

December

*Giving Back to Ourselves, School, and
World*



YEAR 3

DECEMBER THEME

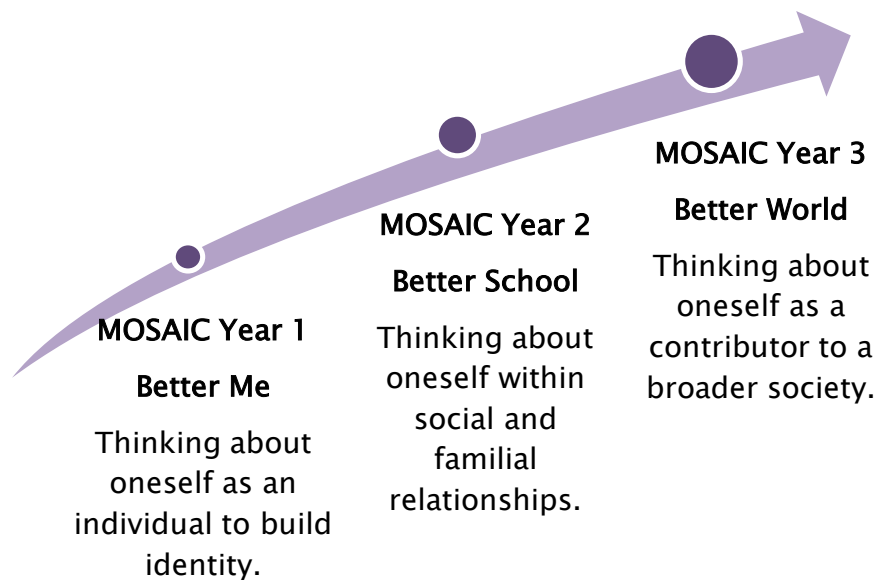
Giving Back to Ourselves,
School, and World

DECEMBER VIRTUE & SKILLS

Virtue:
Helpful Generosity

Skills:
Social Problem Solving &
Communication

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness
and Gratitude

Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

MOSAIC VIRTUES & SKILLS BY MONTH

MONTH	THEME	VIRTUE	SKILLS
September	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
October	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
November	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
December	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
January	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
February	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
March	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
April	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
May	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
June	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

- Look for ways to show Helpful Generosity to your classmates.
- Use i-Messages to let your teacher or other students know how you feel.
- Find small ways to give back to people who have given to you.



MOSAIC in December

Year 3 Curriculum

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

December Activity 1: Introduction to Helpful Generosity

Day 1: Demonstrating Helpful Generosity

Day 2: Yes-No-Maybe

Day 3: Giving Back and Helpful Generosity Definition Web

December Activity 2: i-Messages

Days 4-5: Review i-Messages

December Activity 3: Students Taking Action Together

Day 6: Ambassador Check-in

Day 7: Communicating Our Views to Solve Social Problems

Days 8-10: Social Action Songs and PLAN

Days 11-12: Creating Your Own Social Action Song

December Activity 4: Bi-Monthly Feedback

Day 13: Reflection & Feedback for November/December

December Activity 1

Introduction to Helpful Generosity Days 1 to 3

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will take a position on “Helpful Generosity” and the new theme of the month, “Giving Back to Our World.”

MATERIALS

- ❖ Internet
- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - Generosity Quote
 - “Friends”
 - Definition Web

TEACHER TIPS

1. Since most students will have had one-two years to consider the definition of ‘helpful generosity’ and ‘giving back’, challenge them to think more broadly about these concepts.
-

“Introduction to Helpful Generosity” Overview

Day 1: Demonstrating Helpful Generosity

Day 2: Yes-No-Maybe

Day 3: Giving Back and Helpful Generosity Definition Web

Day 1: *Demonstrating Helpful Generosity*

STEP 1. Show ‘Helping Middle School Students’ Video (5-6 min)

