October

*What Kind of Person do I Want to Be?*

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Year 3

**October THEME**

**What Kind of Person**

**do I Want to Be?**

**October VIrtue & SKills**

**Virtue:**

Virtue Identification

**Skills:**

Skill Identification

**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** OCTOBER THROUGHLINE

**What kind of person do I want to Be?**

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

* Ask for help when you need it.
* Be a role model to other students.
* Help others who need your help.

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* Show respect for all people.

**MOSAIC in October**

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.***

**October Activity 1: Introduction to Theme**

Day 1: October Theme

Day 2: Four Skills Definitions

Day 3: Four Skills Skit

Day 4: Most Important Skill

Day 5: MOSAIC Virtues

**October Activity 2: Virtue and Skills Logos**

Day 6-9: Create Virtue and Skills Logos

**October Activity 3: Leadership**

Day 10: Problem Solving Leaders

Day 11: Leaders in my Class

Day 12: My Student Leadership Qualities

**October Activity 4: Ambassador Elections**

Day 13: Introduction to MOSAIC Ambassadors

Day 14: Ambassador Election Preparation

Day 15: Ambassador Presentations and Vote

Day 16: Ambassador Announcements

**October Activity 5: Bi-Monthly Feedback**

Day 17: Reflection & Feedback for September/October

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October Activity 1

**Introduction to Theme**

Days 1 to 5

**VIRTUE & SKILLS**

Virtue Identification

Skill Identification

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will be able to articulate a reason for supporting skills in service of being an “Upstander.” | **MATERIALS**   * Paper/MOSAIC journals * Pens/pencils * Internet * MOSAIC Projector Display:   + MOSAIC Skills   + MOSAIC Skills Skit   + MOSAIC Virtues |
| **October Activity 1 Tips**   1. The MOSAIC Skills and Virtues will be a review for students have had MOSAIC in previous years. 2. Many schools have designated October as an anti-bullying month, and designate a week in October as a “Week of Respect.” See how you can incorporate the October Theme into your school’s anti-bullying and/or “Week of Respect” activities. 3. This month, you are going to hold elections for Ambassadors in your classrooms.  In Year 3, Ambassadors’ will assist their teachers throughout all lessons, and your STAT lessons will be more extended and have more options than the Year 1 and 2 sequence. | |

**“Introduction to Theme” Overview**

**Day 1: October Theme**

**Day 2: Four Skills Definitions**

**Day 3: Four Skills Skit**

**Day 4: Most Important Skill**

**Day 5: MOSAIC Virtues**

**Day 1: *October Theme***

**STEP 1. Introduce Theme and Idea of “Upstander”** *(1-2 min)*

* Let students know that the October theme is, “What Kind of Person Do I Want to Be?”
* Say, ***“An Upstander is a kind of person who respects all kinds of people. An Upstander stands up for other people and for themselves. An Upstander is willing to be a leader to help others.”***

**STEP 2. Show Video** *(4-5 min)*

* Say to students, ***“In October, we are going to think about how we can become Upstanders.”***

**Video: Inspiring Upstanding**

<https://www.youtube.com/watch?v=GYYSFpFGRBE>

(Video = 3 minutes with another 45 seconds of credits)

**Summary of the Video**

This video is a visual experience with no real script. It is student-created and features students with words written on their faces describing their feelings of being bullied, disrespected, teased, and left out. After this, students show how you can help- by sitting with them, including them, texting them, laughing with them, etc. The video shows the responsibility we all have for noticing those around us and standing up for them.

**STEP 3. Upstander Discussion** *(3-4 min)*

* The goal of this discussion is to get students thinking about what habits they can form to be “Upstander.”
* Say, ***“What did you find most moving about the video?”***
* *Example Discussion Questions—these can be asked of the whole class or discussed by students in subgroups and reported out (Try to ask 2 or 3):*
  + ***Do people who are bullied, left out, teased, and ignored have a Positive Purpose?***
  + ***What skills do you need to be an Upstander?***
  + ***Why would someone see something wrong and not be an Upstander? What makes it hard to be an Upstander?***

**STEP 4. MOSAIC Skills Review** *(4 mins)*

* Say, ***“Look at the MOSAIC Projector Display with the Four MOSAIC Skills. I will assign you to four groups, one for each skill, and you will have 3 minutes to come up with an answer to this question:*** 
  + ***Why is the skill you were assigned important for being an Upstander?***

***Select one group member to share your answers.”***

* Have students work in groups and after 3 minutes, have them report out. While the groups are reporting, have students write the responses in their MOSAIC Journals. After all the groups have presented, ask, ***“Does anyone who was not in the group want to add any ideas about how a skill is important for being an Upstander?”***

**MOSAIC Skills Defined**

1. **Communication**

* Listening to others
* Letting people know what you think

1. **Emotion Regulation**

* Dealing with feelings like sadness, anger, happiness, or anxiety/worry;
* Keeping calm

1. **Empathy-**

* Putting yourself in someone else’s shoes to understand how they see the world

1. **Problem Solving-**

* Thinking through a problem carefully and making a decision and a plan (using the P-L-A-N problem solving model: *P- Problem Description; L- List of Options; A- Action Plan; N- Notice Successes)*

**Communication**

(MOSAIC Projector Display)

**October Activity 1**

**MOSAIC Skills**

* Listening to others
* Letting people know what you think

**Emotion Regulation**

* Dealing with feelings like sadness, anger, happiness, or anxiety/worry;
* Keeping calm

