a good way to open up lessons in any classes- show a shape, take a common object like a pencil or ruler or chair and ask how many different things it could be. It can be the equivalent of a “Do Now.”
* Brainstorming frees up students’ thinking for whatever they are going to be dealing with next and makes them more Constructively Creative.

**STEP 3. Facilitate Brainstorming Triangles**

* Give each pair of students a piece of paper. Show them 2 equally sized triangles.
* Ask them to draw as many ways as they can think of to arrange two triangles so that they are touching one-another in any way, and to give each picture a title. Give them 90 seconds and no more.
* Ask each group how many they were able to generate. Ask what they found challenging about the task.

**STEP 4. Show Constructive Creativity Video**

* Show this video (1 min. 20 sec)

[***https://youtu.be/VPbjSnZnWP0***](https://youtu.be/VPbjSnZnWP0)

**Video Summary**

This video is titled, *Creativity Requires Time*, and it illustrates the difference between giving students a short time limit and a longer time to be creative. The message for the students is that they need to give themselves the time to be creative and not just think of the first things that come to their minds. They need to keep thinking! The longer they think, usually, the more creative their ideas will be.

**STEP 5. Repeat Triangles Task**

* Ask students to repeat the triangle task with a fresh piece of paper and give them 5 minutes.
* Allow them to use the other side of the page if needed. Have them compare the results and see (a) how many more they were able to do and (b) how much more creative their titles were.

**As time allows:**

**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?***
	+ ***What was hard for you when it came to be your turn?***
	+ ***Did the story always go in the direction you thought that it would?***
	+ ***How has someone in your life used their Constructive Creativity to come up with a special idea to solve a problem?***
* Emphasize that**, *“When we get anxious and worried what people will think about what we are going to say, it can be hard to be creative and share our ideas. That’s why it is important in a class for all of us to listen to each other’s ideas respectfully. That allows us all to be Constructively Creative, open to thinking about things in different ways, and better problem solvers.”***

**Day 3: *What Does it Mean to be a Great Community***

***or Country and to be Constructively Creative?***

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

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

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

* Show the **MOSAIC Projector Display: Best Community/Nation 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! You can choose to focus on our community or our country.”***

**STEP 4. Share Ideas and Create Class Definitions**

* Ask the Ambassadors to lead the discussion: ***“What are some ideas that you came up with in your individual definition webs***?” Ask about Constructive Creativity, Community, and Country.
* Have the Ambassadors summarize the themes that come up from their ideas; supplement as necessary.
	+ *Example:* ***“It seems like the group pictures Constructive Creativity as being able to imagine many possibilities; the best Community is safe, clean, and friendly; the best Country has jobs for everyone, shows respect for people, and is fair.”***
* Ask students to, ***“Work together to create class definitions of being the best community and country and Constructive Creativity.”*** Ask the Ambassadors to join in student groups and help them work together to some up with their definitions.
* Instruct students to, ***“Copy these definitions in your MOSAIC Journals to refer back to.”***

**STEP 5. Introduce the Throughline Sheet**

* 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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* Select a student to read the Throughline sheet aloud and post 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 your students seem to be concerned about the gap they perceive between a great community or country and what they observe in their community or country, consider making this a topic for a Students Taking Action Together discussion using the PLAN problem solving framework, either in Advisory, Home Room, or as part of Social Studies. The PLAN framework for STAT is available at www.secdlab.org/stat.
* If conflicts or problems come up in your MOSAIC class, ask students what they would do if they were acting as their Best Community.

 **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.



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

(MOSAIC Projector Display)

**November Activity 1**

**Best Community and Creativity Definition Web**

November Activity 2

**Career Planning**

Days 4 to 9

**VIRTUE & SKILLS**

Constructive Creativity

&

Communication + Social Problem Solving

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| --- | --- |
| **OBJECTIVE**Students will be able to identify a career field and be exposed to creating a resume.  | **MATERIALS*** Paper/MOSAIC journals
* Pens/pencils/crayons/markers
* Projector
* Internet (optional)
* MOSAIC Projector Displays:
	+ Learning about Careers
	+ My Resume (Optional: Print as a Handout)
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| **November Activity 2 Tips**1. For students who have completed exercises like the career inventory before, encourage them to be open to shifting career interests. Let students know they are not signing up for a lifelong career right now, but they are exploring their interests so they can see what kinds of careers they can aim for!
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**“Career Planning” Overview**