- Introduce the activity by saying, *“This month we will be focusing on the theme of ‘Giving Back to Our Community and the Wider World,’ and the virtue of Helpful Generosity.”*
- Ask students to define Helpful Generosity. As needed, remind students that, *“Helpful Generosity can be described as giving things (like money/games/fun) or time or help to others without expecting anything in return.”* Tell them that, *“Later, you will develop your own definition.”*
- Explain, *“We will begin by watching a video. Please take out your MOSAIC Journals. As you are watching the video, please write down one feeling you noticed in either the volunteers or the middle school students, and something that occurs to you that you can do to help others in the school, the community, or the wider world now. You will be asked to share this with the class after the video.”*
 - Play the video: “Helping Middle School Students: City Year”
 - LINK:
https://youtu.be/pWBRKP3K_cA?list=PLvzOwE5IWqhTvlvHYvTvDKsqBqZ8fMol4
 - Video length is 2:35.
 - NOTE: Video can also be found on MOSAIC December curriculum webpage on the www.secdlab.org website.
 - The video is about how City Year unites young volunteers from all backgrounds for a full year of service as tutors and role models, working to transform schools and communities across the nation. It visits one middle school in Queens, New York and shows the attention and devotion City Year mentors deliver to students and how the students feel to receive this.



Alternative Activity (IF VIDEO IS INACCESSIBLE)

- If you cannot access the video, use **MOSAIC Projector Display: Generosity Quote** and ask students to read the quotes. Ask students to write down the emotions that they think they would feel if they followed the advice given in each quote.

STEP 2. Facilitate MOSAIC Circle (5-7 min)

- Review the structure of a MOSAIC Circle, first introduced in November:
 - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
 - Remind students of the MOSAIC Circle norms determined in November, norms should include:
 - What is said in the MOSAIC circle stays in the MOSAIC Circle.
 - One person talks at a time (depending on the needs of your classroom, it may be helpful to incorporate “Speaker Power” tools, such as a talking stick).
 - Right to pass- students do not need to answer the question if they do not want to.
 - No dialogue- MOSAIC Circle is not a time for discussion, it is a time to share your own thoughts and feelings.
 - Suggestion: incorporate non-verbal communication tools into your MOSAIC Circle norms, such as snapping when you agree with something.
- Say to students, *“Today, we will each share one feeling that we noticed in the video and one idea for helping others that we wrote down during the video.”*

STEP 3. Debrief from MOSAIC Circle (2-5 min)

- Facilitate a discussion debrief from MOSAIC circle.

Example Discussion Questions:

o What feelings seemed to come up most in the MOSAIC Circle? Why do you think this was?

o What action did you hear mentioned in our MOSAIC Circle that you had not thought of and that you might be interested in trying?

o What do you feel you learned about being helpfully generous from the video and MOSAIC Circle?

(MOSAIC Projector Display)

December Activity 1

Helpful Generosity Quotes

(MOSAIC Projector Display)

Directions: Choose one quote to discuss as a class.

“Everyone can be great because everyone can serve.”

Rev. Dr. Martin Luther King, Jr.

“One thing I know: The only ones among you who will be really happy are those who will have sought and found how to serve.”

Albert Schweitzer

Day 2: Yes-No-Maybe

STEP 1. Introduce Yes-No-Maybe (2-3 min)

- Designate 3 separate spaces/areas in the room, one for “Yes”, “No”, and “Maybe”
 - TIP: Create Yes-No-Maybe signs, or have students make them, and tape them to sections of the room.
- Tell students, *“We are going to do a Yes-No-Maybe activity. Our Ambassadors will ask you some questions. For each question, you can answer yes, no or maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”* Have your Ambassadors pick the questions to ask their classmates. Try to get to at least two questions.
- Once students have picked their section, say, *“Please discuss within your group why you chose this response.”*
 - Have your Ambassadors each go to a different group to try to help as many students share as possible, especially those who are usually reluctant to speak in the groups. Also, ask them to ensure that agreements are respectful.
- Next say, *“Please pick one person from your section to summarize your group’s discussion and share with the class. If there were different reasons within your group why people said Yes, No, or Maybe, please share them.”*
- Part of what we want students to learn is about respectful disagreement and that it takes constructive creativity to see the same thing in different ways.