**Empathy**

* Putting yourself in someone else’s shoes to understand how they see the world

**Problem Solving**

* Thinking through a problem carefully and making a decision and a plan (using the P-L-A-N problem solving model:

*P- Problem Description; L- List of Options; A- Action Plan; N- Notice Successes)*

**Day 2: *Four Skills Definitions***

**STEP 1. Introduce Theme and Throughline Sheet** *(2-4 min)*

* Begin by summarizing and reviewing the discussion from Day 1. Ask students to share what they remember.
* ***Tell students, “The October theme, ‘What Kind of Person Do I Want to Be?’, is about figuring out how, as an eighth grader, you want to conduct yourself in the school as a role model for other students. It’s important to think about how you can be more of an Upstander.”***
* Introduce and post the Throughline Sheet:
  + ***“The Throughline Sheet asks you to think about how you can be an Upstander throughout the school day.***
    - ***Ask for help***
      * ***You’re not standing by and watching your school work get harder, you’re taking action.***
    - ***Be a role model***
      * ***Sometimes just doing the right thing goes a long way to set an example for other students.***
    - ***Help others***
      * ***When someone needs help, go out of your way to help them out.***
    - ***Show respect for all people***
      * ***Even when people are very different from you, you respect their rights and opinions.”***

**STEP 2. How Skills Support Being an Upstander** *(3-4 min)*

* Explain**, *“In the news and in MOSAIC, too, we often see individual winners and heroic Upstanders being celebrated, so we think that being an Upstander is something we can do on our own. But this is not true. Being an Upstander requires cooperation, support, and collaboration from friends, families, and teachers. No one succeeds completely on their own.”***
* Consider giving examples from your own experience
* Lead a reflective discussion about how people help others get better at things.

*Example Discussion Questions:*

* + ***Who is good at helping you learn new things? How do they do it? (* Be sure to differentiate between teaching and supporting.)**
  + ***How did you get better?***
    - ***Who supported you or helped you?***
    - ***Did you practice?***
  + ***Who can you work this year to become more of an Upstander?***
* Distinguish between a “Bystander” and an “Upstander.”
  + ***“A bystander and an upstander observe the same events. But a bystander takes no action. An upstander tries to make a positive change, even when it is hard to do.”***

**STEP 3. Introduce “Four Skills Skit”** *(7-10 min)*

* Review four MOSAIC skills, ***“Who can tell me what skills we focus on in MOSAIC?”***
* Show the **MOSAIC Projector Display: MOSAIC Skills Skit.**
* Remind students that MOSAIC helps you reach goals by practicing four important skills:

1. **Communication-** Listening to others; Letting people know what you think
2. **Emotion Regulation-** Dealing with everyday feelings like sadness, anger, happiness, or anxiety/worry
3. **Empathy-** Putting yourself in someone else’s shoes to understand how they see the world
4. **Problem Solving-** Thinking through a problem carefully and making a decision and a plan

* Form 4 groups so that all skills can be covered.
* You can assign skills to the groups or have students choose.
* Provide “Four Skills Skit” Instructions:
  + ***1. Write a short role-play (skit) that shows two different endings to a common problem in our school.***

***Ending 1: What happens when the student in the skit doesn’t use a MOSAIC skill?***

***Ending 2: What happens when the student does use a MOSAIC skill?***

* + ***2. You can use the suggested problems or make your own.***
* Circulate to help students identify common problems students face.
* Help students consider alternative endings.
* Students can complete their skit during Day 3.

**MOSAIC** OCTOBER THROUGHLINE

**What kind of person do I want to Be?**

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

* Ask for help when you need it.
* Be a role model to other students.
* Help others who need your help.

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* Show respect for all people.

(MOSAIC Projector Display)

**October Activity 1**

**MOSAIC Skills Skit**

**Directions**: With your group, write a short role-play (skit) that shows two different endings to a common problem in your school. You can use the suggested problems or make your own.

* Ending 1: What happens when the student in the skit doesn’t use a MOSAIC skill?
* Ending 2: What happens when the student does use the MOSAIC skill?

**Common Problems in Middle School**

**Communication**: How to stand up for someone who is being picked on or bullied but avoid a fight.

**Emotion Regulation**: How to keep calm when you hear about a really mean rumor about yourself.

**Empathy:** How to show respect to students who are different from you.

**Problem Solving**: How to get a friend of yours to act toward his or her Positive Purpose when he or she is not.

**Day 3: *Four Skills Skit***

**STEP 1. Students Complete “Four Skills Skit”** *(3-4 min)*

* Make sure all members of groups are participating and are included. Not everyone has to perform, but everyone should be involved.
* Pay attention to how students are working together in groups—in the Activity 3, you will be adding “Norms” for working in groups.

**STEP 2. Students Share “Four Skills Skit”** *(8-9 min)*

* Have each group share their skit.
* As each group shares, have audience notice successes and provide feedback.
* *Examples:* 
  + ***“You made this topic funny but still showed us how important empathy can be!”***
  + ***“You thought hard about a real problem students face.”***

**STEP 3. Discuss Skills and Anti-Bullying** *(2-4 min)*

* The purpose of this discussion is to help students connect being an “Upstander” and showing Virtues to the context of bullying.