**Days 4 to 7: My Career Interests: Mapping a Path**

**Days 8 to 9: Creating Your Resume**

**Days 4 to 7: *My Career Interests: Mapping a Path***

**STEP 1. Discuss Job Versus Career**

* Ask students, ***“Raise your hand if you remember having a discussion last year about the difference between a ‘job’ and a ‘career.’”***
* Call on a couple of students to share their recollections and then ask another student.
	+ 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”***

**STEP 2. MOSAIC Circle Writing: Career and School**

* Go around to each student, in the style of a MOSAIC circle, and ask them to write the answer to this question in their MOSAIC journal and then respond to this question (they must write their answer but they can pass on sharing it). Keep a list of students’ responses on a board or display as you will need it for the next part of this lesson.
	+ - ***What are one or two careers you would like to have?***
* Go around again and ask them to write the answer to this question in their MOSAIC journal and then respond to this question:
	+ - ***How does doing well in school fit with the career you are thinking about?***
* Go around one final time and ask them to write the answer to this question in their MOSAIC journal and then respond to this question:
	+ - ***How are the careers you are interested in connected to your Positive Purpose?***

**STEP 3. Debrief and Reflect**

* Ask students,
	+ ***“What did you hear regarding the connection between school and your future career?”***
	+ ***“Is it only grades that matter? What else matters about school?”***
	+ ***“How close do you think the connection should be between your career and your sense of purpose? Should you only have a career connected to your purpose?”***
* Tell students, “***What you do in and out of school tells a story about you. Your grades are part of the story but they are not the whole story. For example, your leadership activities are very important. In the next MOSAIC classes, you will spend time learning more about the careers you are interested in and then you will learn how to tell your story by writing a resume.”***

**STEP 4. Learning More About Careers**

* Say, ***“For this class and the next two classes, you will have the entire time to do research on one or two careers you are interested in. Use the Internet and school library and other sources- including out of school time to find answers to these questions, which you will submit in writing.”***
* Show **the MOSAIC Projector Display “Learning about Careers”** or provide it as a handout.

*Learning about Careers Questions*

1. ***What are the qualifications to have the careers I am interested in? What schooling is necessary? What kinds of experience?***
2. ***What are the steps in this career? Are there levels of responsibility? For example, in the military, one rises through the ranks toward more responsibility and authority.***
3. ***What kind of person seems to fit well with this career?***
4. ***What does the typical work day look like?***
5. ***Where does the work take place? Who do you work with?***
6. ***What are three things I learned about this career that I did not know before?***
7. ***What are two questions I have now about this career that I did not have before?***
8. ***What is the one thing I have to focus on now that I did not realize before, if I really want this career?***
* Note: Provide a deadline for the responses, collect them, and provide some feedback individually and/or to the group.
* Encourage students researching similar careers to work together and share information. You may want to build in a discussion about how to search for information, if they seem unsure.

(MOSAIC Projector Display)

**November Activity 2**

**Learning about Careers**

1. What are the qualifications to have the careers I am interested in? What schooling is necessary? What kinds of experience?
2. What are the steps in this career? Are there levels of responsibility? For example, in the military, one rises through the ranks toward more responsibility and authority.
3. What kind of person seems to fit well with this career?
4. What does the typical work day look like?
5. Where does the work take place? Who do you work with?
6. What are three things I learned about this career that I did not know before?
7. What are two questions I have now about this career that I did not have before?
8. What is the one thing I have to focus on now that I did not realize before, if I really want this career?

**Days 8-9: *Creating Your Resume***

NOTE:On Day 10, you will be helping your student Ambassadors to lead the class in the Students Taking Action together lesson sequence. Please set aside time to meet with the Ambassadors and review the lesson plans and their responsibilities.