STEP 2. Action! (6-10 min)

- Read any of the statements below, or create your own to be as relatable to the group as possible:

Yes-No-Maybe Questions

- *Does it make a difference to smile at others whether you know them or not?*
- *Should people who are poor work harder and be more responsible and not rely on handouts from others?*
- *Does it make a difference to give a compliment to others for small things that you appreciate?*
- *Does it feel good to you when you help others?*
- *Do you have to be in college to be helpfully generous to others in your school?*
- *Do you think people going through hard times can also be generous? (Follow up after sharing by asking “How?”)*

STEP 3. Reflect on Similarities and Differences (2-5 min)

- After you have completed the questions you have time for, let students take a seat and review answers that stood out.
- Ask students, *“Was there anything that surprised you during the activity?”*
- Point out that, *“You had many different thoughts and there was not a single right answer.”*

Day 3: *Giving Back and Helpful Generosity Definition Web*

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

- Say to the students, “*Today we will create two definitions as a class; (1) what it means to give back and (2) what Helpful Generosity means. Even if you have done this before, it’s worth doing again because our ideas change as we get older.*”

STEP 2. Show *Definition Web* (1-2 min)

- Post the **MOSAIC Projector Display: Theme and Virtue Definition Web** and review the directions, including each instruction within the 2 by 2 square.

STEP 3. Students Brainstorm in MOSAIC Journals (3-4 min)



- 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!*”
- Note: The goal of this activity is to help students to think broadly about the definitions of “Helpful Generosity” and “Giving Back.”
 - *Examples:*
 - Giving love, kindness, time, appreciation, or help to others
 - Doing small favors and kindnesses for others like holding doors, carrying things for others who seem to be having a hard time, greeting others in a friendly way even if you don’t know them
 - Sitting with someone who is alone and does not seem to know others
 - Standing up for someone who is being put down
 - Not gossiping/cyberbullying

STEP 4. Share Ideas and Create Class Definitions (3-6 min)

- As a large group, ask students to share their brainstorm.
- Summarize the themes that come up from their ideas.
- Ask students to collectively create one sentence for each term that you agree to be the class definition of “giving back” and “Helpful Generosity.”
- Instruct students to copy these definitions in their MOSAIC Journals to refer to later.



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

- Say, *“During the rest of this month, we will be learning tools to act with Helpful Generosity, like how to use communication. This month’s Throughline sheet reminds us to use these tools and notice how they show up in other classes throughout the school day.”*
- End the class by selecting a student to read the Throughline sheet (displayed in a visible place in the classroom) aloud.
- End the class by selecting a student to read the Throughline sheet aloud and posting it in a visible place in the classroom. Student says, *“December Throughline: How can we incorporate MOSAIC into our class today?”*



(1) Look for ways to show Helpful Generosity to your classmates.

(2) Use i-Messages to let your teacher or other students know how you feel.

(3) Find small ways to give back to people who have given to you.

FOLLOW UP

In your non-MOSAIC classes, point out how students can be Helpfully Generous by helping a classmate with an assignment or catching up a classmate who has missed a class.

GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

- Look for ways to show Helpful Generosity to your classmates.
- Use i-Messages to let your teacher or other students know how you feel.
- Find small ways to give back to people who have given to you.

December Activity 1

Definition Web

Directions: Draw 4 boxes in your MOSAIC Journal. Follow the instructions in each of the 4 boxes for both of the terms (1) Giving Back and (2) Helpful Generosity. Write answers for Giving Back where there is a (1.) in each box and answers for Helpful Generosity where there is a (2.) in each box.