*Example Discussion Questions:*

* ***One important place to be an Upstander is to stand up to bullying. Which of the four skills do you think a bully has the least of? Why do you think so?***
* ***Using PLAN Problem Solving skills, how else can you deal with someone that you have a problem with besides bullying them?***
* ***Do you think bullies have skills in Emotion Regulation? What about Empathy? Why or why not? What do you think happens in the long run to people who bully other people?***
* ***How can you use Communication to support people who are picked on or teased or put down by others?***

**Day 4: *Most Important Skill***

**STEP 1. Identify Most Important Skill** *(3-7 min)*

* If students haven’t shared skits yet, have students share the skits.
* Then ask students, ***“Which of these four MOSAIC skills is most important to being an Upstander with people you don’t know very well, like students in school who aren’t your friends?”***
* There is no right or wrong answer!
* Support students in concluding that they are all important skills, but still ask them to choose the one they think is most important.

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* Have students write the most important skill in their MOSAIC Journals.

**STEP 2. Place Students in Groups** *(2-3 min)*

* Place students in groups based on the most important skill they identified.
  + Groups should be 3-4 students.
  + If a student is the only one to select a skill, have them make a second choice.
  + It’s okay if some skills are not represented or if some skills are represented twice.

**STEP 3. Provide Instructions for Defending Skill** *(1-2 min)*

* *Instructions for groups:* Students will work together to write down why their skill is the most important to being an Upstander.
* Ask students to identify a note-taker.
* Students brainstorm reasons their skill is more important than the other skills.
  + *Example:*
    - Problem Solving is the most important because you will use all the other skills to solve your problem.

**STEP 4. Facilitate Student Sharing** *(3-9 min)*

* Circulate as students work in groups.
* As time permits, have students share their work.

* Students will need to save their work for the next activity!

**Day 5: *MOSAIC Virtues***

**STEP 1. Review Positive Purpose and Virtues** *(2-3 min)*

* Ask students, ***“In MOSAIC, we focus on both skills and virtues. Who remembers what a virtue is?”***
* Ask for two or three responses. Reinforce that ***“A virtue is a good quality, or character trait, that someone has. It is the ideal or best way to act.”***
* Ask students to explain why MOSAIC focuses on Positive Purpose and the five supporting Virtues.
* Highlight, ***“Finding our Positive Purpose gives life meaning (or focus).”***
* And***, “We need five Virtues to find our Positive Purpose and work toward it.”***

**STEP 2. Review Five Supporting Virtues Definitions** *(6-7 min)*

* Show the **MOSAIC** **Projector Display: MOSAIC Virtues** to introduce/remind students about the five virtues they learn about in MOSAIC.
* Have students work in small groups to match definitions to the words. Remind students who are experienced with MOSAIC to give newcomers a chance to share their responses.
  + *Optional:* Make this into a game by offering a feasible reward to the group that completes the activity first and gets all the answers correct.
* Review answers to **MOSAIC** **Projector Display: MOSAIC Virtues** (Answer Key below)
* Explain***, “All of these virtues work together to make a person the best person he or she can be; these virtues also make a classroom or a school the best it can be!”***

**ANSWER KEY**

* **Helpful Generosity:**
  + B. Giving to things (like money/games/fun) to others without expecting anything in return;
  + F. Giving love, kindness, time, appreciation, or help to others
* **Optimistic Future-mindedness:**
  + H. Thinking about how your actions affect other people;
  + I. Setting goals for your future;
  + K. Having a hopeful outlook or being optimistic
* **Responsible Diligence:**
  + D. Being dependable (people can count on you);
  + G. Working hard and getting your work done;
  + J. Sticking with it and not giving up, even if times are hard
* **Compassionate Forgiveness:**
  + E. Moving on after something bad happens;
  + M. Not holding a grudge against others
* **Constructive Creativity:**
  + A. Thinking “outside the box”;
  + C. Finding new solutions to problems;
  + L. Looking at something in a different way from most others

**STEP 3. Discuss Virtues** *(5-7 min)*

* The discussion of virtues will be a review for students who had MOSAIC last year. The goal of this discussion is to help students think about how the MOSAIC virtues can be helpful for being a leader and for reaching goals.

*Example Discussion Questions (Can do as a whole group, small groups, or pair share)*

* ***How do the MOSAIC virtues and skills work together to help you become an Upstander?***
* ***When have you found it hard to show Compassionate Forgiveness?***
  + ***What is an example of when you were Constructively Creative?***
  + ***How do you get yourself to be Responsibly Diligent when the task is hard or you want to give up?***
* ***How many of you expect to graduate high school? College? Have a happy and healthy life? What makes it hard to be Optimistically Future Minded sometimes?***
* ***Tell about a time that you were Helpfully Generous to someone else.***

**FOLLOW UP**

* ****Be sure to post the Throughline Sheet in your MOSAIC classroom and integrate it into your non-MOSAIC classes!
* See the following materials for follow up:
  + **Article/Video: Deliberate Practice**

<http://www.makeuseof.com/tag/want-become-expert-something-try-deliberate-practice/>

* + - This article summarizes research on deliberate practices and includes a video about Kobe Bryant’s work ethic.