**STEP 1. Introduce Resume Format**

* Explain, ***“Resumes are documents that tell the story of how qualified you are for important opportunities. This can be a job, a career, a scholarship, an internship, or a college application.***
* ***“You usually will have to complete some kind of application, often online, but much of the information will come from your resume. And many places will want to see your resume. Even if they don’t ask, you often want to have one and share it because it tells your story in ways that you want people to know.”***
* Ask students, ***“Last year, we discussed that to reach our goals, we often have to fill out many applications for many things. A lot of the time, we may not get any response. Most of the time, we will get rejected. That’s to be expected.”*** [If possible, here, share an example from your own life, related to jobs, career, college.]
* ***“To reach your goals, you need Responsible Diligence, Optimistic Future-Mindedness, and Constructive Creativity to tell your story well.”***

**STEP 2. Reflect on Resume**

* Show the **MOSAIC Projector Display: My Resume** and tell students, ***“Let’s take turns reading out loud parts of the Resume, so you know what the parts are.”***

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* After reading the Projector Display, instruct students to, ***“Take 2-3 minutes to write a short journal entry in your MOSAIC Journals about one thing that surprised you about what is being asked in the Resume and two things you need to begin thinking about and planning for, based on this review of the resume.”***
* Ask students, ***“Who wants to share their MOSAIC Journal reflections?”***

*Example Discussion Questions:*

* + - ***“What skills and virtues from MOSAIC might relate to what you say about yourself in your Resume?”***
		- ***“What is special about you that would make you a great person to be selected for many things?”***

**STEP 3. Draft Resume**

* Display **MOSAIC Projector Display: My Resume**, or, ideally, give students a handout of the My Resume outline.
* Give them a sheet of paper and ask them to begin completing the Resume as if they were applying for a first step toward the career path they are interested in. It may be for a summer job, an internship, or college.
* Let them know that this is something they can and should complete on their own time. Arrange for/encourage them to share their responses with peers and/or your student Ambassadors to get feedback. Offer to or arrange to collect their responses to give them feedback.

**FOLLOW UP**

* Encourage students to investigate their chosen careers by interviewing adults or researching online.
* Continue to connect students’ current actions and plans to their career aspirations.
* Where possible, draw connections between what students are learning in their various classes and how those topics are important for career, citizenship, or other contexts.

Note: This format is based on <https://careerkids.com/pages/my-first-resume>. The web site contains an online version of this resume and can be used as a source of career information.

(MOSAIC Projector Display)

**November Activity 2**

**My Resume**

**My Contact Information**

My name: My address:

My email address: My phone number:

**My School**

School Name: My Grade level:

Town: State:

**Past Schools** (If you have attended other schools in the past, list them here, most recent first):

Past School Name #1 Town: State:

Past School Name #2 Town: State:

**My goal in applying for this position and why I think I am suitable (no more than 2-3 short sentences):**

**My Interests** (Note: Here are some examples. You should choose between 3-5 interests that will tell people something about you as a person.)

* I like to use computers for school and home work.
* I like to play team sports.
* I like playing individual sports.
* I enjoy reading and writing
* I like drawing, art or music.
* Friends often tell me secrets and ask my advice
* I like to set up garage sales, lemonade stands and sell cookies or other items for fundraising events.

**Responsibilities I Have Had** (Note: Here are some examples. You should choose 2-3 that have been the most important. Those interested in selecting you want to know that you have shown responsibility. Note that they may ask you if they can contact someone who can tell them about what you did, so you must be truthful.)

* I help watch younger siblings or babysit for others.
* I do volunteer work through church, scouts, helping elderly neighbors, or other ways.
* I do well in school while having many outside activities and interests.
* I behave in a way that sets a good example for friends, siblings and children younger than me.

**My Best School Skill?** (Note: Here are some examples. Choose one or two only. This allows you to say something about your skills that might not be reflected in your grades)

* I do well in math and science.
* I do well in reading and writing
* I do well in social studies.
* I do well in many different subjects.

**Special Achievements** (Think about the different activities in your life. What have you done that makes you feel good about yourself? Have you won an award? Made something special? Reached a goal? List them below. Include the years you reached the achievements or won the awards.  For example, being a student or youth leader of any kind.)

1.

2.

3.

**Jobs or Volunteer Activities** (There are many different kinds of jobs for young people. They can range from mowing a neighbor’s lawn, babysitting, or volunteering to work at a craft fair or being a buddy or tutor in your school. Complete the following blanks if you have worked. Leave them blank if you haven’t.)