<p>DEFINE IT! What does it mean in your own words?</p> <p>1.</p> <p>2.</p>	<p>FEEL IT! Why and when is it important for you?</p> <p>1.</p> <p>2.</p>
<p>DRAW IT! What does it look like?</p> <p>1.</p> <p>2.</p>	<p>FIND IT! When do I see it around me (ex. in school, home, media, my community)?</p> <p>1.</p> <p>2.</p>

1. Giving Back
2. Helpful Generosity

December Activity 2

i-Messages

Days 4 to 5

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will review the communication skill “i-Messages” and demonstrate their understanding by talking through real-life examples and role-playing.

MATERIALS

- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays
 - i-Message Scenarios

TEACHER TIPS

1. *Encourage students to create a role-play situation that is meaningful and relatable to their lives.*

“i-Messages” Overview

Day 4-5: Review i-Messages

Days 4-5: Review i-Messages

STEP 1. Connect i-Messages to the Monthly Theme (3-5 min)

- Say to the students, *“No matter how much we might want to be Helpfully Generous and give back to our school and community and influence the changes we want to see, we have to communicate in respectful ways that show we truly want to be of service and helping. A key part of respectful communication is something some of you may remember from past MOSAIC lessons: i-Messages. We are going to focus on the most important part of this for you to remember and use always.”*

STEP 2. Present i-Messages (3-5 min)

- Say, *“As you have learned in MOSAIC in past years, an i-Message is exactly what it sounds like: It is a sentence that communicates what you are thinking or feeling because it starts with ‘I.’ It’s especially helpful when you are upset or angry and don’t want to escalate conflict. i-Messages help people be more willing to listen to you and respond without becoming defensive. “*
- Explain how i-Messages work:
 - *Begin with the word, “I.”*
 - *Share how you feel.*
 - *Follow by saying what the situation is.*
 - *Tell why you feel that way.*
- *Example:*
 - *The situation is one in which you repeatedly text message someone you know well and get no responses.*
 - *Here is an i-Message way of responding: “I feel hurt when you don’t answer my text messages because I feel like I have done wrong or maybe you are upset at me.”*

- Ask, “*What would be a way of responding that is more likely to escalate the problem, instead of allowing you to get your message across?*”
- After taking a few responses, ask, “*Why do you think i-Messages can be helpful?*”
- Share the formula for an effective i-Message:

I feel _____
 when you _____
 because _____

STEP 3. Present i-Message Examples (3-5 min)

- i-Messages are a great way to explain yourself when you are upset. When you use i-Messages, people are more willing to listen to you and respond to your requests without becoming defensive. i-Messages encourage open discussion and can help a conflict become resolved quickly and easily.
- Here are some examples to practice with the class:

1. One of your friends often borrows things from you and doesn't return them.

I feel _____
 when you _____
 because _____

2. Your closest friend is telling others about your personal life.

I feel _____
 when you _____
 because _____

3. Your teacher hasn't called on you all week, even though you've raised your hand.

I feel _____
 when you _____
 because _____

4. Someone in your family keeps making noise while you are trying to study

I feel _____
 when you _____

because _____

STEP 4. Demonstrate i-Messages (10-15 min)

- Distribute practice sheets or use the **MOSAIC Projector Display: i-Message Scenarios** to have students practice in small groups. Ambassadors can circulate with you and give students helpful feedback.
- Have student groups perform role-plays, practicing giving one-another i-Messages.
- At the end, have a discussion with all students asking them to provide feedback on what they felt went best with their use of i-Messages.

STEP 5. Reflect (1-3 min)

- Say, *“This activity was designed to review and practice the i-Messages skill that will help you communicate with others and let them know your needs.”*
- As time permits, follow up with reflection questions.

Example Reflection Questions:

- *How did your team work together during your group work?*
- *What ways did you see others using Helpful Generosity during your group work?*
- *When do you think you could use i-Messages this week?*

FOLLOW UP

- In MOSAIC and in your other classes, encourage students to use i-Messages when communicating their opinions.
- Following these lessons, for the rest of the school year, model the use of i-Messages and label the message.