(MOSAIC Projector Display)

**October Activity 1**

**MOSAIC Virtues**

**Directions**: Match 2-3 definitions (on right) to the Virtues (on left).

|  |  |
| --- | --- |
| **Helpful Generosity** | 1. Thinking “outside the box” |
|  | 1. Giving to things (like money/games/fun) to others without expecting anything in return |
|  | 1. Finding new solutions to problems |
| **Optimistic Future-mindedness** | 1. Being dependable (people can count on you) |
|  | 1. Moving on after something bad happens |
|  | 1. Giving love, kindness, time, appreciation, or help to others |
| **Responsible Diligence** | 1. Working hard and getting your work done |
|  | 1. Thinking about how your actions affect other people |
|  | 1. Setting goals for your future |
| **Compassionate Forgiveness** | 1. Sticking with it and not giving up, even if times are hard |
|  | 1. Having a hopeful outlook or being optimistic |
|  | 1. Looking at something in a different way from most others |
| **Constructive Creativity** | 1. Not holding a grudge against others |

October Activity 2

**Virtue and Skills Logos**

Days 6 to 9

**VIRTUE & SKILLS**

Virtue Identification

Skill Identification

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will think more deeply about the MOSAIC skills and virtues by creating logos. | **MATERIALS**   * Paper/MOSAIC journals * Pens/pencils * Art supplies * Internet (Optional) |
| **October Activity 2 Tips**   1. Activity 2 involves a logo contest that can be organized across your grade level. 2. See <http://www.istockphoto.com/vector/company-core-values-outline-icons-for-websites-or-infographics-gm672185366-123212463> for some examples of logos. | |

**“Virtues and Skills Logos” Overview**

**Days 6 to 9:** Use approximately 3 lessons to have students create Virtue and Skills Logos.

**Day 6-9: *Virtue and Skill Logos***

**STEP 1. Define “Logo”**

* ***“A logo is a visual symbol that explains something in few or no words. Many things you buy have logos.”***
* Ask, and have someone draw, or get a picture from the internet:
* ***What is the Nike logo?***
* ***What is the Coca-Cola logo?***
* ***What is an example of a car logo that you know?***
* ***What are some team logos that you know?***
* ***What is the logo of the United States? (American Flag, Uncle Sam, Eagle)***
* ***What are some other examples of logos you know?***

**STEP 2. Provide Logo Contest Instructions**

* ***“We are going to participate in a contest with other MOSAIC classes to see who can create the logo for each one of these 6 virtues that are very important to our school.”***
  + ***Positive Purpose***
  + ***Responsible Diligence***
  + ***Helpful Generosity***
  + ***Constructive Creativity***
  + ***Compassionate Forgiveness***
  + ***Optimistic Future-Mindedness***
* Before deciding on a virtue to focus on, ask your class to define each of the virtues and provide as many synonyms as they can.

**STEP 3. Students Create Virtue Logos**

* You can have teams within a given class work on different virtues, you can have the whole class work on one virtue, they can vote on the virtue that they wish to work on, you can coordinate with other MOSAIC classes, etc. The logo should be the size of a piece of chart paper, but the initial design can be created on pieces of 8.5 by 11inch paper.
* Be sure to focus on the group rules and have students rate the group’s inclusiveness and participation. Judging of the logos can involve the student council and a group selected from grade levels other than that of students submitting a logo. Winning logos can be displayed in prominent locations, such as the main office, cafeteria, principal and vice-principal’s office, and other high visibility areas.

**STEP 4. Students Create Skills Logos**

* Repeat the activity in the same way for the 4 MOSAIC skills:
* Empathy
* Communication
* Emotion Regulation
* Social Problem Solving

**STEP 5. Share and Reflect**

* Arrange to have students share their logos as appropriate and give them an opportunity to reflect on the process in their MOSAIC Journals.

October Activity 3

**Leadership**

Days 10 to 12

**VIRTUE & SKILLS**

Virtue Identification

Skill Identification

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will identify leaders and consider their own leadership qualities. | **MATERIALS**   * Paper/MOSAIC journals * Pens/pencils * Internet (Optional) * MOSAIC Projector Displays:   + Problem Solving Leaders   + Who Are You?   + MOSAIC Skills and Virtues   + My Student Leadership Qualities |
| **October Activity 3 Tips**   1. This activity is meant to be a lead-in to the Ambassador Elections. | |

**“Leadership” Overview**

**Day 10: Problem Solving Leaders**

**Day 11: Leaders in My Class**

**Day 12: My Student Leadership Qualities**

**Day 10: *Problem Solving Leaders***

**STEP 1. Add Norms for Small Group Work** *(2-3 min)*

* Tell students, ***“In MOSAIC, we work in groups a lot. So, we are going to pause to see if we need to add ‘Norms’ for working in groups.”***
* Have students suggest norms to add—think about the last group activity and what norms may prevent problems.
* Whenever possible, connect Norms to the MOSAIC Virtues and Skills. You may want to add 2-3 norms specific to working in small groups to your classroom’s MOSAIC Norms (a student can be responsible for adding them) to better make the connection.
* Suggested Connections with Norms: (Virtues and Skills in parentheses)
  + Take turns speaking (Emotion Regulation)
  + Participate actively in group tasks (Problem Solving)
  + Listen to each other (Communication)
  + Respect each other (Empathy)
  + Encourage others to contribute and offer help (Helpful Generosity)
  + Stay on task (Responsible Diligence)