**Job Title 1** (such as food server, babysitter):

Name of person or organization for which you worked:

Phone Number of person or organization for which you worked:

Month and year you worked (if it’s ongoing, you can type in something like May 2008 - Current):

**Job Title 2** (such as food server, babysitter):

Name of person or organization for which you worked:

Phone Number of person or organization for which you worked:

Month and year you worked (if it’s ongoing, you can type in something like May 2008 - Current):

Days 10 to 14

November Activity 3

**School-Community Action Series**

***Students Taking Action Together***

**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
* MOSAIC Projector Displays:
	+ PLAN
	+ Guns in the United States
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**November Activity 3 Tips**

1. On Day 10, 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
2. Starting on Day 10, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in***underlined green*** font.

**Days 10 to 14:** Help Ambassadors break up STAT lessons across these days.

**NOTE:** Days 10-14 include sections that are led by your student Ambassadors, who will need a lot of support from you! The teacher curriculum below explains both the teacher and the Ambassador’s role and provides suggested scripts for the teachers in ***blue font***, and the Ambassadors in ***underlined 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!\*\*\*\***

**Days 10-14: *STAT: Guns in the United States***

**STEP 1. Introduce PLAN Problem Solving Model**

* Show **the MOSAIC Projector Display: PLAN**
* Explain, ***“As you may remember, the PLAN Problem Solving Model will be used throughout MOSAIC. PLAN stands for… anyone want to share what you remember for those who may be new to this?... 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 We Will Use PLAN This Year**

* + Say to students: ***“Our theme this month is ‘Making Our Community and World Better.’ There are many social issues and problems that citizens need to learn more about, have opinions about, and take action on. Students in middle schools are citizens of our school and community and as much citizens as anyone else in our country. So this year, we are going to learn more about a few social issues and think about ways we might want to help.***
	+ “***When we do this, it will be with the goal of Students Taking Action Together—learning and working together to solve problems better than any one of us could do by ourselves, and not just leaving the problems for adults or officials to figure out. Your great ideas count!!”***
	+ ***“Our Ambassadors will help lead us in these discussions.”***
* Optional: Watch Kid President: How to Change the World at[**https://www.youtube.com/watch?v=4z7gDsSKUmU**](https://www.youtube.com/watch?v=4z7gDsSKUmU) **(can stop at 2:50)**

**STEP 3. Review PLAN Problem Solving**

* ***We will use the PLAN method to analyze social issues and develop ways of responding to them.***
* ***Problem Description: We have to use our Responsible Diligence and Empathy to learn more about a particular issue or problem before we decide on what might be done about it.***
* ***List of Options: Once we have learned more about the issue, we will use our Constructive Creativity and Emotion Regulation to brainstorm many possible ways to solve the problem as we can think of in the time we have.***
* ***Action Plan: We will look at the positives and negatives of our ideas, make a decision about one or two best ideas to try, and use our Helpful Generosity and Communication and Social Problem Solving skills to make a plan for what we can do to put our ideas into action.***
* ***Notice Successes: After we carry out our idea, we will review what happened with Optimistic Future Mindedness and Compassionate Forgiveness. What went well, what didn’t, and what can we learn from what worked so we can use it in the future.***
* ***We will not always use all of the PLAN steps for every issue or problem we look at. Sometimes our goal will just be to get us to think about many sides of an issue, or to start to think about new ways to solve problems.***
	+ Option: If your students know PLAN well, you can just mention each PLAN step and ask THEM to tell you what MOSAIC skills and virtues they associate with each one.

**STEP 4. Ambassadors: Present Facts about Guns in the United States**

* Ambassadors say, “***Today, we are going to start to look at guns in schools and in society.”***
* ***“Between 1979 and 1996, over 75,000 American children have been killed and 375,000 children have been wounded by guns. 1,875 of these children were under 5 years old. Half of the victims of gun violence are Black but they are much less than half of the population. More children have been killed and wounded by guns in the United States than American soldiers were killed and wounded during the war in Vietnam over the same time.”***
* ***“John F. Kennedy, Robert Kennedy, and Rev. Dr. Martin Luther King, Jr. were all killed by guns. “***

**STEP 5. Ambassadors: Lead Discussion about Second Amendment**

* Ambassadors say, ***“One reason guns are an issue in the United States is the Second Amendment to the Constitution.”***
* ***“The amendment reads: ‘A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.’”***
* Ask the class: ***“What does this amendment mean to you?”***