- Example: *“I feel respected when you listen to my directions and follow them because it shows me you want our class to function well as a team. That was an i-Message!”*

December Activity 2

i-Message Scenarios (2 pgs.)

1. When you are in groups in class, one student keeps interrupting you and other students. How can you use an i-Message to be an Upstander and speak to the student about this?

I feel _____ when you _____ because _____

2. You're in an after-school club that you usually like, but you notice that lately one group of students has stopped talking to you. How can you use an i-Message to address this problem?

I feel _____ when you _____ because _____

3. One student posted inappropriate pictures online of another student. How can you use i-Messages to be an Upstander when you talk to both of these students?

I feel _____ when you _____ because _____

4. A fight broke out during field day and the principal just announced that the entire grade now has lunch detention as a result of the bad behavior. How can you use i-Messages to talk to the principal and stand up for your whole grade? How can you use i-Messages to talk to the students who were involved in the fight?

I feel _____ when you _____ because _____

5. Two friends are discussing their plans to skip next period and sneak out of school. A third friend overhears them. How can the third friend use i-Messages to be an Upstander in this situation?

I feel _____ when you _____ because _____

6. You notice that a new student in the school usually does not have a place to sit during lunch. You want to bring him or her to your lunch table but your friends do not want to. How can you use i-Messages to convince your friends to include the new student at your table?

I feel _____ when you _____ because _____

December Activity 3

Students Taking Action Together

Days 6 to 12

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will use the PLAN problem-solving framework to discuss important issues presented in selected song lyrics and create their own social action song.

MATERIALS

- ❖ Chart paper or board space
- ❖ *MOSAIC Projector Displays*
 - Using PLAN to Analyze Songs
 - Song Lyrics and Backgrounds

December Activity 3 Tips

1. Meet with your Ambassadors before Day 6 to help them coordinate leading
2. This month's STAT is focused on listening to and generating social action songs. Audio speakers and music streaming capacity will greatly enhance the lessons.
3. Additionally, you may want to put up a poster of PLAN in your classroom so you can refer to it while you are using the MOSAIC Projector Display for other content.
4. At the end of the activity, students will begin working on their own social action songs. They will need time outside of MOSAIC class to finish these. Additionally, Ambassadors from all classes in your grade that are doing MOSAIC can work together at meetings to determine how classmates can perform their songs- possibly in an assembly or after-school concert.

“Students Taking Action Together” (STAT) Overview

Day 6: Ambassador Check-in

Day 7: Communicating Our Views to Solve Social Problems

Days 8-10: Social Action Songs and PLAN

Days 11-12: Creating Your Own Social Action Song

NOTE: Days 6-12 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 with your Ambassadors before the lesson, and that you support them in any way that they need!******

DAY 6: Ambassador Check-in

STEP 1. Help Ambassador Prepare Update/Progress Report


- Prior to this class, please help Ambassadors prepare to give a brief update/progress report on the Positive Purpose Project or other projects they may be engaged in at the school.
- Their report can include:
 - What is currently being worked on?
 - What questions do Ambassadors have that the class can give them help with?
 - How can members of the class be helpful at this point in the project?
 - Anything else you would like to communicate to the class about the Positive Purpose (or other) Project?
 - What questions do any class members have about the Project?

STEP 2. Ambassadors Present Update/Progress Report

- Ambassadors present their Update/Progress Report to class
- Ambassadors seek input from classmates about Positive Purpose (or other) Project.

Day 7: Communicating Our Views to Solve Social Problems

STEP 1. Introduce Social Action Songs

- Say, *“Over many years, people have used music- especially songs—to protest unfair conditions or call attention to social problems. Can anyone think of a song they know that is a kind of protest song?”*
- Take one or two responses.
- Continue: *“For the next few classes, we will watch and study some protest and social action songs and understand what they were communicating about and how they did it. Those writing the songs were giving i-Messages about their feelings and views and depended on their audience to be good listeners and to watch them perform their words to know if they were sincere. Saying or singing words without showing you mean them takes away from your message, which is why it takes special singing skills to show your feelings through audio alone.”*
-  *“Can some of you share musical performers that you feel communicate their messages in a sincere and powerful way? How do they do it? Write down your examples in your MOSAIC notebooks.”*
- When students are finished writing, take three or four responses.