**STEP 2. Introduce Leadership** *(3-5 min)*

* Say, ***“In MOSAIC, when we are thinking about what kind of person we want to be, we are also thinking about how we can be a leader. Leadership is a part of every person, not just formal leaders. Everyone is a leader at least sometimes. Being an Upstander is one way to be a leader. But there are many different ways to be a leader.”***
* Show students a Google image search for “Pictures of great leaders” or go to <http://www.thefamouspeople.com/>
* Ask students: ***“Everyone take a moment to think of a great leader. Raise your hand when you have one in mind. What goals did your leaders have? What did he or she want to accomplish? How do you think he or she was able to reach his or her goals?”***
* Ask, ***“What comes to mind when you think about great leaders? What makes a leader a great leader?”***
* Be sure to make the point that every leader is a good problem solver. They often become known as leaders because they take the lead in solving an important problem. They also show Responsible Diligence, in that they keep working on the problem even when they run into big obstacles.
* Make sure students understand that:
  + there are lots of different kinds of leaders.
  + the kind of leader one is, and how one is remembered as a leader, depends a lot on character and virtues.
  + every student has the potential to be a leader.
  + leadership is not only about being in charge.
  + leadership also means participating in a group and working together.

**STEP 3. Explain “Problem Solving Leaders” Activity** *(2-3 min)*

* Say, ***“This activity will ask you to think about the leadership qualities of people in our school, community, and world.”***
* Show the **MOSAIC Projector Display: Problem Solving Leaders.**
* Split class into small groups to come up with people who fit the leadership descriptions on the **MOSAIC Projector Display: Problem Solving Leaders**.

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* Tell students to write down their list of leaders in their journals.
* If needed, list examples of leaders on the board.

**STEP 4. Circulate as Students Work in Groups** *(4-8 min)*

* Highlight students who are following your MOSAIC norms for group work.
* Help students see that leaders in the school can be found at all levels of the school community (counselors, classroom teachers, support staff, security, students, etc.)

**Directions**: As you think about leaders in your class, your school, and elsewhere, think about what makes people good, problem-solving leaders.

(MOSAIC Projector Display)

**October Activity 3**

**Problem Solving Leaders**

**Problem Solver with Helpful Generosity**

This person is a problem-solving leader because she or he is generous with his or her own time and energy. When this person works with others, he or she gives respect to them without expecting anything in return.

**Problem Solver with Responsible Diligence**

This person is a problem-solving leader because he or she can be relied upon to get things done. People in the group can depend on this leader.

**Problem Solver with Compassionate Forgiveness**

This person is a problem-solving leader because she or he is empathetic (has empathy and cares about the feelings and experiences of others). He or she understands that people who make mistakes should be given another chance.

**Problem Solver with Optimistic Future-mindedness**

This person is a problem-solving leader because he or she is hopeful about the future and sets goals to improve him/herself and the surrounding community.

**Problem Solver with Constructive Creativity**

This person is a problem-solving leader because she or he comes up with new ideas when others are stuck or can’t solve a problem. This creative thinker thinks of new ways to solve problems!

**Day 11: *Leaders in My Class***

**STEP 1. Students Interview Classmates** *(7-8 min)*

* Show **MOSAIC Projector Display: Who are You?**
* ***“As part of the process of understanding leaders in your class/advisory, you are going to do interviews with at least two of your classmates. Pick someone you don’t know so well, and ask each other the question in the Projector Display.”***
* ***“Repeat the process with another classmate or two as time allows.”***
* Post **MOSAIC Projector Display: MOSAIC Virtues and Skills** so that students can refer to it as they ask about question #6.

MOSAIC Virtues

* + - Constructive Creativity
    - Helpful Generosity
    - Optimistic Future-Mindedness
    - Responsible Diligence
    - Compassionate Forgiveness

MOSAIC Skills

* + - Communication
    - Emotion Regulation
    - Empathy
    - Problem Solving

(MOSAIC Projector Display)

**October Activity 3**

**Who Are You?**

**Identity and Purpose Interview**

|  |  |
| --- | --- |
| 1. What motivates you? | 2. What are you good at?  *Consider: Art, music, dance, cooking, science, reading, poetry, writing, athletics, building, fixing, talking to others, helping others, relaxing, singing, outdoors stuff, agriculture, etc.* |
| 3. How do peers influence you? | 4. When and with whom are you at your best? |
| 5. Who do you turn to when you need help? | 6. What is your strongest MOSAIC virtue and skill? |

(MOSAIC Projector Display)

**October Activity 3**

**MOSAIC Virtues and Skills**

MOSAIC Virtues

* Constructive Creativity
* Helpful Generosity
* Optimistic Future-Mindedness
* Responsible Diligence
* Compassionate Forgiveness
* Positive Purpose

MOSAIC Skills

* Communication
* Emotion Regulation
* Empathy
* Problem Solving

**Day 12: *My Student Leadership Qualities***

**STEP 1. Introduce Students as Leaders** *(3-5 min)*

* Say, ***“You all have your own ways of being a leader in our school.”***
* Highlight different ways of being a leader:
  + You could be a leader in a club, like a President or Secretary.
    - To be a leader, there have to be other club members who work together!
  + Leadership also means working together toward a common Positive Purpose. Leaders lead **toward** something.
  + Leaders have to have good problem solving skills but they can do it in different ways. Look at **MOSAIC Projector Display: Problem Solving Leaders.**
  + Ask, ***“What leaders in the school have you seen who are good problem solvers? What kind of problem solving leader would you say they are?”***
* Explain, ***“A leader is also someone who is a role model, who helps a group follow their norms, and who reaches out to offer help to someone who is hesitant to ask. A good leader is an Upstander.”***
  + *Examples:* 
    - When other students are breaking rules by skipping class, a student leader might say, “I’m not going to be a follower. I’m going to go to class.”
    - When a new student comes to school, a student leader might introduce him/herself and offer to help the new student find their next class.