*More Discussion Questions*

* ***This was written in 1789. What might have been some reasons why this was written into the Constitution? How is the United States different now than it was in 1789?***
* ***Why is the right to own guns so important to Americans?***
* ***In April 2013, the state of Connecticut (where the Newtown school shooting occurred) passed the country's toughest***[***gun control law***](http://www.cga.ct.gov/ASaferConnecticut/)***. The law's provisions included a first-in-the-nation statewide dangerous weapon offender registry, a ban on the sale of large-capacity magazines, universal background checks for gun sales, and a ban on assault weapons. What do you think of the law?***
* ***What can and should schools do to keep students safe?***
* Ask, ***“Would armed guards in schools make schools safer against gun-related attacks?***
	+ ***See MOSAIC Projections for the positions of the*** [***National Rifle Association (NRA) and***](http://www.nraschoolshield.com/) ***the National Education Association's (NEA) response.***
	+ ***What do you think?***

**STEP 6. Ambassadors: Ask Classmates to do Research**

* ***Spend the rest of the time today, and our next MOSAIC class, looking up one of these articles*** [listed on **MOSAIC Projector Display: Guns in the United States**] ***so that you can share something about what you have learned in the class after that. Plan on sharing for no more than 2 minutes. You can make a handout or some other presentation aid if you wish to.***
* Ambassadors should divide the articles and take a look at them to be familiar, and should offer—along with the teacher—to help any students who are having trouble or don’t understand something they are reading.

**STEP 7. Class Shares Research on Guns in United States**

* Ask the class in advance who is ready to present. Give students time to share. You should be able to do 6 students and have time for a brief discussion. You may be able to do another round of 6 presentations for the next class.

**STEP 8. Ambassadors: Lead “Agree-Disagree-Not Sure”**

* Ambassadors: ***Before we start to think about what can be done about the problem, it’s important to be clear about our own position and also hear from our classmates.***
* Ambassadors read the following in a “Yes-No-Maybe” (or, “Agree-Disagree-Not Sure”) format. Have students go to a different part of the room based on their response, share briefly, and have one person report out on the group’s views of Agreement, Disagreement, Uncertainty.

*Yes/Agree-No/Disagree-Maybe/Unsure Prompts*

* ***Guns are necessary to protect citizens from people who would threaten them with weapons.***
* ***Some states should allow teachers to bring guns into the classroom to protect students.***
* ***It should be a requirement for guns to have technology that would only allow their registered owners to use them.***
* ***Since criminals has such an easy time getting guns, people should not have a hard time getting them.***
* ***I believe background checks and mental health screening should be required before someone can legally buy a gun.***
* ***Weapons that shoot multiple rounds and other automatic and semi-automatic weapons should not be sold.***
* ***We will prevent gun violence better through building character and virtues than by trying to limit who and when people can buy guns.***
* ***In April 2013, the state of Connecticut (where the Newtown school shooting occurred) passed the country's toughest***[***gun control law***](http://www.cga.ct.gov/ASaferConnecticut/)***. The law includes a statewide registry of offenders who have used dangerous weapons, universal background checks for gun sales, and a ban on assault weapons and the sale of large-capacity magazines. I believe in this approach.***

**STEP 9. Ambassadors: Facilitate Discussion**

* Lead a group discussion about these questions:
	+ ***Do you know anyone who was injured or killed by guns? How has that affected your opinion about guns availability?***
	+ ***Do you believe that having armed guards in school makes them safer from attacks? Or safer overall?***

**STEP 10. Ambassadors: Lead Brainstorm List of Options (PLAN Step 2)**

* Brainstorm a list of options (Step 2 of PLAN). Ambassadors can write student responses on board to keep track of suggestions.
	+ ***What do you think are the best ways we can keep our school and community safe from gun violence?***

**STEP 11. Facilitate “One Thing I Learned” for November Reflection**

* Refer to the Summary of Lessonssheet on the first page of the month’s curriculum in order to review this past month’s list of activities.

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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 this during Day 14. Do your best to find some time to have students reflect on the November MOSAIC activities before the end of the month.

**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.

Choose one article to research and present to the class.

(MOSAIC Projector Display)

**November Activity 3**

**Guns in the United States**

<http://timelines.latimes.com/deadliest-shooting-rampages/>

This article lists where many of the worst shootings in America have taken place. Find one of these and learn more about it.

<http://www.npr.org/2015/12/03/458361243/the-students-perspective-on-gun-violence-in-schools>

Read this to understand student perspectives on gun violence in schools and colleges.