STEP 2. Using PLAN to Analyze Songs

- Say, *“When we look at the songs, we are going to use our PLAN Problem Solving Model. Who can help us review PLAN?”* Show MOSAIC Projector Display: PLAN if needed.
- Take a few responses and then summarize by saying, *“PLAN stands for Problem Description, List of Options, Action Plan and Notice Successes.”*

NOTE: You may want to put up a poster of PLAN in your classroom so you can refer to it while you are using the MOSAIC Projector Display for other content.

STEP 3. Watch “We are all Mexicans”

- Show the music video for “We are all Mexicans” organized by Emilio Estefan:
 - LINK: <https://www.youtube.com/watch?v=9So7iSDqxIQ>
 - Length: 3:02
- Explain, *“As we learn from the web site of this song, the U.S. border with Mexico can be an increasingly tense area and Mexican immigrants become targets of hate and discrimination, Cuban-American musician/producer Emilio Estefan organized some of the most powerful Latinos in music to record this song and video. “We Are All Mexican” is a celebration of all the wonderful Mexican-Americans and their significant contributions to American culture. The song itself is in Spanish, and features mariachi trumpeting of traditional Mexican musical traditions, as well as Spanish-style classical guitar playing, showing the sorts of often-unrecognized and unacknowledged musical contributions Latinos have brought to the U.S. Additionally it celebrates Latin American stars like Pitbull, Wyclef, Gloria Estefan, Eva Longoria, Carlos Santana, Perez Hilton alongside allied artists like Whoopi Goldberg and Kathy Griffin, all of whom proclaim, ‘We Are All Mexican.’”*

STEP 4. Use PLAN to Analyze “We are all Mexicans”

- Ambassadors lead whole group discussion using PLAN to analyze “We are all Mexicans.” Following the **MOSAIC Projector Display: Using Plan to Analyze Songs**, Ambassadors say:
 - *“(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”*
 - *“(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”*

- “(A) Now the A- Is there an action plan? If so, what is it?”
- “(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”

December Activity 3

Using PLAN to Analyze Songs

Problem Description

- What problem is the song addressing? What feelings are being communicated by the song?”

List Options

- What suggestions are being made for solving the problem?

Action Plan

- Is there an action plan? If so, what is it?

Notice Successes!

- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”

Day 8: Social Action Songs and PLAN

****NOTE: As an alternative, You can have students watch the songs before class and then have more time for discussion in class.****

STEP 1. Show Song By Bob Marley and the Wailers

- Say, *“we are going to listen to two more songs and for each one, we will reflect using PLAN in small groups led by your ambassadors.”*
- Show, ‘Get Up, Stand Up’ Bob Marley Video:
 - LINK: <https://www.youtube.com/watch?v=F69PBQ4ZyNw>
 - Length: 4:11 (stop video at this time)
 - MOSAIC Projector Display: Get Up, Stand Up Lyrics

STEP 2. Show Song By Raye Zaragoza and Provide Background

- Say, *“We are going to watch a video for a song called ‘In the River’ by Raye Zaragoza, but first let’s learn a little about the background of this song.”*
- Show MOSAIC Projector Display: “In The River” Background From Song’s Website
- Now show “In the River” Video:
 - LINK: <https://www.youtube.com/watch?v=l4eosRdP5gQ>
 - Length: 3:55

STEP 3. Reflecting on Songs with PLAN in Small Groups

- Ambassadors now lead small group discussions about songs using the PLAN guideline introduced on Day 7 on MOSAIC Projector Display: Using Plan to Analyze Songs:
 - *“(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”*

- “(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”
- “(A) Now the A- Is there an action plan? If so, what is it?”
- “(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”

(MOSAIC Projector Display)

December Activity 3

“Get Up, Stand Up” Lyrics (2 pgs.)