**STEP 2. Students Identify Leadership Qualities** *(5-7 min)*

* The **MOSAIC Projector Display: My Student Leadership Qualities** lists Virtues and Skills and asks students to list which qualities they have now and which they are working on.
* Students will identify and organize the leadership characteristics they have as a student in this school.
* There are three ways your class can carry out this activity depending on your resources and time:
  + 1) You can make copies of the **MOSAIC Projector Display: My Student Leadership Qualities** for students.

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* + 2) You can show the **MOSAIC Projector Display: My Student Leadership Qualities** and have students create their own representation of the MOSAIC skills and virtues in their Journals.
  + 3) You can work with students to create an artistic representation of which MOSAIC skills and virtues make them a leader.
* Qualities that are most important to the students go on the inner circle and less important qualities go on the outer circle.
* Say, ***“You can add other leadership qualities that you think you have or that you are working on.”***

**STEP 3. Students Share Leadership Qualities** *(3-7 min)*

* Have students share their work from the **MOSAIC Student Handout: My Student Leadership Qualities**
* Encourage students to offer opinions about their classmates’ leadership qualities. And offer your own suggestions!
* Ask students if they have leadership experiences, or know of classmates’ leadership experiences, outside of school that they would like to share.
* *Optional*: Round-Robin Sharing format
  + Students share in their seated order (or have students stand in a circle).
  + Student A starts with a leadership quality he or she has. Student B either agrees with A or adds another quality. Student C either agrees with what was said by A or B or adds another quality.
  + This continues until all kids have a chance OR if time runs out.
  + The teacher can list the qualities on the board as they come up, and check off ones that are agreed with by other students.

**FOLLOW UP**

* In your non-MOSAIC classes, look for examples of leadership and highlight both its importance and how it was done. This can happen in literature, history, discoveries in math and science, the arts, etc.
* In your non-MOSAIC classes, identify leaders when you do group work and give the leaders some special, clear responsibilities.
* Highlight the importance of leadership to making progress in almost any area of life. **Directions**: As you think about leaders in your class, your school, and elsewhere, think about what makes people good, problem-solving leaders.

(MOSAIC Projector Display)

**October Activity 3**

**Problem Solving Leaders**

**Problem Solver with Helpful Generosity**

This person is a problem-solving leader because she or he is generous with his or her own time and energy. When this person works with others, he or she gives respect to them without expecting anything in return.

**Problem Solver with Responsible Diligence**

This person is a problem-solving leader because he or she can be relied upon to get things done. People in the group can depend on this leader.

**Problem Solver with Compassionate Forgiveness**

This person is a problem-solving leader because she or he is empathetic (has empathy and cares about the feelings and experiences of others). He or she understands that people who make mistakes should be given another chance.

**Problem Solver with Optimistic Future-Mindedness**

This person is a problem-solving leader because he or she is hopeful about the future and sets goals to improve him/herself and the surrounding community.

**Problem Solver with Constructive Creativity**

This person is a problem-solving leader because she or he comes up with new ideas when others are stuck or can’t solve a problem. This creative thinker thinks of new ways to solve problems!

**Instructions:** How are you a leader in this school? Which leadership Virtues and Skills do you have right now? Which ones are you working on? (Cut out and organize or write below.)

(MOSAIC Projector Display)

**October Activity 3**

**My Student Leadership Qualities**

**MY VIRTUES**

**Helpful Generosity Responsible Diligence Optimistic Future-mindedness**

**Constructive Creativity Compassionate Forgiveness Positive Purpose**

**MY SKILLS**

**Keeps Calm Kind to Others Good Communicator Good Problem Solver**

*(Emotion Regulation) (Empathy)**(Communication) (Problem Solving)*

LESS IMPORTANT TO WHO I AM AS A STUDENT LEADER

October Activity 4

**Ambassador Elections**

Days 13 to 16

**VIRTUE & SKILLS**

Virtue Identification

Skill Identification

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will identify leaders in their own class and elect student Ambassadors. | **MATERIALS**   * Optional: Internet * MOSAIC Journals * Pens/pencils * Class list * MOSAIC Projector Displays:   + Ambassador Checklist   + What do I want in a Leader? |
| **October Activity 4 Tips**  1. Ambassador elections, particularly for current 8th graders who had opportunities to be Ambassadors during the previous year, may vary by school. Some variations will be noted in the instructions below. | |