<http://www.businessinsider.com/14-stunning-facts-that-show-how-gun-violence-hurts-american-kids-2017-7/#every-other-day-a-child-kills-or-wounds-another-person-in-an-accidental-shooting-8>

This article provides 14 updated statistics on guns, gun violence, and its impact.

(MOSAIC Projector Display)

**November Activity 3**

**Guns in the United States, Continued**

The National Rifle Association’s School Shield Proposal, as summarized by *The Guardian:*

<https://www.theguardian.com/world/2013/apr/02/nra-unveils-plan-armed-guards>

The National Rifle Association has unveiled its recommendations for placing at least one armed guard inside every school campus in the country in proposals that were immediately denounced by gun control advocates as radical and dangerous.

America's most activist gun rights lobby group presented in Washington what it claimed was an "independent" review of school safety standards headed by a former Republican congressman from Arkansas, Asa Hutchinson. The core recommendation of the 225-page report is that school personnel carrying firearms should be placed not only within every school but within every campus in every school.

Hutchinson said that the presence of armed school personnel would cut down the time needed to intercept an active shooter present inside school premises. "One thing you know for sure is that the response time is critical - if you can reduce that response time, if you have the firearm on the presence of someone in the school, it will save lives."

The NRA's school shield report puts flesh on the bone of an idea first raised by Wayne LaPierre, the pugnacious executive vice-president of the lobby group, who made posting armed guards in all schools [the centerpiece of his response](https://www.theguardian.com/world/2012/dec/23/nra-wayne-lapierre-schools-gun-control) to the Newtown school shooting in December. His memorable comment on school safety was that "the only thing that stops a bad guy with a gun is a good guy with a gun".

The NRA's new list of recommendations include changing local state and district laws to allow school personnel to carry guns – the report even has appended a model state law that would do so. It calls on federal funding to be used to encourage the take up of armed school guards and their training, which would involve between 40 to 60 hours of induction into the use of weapons – with the [NRA](https://www.theguardian.com/us-news/nra) offering its services as a training institution.

Hutchinson said that a range of guns could be deployed by the new armed school personnel, from handguns, to shotguns and even AR-15s, the semi-automatic assault rifles [of the type](https://www.theguardian.com/world/2013/mar/28/newtown-shooting-gunman-adam-lanza-weapons)used by the Newtown shooter with such devastating effect.

(MOSAIC Projector Display)

**November Activity 3**

**Guns in the United States, Continued**

https://www.theguardian.com/world/2013/apr/02/nra-unveils-plan-armed-guards

The National Education Association’s position, summarized from <https://feaweb.org/educators-oppose-nra-plan-for-guns-in-schools>

**WASHINGTON**—NEA President Dennis Van Roekel issued the following statement in response to the National Rifle Association’s National School Shield Emergency Response Program to put more guns on school grounds:

“The senseless tragedy in Newtown, Conn., and all those before it, should force lawmakers and communities to come together to ensure that all students have an opportunity to learn in safe environments. We are disappointed that the NRA leadership has chosen not to focus on common sense gun violence prevention measures that must be part of a comprehensive plan to help ensure the safety of our 50 million students.

“We need to have a laser sharp focus on measures that are truly preventive—including greater access to mental health services, increased infrastructure to support facility improvement, and comprehensive training and programs to address issues, like bullying. Mitigation and prevention, along with common sense laws to prevent gun violence, have to be a part of the plan if we are going to truly help ensure safe learning environments for the nation’s students. NEA is leading the way with our ‘Bully Free’ campaign, which was designed by educators to put more caring adults into the lives of bullied students and prevent tragedies before they occur.

“We are deeply concerned about increasing the presence of guns on school grounds, which has never proven to be a deterrent. A national poll found that educators overwhelmingly support stronger laws to prevent gun violence, rejecting the NRA leaders' idea of putting more guns in schools by arming school employees. Most Americans share these views—parents do not want their five-year-olds to have to walk past someone with a gun to reach their kindergarten class. Armed guards at Columbine and Virginia Tech were unable to prevent those tragedies, however a more robust mental health program and background checks might have made the difference.

“We must move quickly to prevent another senseless tragedy, and Americans are demanding swift action. We urge our elected leaders to put the lives of America's students ahead of politics, shelve this ill-conceived approach and join the rest of the nation as we call on Congress to pass a real plan that will keep our students safe."