‘Get Up, Stand Up’

Written By Bob Marley and Peter Tosh

Get up, stand up, stand up for your rights!

Get up, stand up, stand up for your rights!

Get up, stand up, stand up for your rights!

Get up, stand up, don't give up the fight!

Preacher man, don't tell me

Heaven is under the earth

I know you don't know

What life is really worth

It's not all that glitters is gold

'Alf the story has never been told

So now you see the light, eh!

Stand up for your rights. Come on!

Get up, stand up, stand up for your rights!

Get up, stand up, don't give up the fight!

Get up, stand up, stand up for your rights!

Get up, stand up, don't give up the fight!

Most people think,

Great God will come from the skies

Take away everything

And make everybody feel high

But if you know what life is worth

You will look for yours on earth

And now you see the light

You stand up for your rights. Jah!

Get up, stand up! (Jah, Jah!)

Stand up for your rights! (Oh-hoo!)

Get up, stand up! (Get up, stand up!)

Don't give up the fight! (Life is your right!)

Get up, stand up! (So we can't give up the fight!)

Stand up for your rights! (Lord, Lord!)
Get up, stand up! (Keep on struggling on!)
Don't give up the fight! (Yeah!)
We sick an' tired of-a your ism-skism game
Dyin' 'n' goin' to heaven in-a Jesus' name, Lord
We know when we understand
Almighty God is a living man
You can fool some people sometimes
But you can't fool all the people all the time
So now we see the light (What you gonna do?)
We gonna stand up for our rights! (Yeah, yeah, yeah!)
So you better
Get up, stand up! (In the morning! Git it up!)
Stand up for your rights! (Stand up for our rights!)
Get up, stand up!
Don't give up the fight! (Don't give it up, don't give it up!)
Get up, stand up! (Get up, stand up!)
Stand up for your rights! (Get up, stand up!)
Get up, stand up!
Don't give up the fight! (Get up, stand up!)
Get up, stand up!
Stand up for your rights!
Get up, stand up!
Don't give up the fight!

(MOSAIC Projector Display)

December Activity 3

“In the River” Background From the Song’s Web Site

Raye Zaragoza, “In the River”

In the wake of the scandal of the Dakota Access Pipeline—a government-funded oil pipeline being routed through sacred Sioux land—many protest songs have surfaced. This one in particular stands out, a heartfelt song by Native American artist Raye Zaragoza, who said in an interview, “I wrote ‘In The River: A Protest Song’ one morning when I couldn’t stop crying. I was reading more and more about what is happening to my brothers and sisters up at Standing Rock, and had a complete emotional breakdown. It has shaken me to my core knowing that people think it’s okay to destroy sacred burial grounds for a pipeline, and that they are treating the water protectors so horribly.” The Sioux tribe in North Dakota is adjacent to the route of the pipeline, which will carry crude oil through four states. While proponents of the pipeline argue for the economic benefits, the pipeline also comes with the risk of water contamination and other major problems for the Sioux people. Additionally, water protectors and protesters believe the police have reacted to them with discrimination and violence. As Raye sings, “We’re fighting for our right / To keep the future bright / And protect the ones we love / In the river is our sisters and our brothers.”

Days 9-10: Social Action Songs and PLAN (cont.)

****NOTE: As an alternative, You can have students watch the songs before class and then have more time for discussion in class.****

STEP 1. Show “Songs of Freedom” By Santana and Buddy Miles

- Say, *“We will now listen to two songs by Carlos Santana and work in pairs to reflect on these songs, followed by a group discussion led by our Ambassadors. The first song is called “Songs of Freedom.”*
- Show, ‘Songs of Freedom’ Video by Carlos Santana and Buddy Miles:
- LINK: <https://www.youtube.com/watch?v=mARxHwzachU>
 - Length: 4:55
 - **MOSAIC Projector Display: ‘Songs of Freedom’ Lyrics**