**“Ambassador Elections” Overview**

**Day 13: Introduction to MOSAIC Ambassadors**

**Day 14: Ambassador Election Preparation**

**Day 15: Ambassador Presentations and Vote**

**Day 16: Ambassador Announcements**

**Day 13: *Introduction to MOSAIC Ambassadors***

**STEP 1. Introduce Ambassador Program** *(5-8 min)*

* Use the introduction script below to explain the nature of the Ambassador Program. Allow students to ask any questions they have.
* ***“Our school thinks it is important to hear what students think and make changes based on their ideas. This is the idea of a democracy.”***
* ***“In a democracy, there are leaders who are selected to represent other people. These leaders represent other people in their group. This week we will select 2 Ambassadors for our MOSAIC class*** (Note: Some schools elect one Ambassador; some elect one and have the other selected by the teacher from the nominees).”
* ***“The Ambassadors will be leaders who represent us. They share their opinions and learn our opinion, so they can act as our voice for issues and decisions going on in the school.”***
* ***“Ambassadors will help lead classroom discussions starting in November. Some of these discussions will be about topics that are important to our school so we can make suggestions for improvement.”***
* ***“If you are chosen to be an Ambassador for our class, you will go to Ambassador Training meetings to learn about leadership and how to be a great Ambassador. You will help with a school-wide Positive Purpose Project to make the school better for everyone and share your project at a celebration in June.”***

**STEP 2. Introduce Ambassador Election Process** *(1-2 min)*

* Show students the timeline for the Ambassador Election Process
  + *(Optional:* **MOSAIC Projector Display: MOSAIC Ambassador Election Process)**
  + Show students the **MOSAIC Projector Display: Ambassador Checklist** and ask them to use it to help them consider whether or not they want to run for Ambassador.

**Ambassador Election Process Overview**

**Day 13**

* + Students consider whether they are ready to be an Ambassador.

**Day 14**

* + Students interested in running prepare a statement.
  + Share these statements with classmates for feedback and improvement.

**Day 15**

* + Students who are running present brief statements.
  + Class writes names on paper ballots.
  + Teachers will then select:
    - one Ambassador who receives the most votes and
    - one Ambassador based on student votes who is the opposite gender of the Ambassador with the most votes.
    - NOTE: Some schools have chosen alternative election methods. Follow the procedure that is approved for your school.

**Day 16**

* + Ambassadors are announced

**STEP 3. Review Ambassador Expectations** *(5-6 min)*

* Review the expectations of the Ambassador Program to help students consider whether they would like to run for an Ambassador position.
* Explain, ***“Ambassadors are role models in our classroom and in our school. Ambassadors will also have to follow certain expectations to make sure that they are being good role models for the whole school.”***
* Ask students to think about the following questions to help them decide if they want to run for an Ambassador position this year:
  + ***Do you like to give your opinion?***
  + ***Do you want to make our school into the best school it can be?***
  + ***Do you think you are an Upstander?***
* If students decide to run, tell them to start thinking about a 1-2 sentence statement about why they want to be an Ambassador and/or why they think they will make a great Ambassador (to be presented on Day 15).
* Allow students to ask questions about the Ambassador Program. Direct any questions to your school’s Instructional Support Team.
* Stress to students that this is only one of many leadership opportunities and connect students to other opportunities in the school, especially those who aspire to be Ambassadors but are not selected.

(MOSAIC Projector Display)

**October Activity 4**

**MOSAIC Ambassador Election Process**

**Day 13**

* Students consider whether they are ready to be an Ambassador.

**Day 14**

* Students interested in running prepare a statement.
* Share these statements with classmates for feedback and improvement.

**Day 15**

* Students who are running present brief statements.
* Class writes names on paper ballots.

**Day 16**

* Ambassadors are announced.

(MOSAIC Projector Display)

**October Activity 4**

**Ambassador Checklist**

*This list will help you decide if you want to run for an Ambassador position this year.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| Do you… | | **YES** | **NOT YET** |
| … | think you are a good leader? | **☐** | **☐** |
| … | want to make your school and community better? | **☐** | **☐** |
| … | show compassion and concern for others? | **☐** | **☐** |
| … | communicate well with others? | **☐** | **☐** |
| … | think you are a good problem solver? | **☐** | **☐** |
| … | forgive easily without holding grudges? | **☐** | **☐** |
| … | like to share your opinion? | **☐** | **☐** |
| … | think you are an Upstander? | **☐** | **☐** |

Do you want to run for an Ambassador position this year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Day 14: *Ambassador Election Preparation***

**STEP 1. MOSAIC Leaders Reflection** *(5-8 min)*

* Have students complete the Ambassador Checklist by showing the **MOSAIC Projector Display: Ambassador Checklist.**
* Have students complete the questions on the **MOSAIC Projector Display: What Do I Want in a Leader?** as a way to think about who they might vote for in the Ambassador Elections.

**STEP 2. Students Running for Ambassador Write Statement** *(7-10 min)*

* ****Advise students who are running for Ambassador to write a 1-2 sentence statement about why they would make a great Ambassador. Advise students to select one or two qualities to highlight from the checklist.
* Have them run the statements by students who are not running, as well as possibly other candidates, to get feedback to improve them.

For each of these leadership qualities, think about students in your school who are examples of these, to help you decide on who might be a good Ambassador for your class:

(MOSAIC Projector Display)

**October Activity 4**

**What Do I Want in a Leader?**

1. Who do you think is a good leader?
2. Who wants to make your school and community better?
3. Who is compassionate and shows concern for others?
4. Who communicates well with others?
5. Who is helpful in solving a problem or getting something important done?
6. Who forgives others easily and does not hold grudges?

**Day 15: *Ambassador Presentations & Vote***

**STEP 1. Students Running for Ambassador Give Statement** *(5-10 min)*

* Remind students of classroom norms that are relevant to the Ambassador election presentations.
* Prompt students to demonstrate support for each other while students provide statements (e.g., active listening; applaud everyone at the end).

**STEP 2. Students Vote** *(silent paper ballot recommended) (5-10 min)*

* Collect ballots. Announcements happen on Day 16.
* Selection process:
  + Teachers will select:
    - One Ambassador who receives the most student votes

AND

* + - One Ambassador based on student votes who is the opposite gender of the Ambassador with the most votes.
      * NOTE: Teachers have choice to select an Ambassador here who could benefit from this opportunity but did not receive the highest number of votes.)
      * NOTE: If your school has chosen alternative election methods, follow the procedure that is approved for your school.

**Day 16: *Ambassador Announcements***

**STEP 1. Announce Ambassador(s)** *(1-2 min)*

* Indicate how the rest of the school and community will be informed about who is an Ambassador from your class/advisory.

**STEP 2. Praise efforts of all who ran** *(2-3 min)*

* Be sure to praise everyone who ran and be sure to focus on opportunities for next year
* Highlight other leadership opportunities in the school right now.
* Participating in discussions will be just as important as being an ambassador.

**STEP 3. Compliment and Support Ambassadors** *(1-2 min)*

* Remind Ambassadors that they will be attending trainings and they will be helping you lead conversations and small projects every month, starting in November.
* These lessons are called “Students Taking Action Together (STAT).”
* Students will be able to choose topics for these discussions.

**STEP 4. Discuss Responsibilities for Everyone in MOSAIC** *(6-10 min)*

* Remind students that participating in discussions will be just as important as being an ambassador.
* Have Ambassadors take notes on any topics students mention, so these topics can be suggested in November.
* *Example Discussion Questions:*
  + ***What MOSAIC norms have we already set that will help all of us work together on the Students Taking Action Together projects?***
  + ***What topics are you interested in discussing for Students Taking Action Together (STAT)?***

**FOLLOW UP**

* Alert your Instructional Support Team or appropriate others in your school immediately if you have any concerns about your Ambassadors.
* Follow up with students who were not elected or appointed and make sure they find other ways to be involved in school!

October Activity 5

***Bi-monthly Reflection & Feedback***

Day 17

**VIRTUE & SKILLS**

Virtue Identification

Skill Identification

|  |  |
| --- | --- |
| **OBJECTIVE**  Students will reflect on the previous month’s MOSAIC lessons and collectively provide feedback. | **MATERIALS**   * Projector * MOSAIC Journals * MOSAIC Teacher Handout:   + Bi-Monthly Feedback |
| **October Activity 5 Tips**  1. Completing the **MOSAIC Teacher Handout: Bi-Monthly Feedback** and sharing with your school’s MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom. | |

**“Bi-Monthly Reflection & Feedback” Overview**

**Day 17: *Reflection & Feedback for September/October***

**Day 17: *Reflection & Feedback for September/October***

**STEP 1. Introduce Reflection & Feedback Format** *(1-2 min)*

* Let students know that this is the last MOSAIC lesson of the month, and it’s time to get their feedback about the activities that took place this month.
* Remind students of the importance of their opinions and ideas about how to make things better, as good problem solvers.

**STEP 2. Students Give Feedback on September and October** *(3-5 min)*

* Prompt students to provide feedback about the activities from September and October.
* Say, ***“In September, we focused on Positive Purpose and on setting SMART goals. We completed “Who Am I?” grids and got to know each other better.”***

*Discussion Questions:*

* + ***What were some things you liked about MOSAIC in September?***
  + ***How could those September lessons be better?***
* Say, ***“In October, we reviewed MOSAIC virtues and skills and we made Virtue and Skill Logos. We also talked about being an Upstander, being a leader, and we elected our Ambassadors.”***

*Discussion Questions:*

* + ***What were some things you liked about MOSAIC in October?***
  + ***How could those October lessons be better?***

**STEP 3. Provide Reflection Activity Prompt** *(5-7 min)*

* Show **MOSAIC Projector Display: MOSAIC Reflection**.

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* Have students respond to the scenario in their MOSAIC Journals. Tell students they have 5 minutes to respond.
* While students are writing in their MOSAIC Journals, complete the **MOSAIC Teacher Handout: Bi-Monthly Feedback**. Save this feedback and use to plan improvements for MOSAIC for the rest of the year. Additionally, if your school has a MOSAIC instructional support team, share this information with that team to inform wider MOSAIC improvements at the grade school levels.

**STEP 4. Students Share Reflection Responses** *(2-3 min)*

* Have students share their responses if there is time. You can also have students read each other’s responses if you need more time to complete your feedback.
* Do not press students if they are reluctant to share their opinions.

(MOSAIC Projector Display**)**

**October Activity 5**

**MOSAIC Reflection**

***Write your answer in your MOSAIC Journal:***

*You are preparing your college applications. Your first choice college has an essay question that asks, “What are your most important character traits?”*

*How might you use what you learned in MOSAIC so far to talk about yourself in this essay?*

(MOSAIC Teacher Handout)

**Bi-Monthly Teacher Feedback**

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MOSAIC Year (Grade Level): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **How much of the MOSAIC curriculum were you able to complete over the past two months?**

Not very much Somewhat Very much

1. **What did you like best about MOSAIC over the past two months (e.g., activities, student growth moments, etc.)?**
2. **What would you like to change about the MOSAIC program from the past two months?**
3. **What support(s) would help you teach MOSAIC most effectively?**