STEP 2. Show “It’s a Jungle Out There” By Santana and Buddy Miles

- Say, *“Let’s listen to the second Carlos Santana social action song, ‘It’s a Jungle Out There’”*
- Show, ‘It’s a Jungle Out There’ Video by Carlos Santana:
- LINK: <https://www.youtube.com/watch?v=GK5eAeGRJXk>
 - Length: 4:32
 - **MOSAIC Projector Display: ‘It’s a Jungle Out There’ Lyrics**

STEP 3. Reflecting on Songs with PLAN in Pairs

- Students break into pairs or trios to discuss the PLAN questions from **MOSAIC Projector Display: Using Plan to Analyze Songs**, found on Day 7, related to the two Santana songs:

- “(P) First let’s think about the P from PLAN- What problem is the song addressing? What feelings are being communicated by the song?”
- “(L) Next think about the L from PLAN- What suggestions are being made for solving the problem?”
- “(A) Now the A- Is there an action plan? If so, what is it?”
- “(N) And finally, the N- What do you find most successful about the song? How do the music and the words complement each other? What would you do differently?”

STEP 4. Share Reflections With Class

- Ambassadors lead class discussion sharing reflections on PLAN prompts related to Carlos Santana songs.

(MOSAIC Projector Display)

December Activity 3

“Songs of Freedom” Lyrics

“Songs of Freedom”

Written By Carlos Santana and Buddy Miles

Everybody tells me, we love your songs
Your soul is precious, but it just ain't good enough
You need a single to help you through
Program directors, they all make the rules
I said, you're kidding, you're putting me on
What about the Constitution, freedom of expression
Listen to the music, just feel the sound
Love is the motion, that's what makes the world go around

Sing, Songs of Freedom
Bring joy to the world
Sing, Songs of Freedom
Bring joy to the world

Everybody listen, stop and take some time
To understand the world situation
There is no meaning in fighting the way we do
Let's come together and forgive each other

Sing, Songs of Freedom
Bring joy to the world
Sing, Songs of Freedom
Bring joy to the world

(MOSAIC Projector Display)

December Activity 3

“It’s a Jungle Out There” Lyrics

“It’s a Jungle Out There”
Written By Carlos Santana

I just gotta get away
Can't stand it
Children suffer every day
Tell me baby
What's it for
Fighting daily
For the turf
We're still killing each other
In the name of the Lord
There's a brand new graffiti
With blood on the walls
Peace, are you that far away?
Now you can feel it
Other people's pain
Love can heal it
Gentle as the rain
Oh, the United Nations drag their feet on the floor
All they do is spend your money
They don't tell you what for
Peace, what price we have to pay
Peace, there's gotta be a better way
People tell me it's useless to look for a way
I believe that tomorrow starts right here, today
Peace, are you that far away
Peace, there's gotta be a better way
Peace, are you that far away
Peace, there's gotta be a better way
Peace, peace
There's gotta be a better way
Peace, peace oh oh oh peace

Days 11-12: Creating Your Own Social Action Song

STEP 1. Introduce Student's Creating Own Social Action Song

- Explain to students that for the next two lessons they will create their own social issue/social action/protest song.
- They will be asked to review classic songs and modify them to update them, or to serve as inspiration for students to create their own songs.

STEP 2. Introduce Student's Creating Own Social Action Song

- Ask students to look up one or more of the following songs:
 - “Ain’t Going to Let Nobody Turn Us Around”
 - “Keep On Walking to the Freedom Land”
 - “We Shall Overcome”
 - “If I Had a Hammer”
 - “Turn, Turn, Turn”
 - “This Land Is Your Land”
 - “Blowin’ in the Wind”
 - “Get on Your Feet!”
 - Or others you want to suggest or find on this or other protest song lists:
<http://www.npr.org/2012/10/05/162384391/el-pueblo-unido-more-latin-american-protest-songs>
- Say, “*Pick one song and change the words to make them address a current issue or problem you care about (some already address these problems) or create your own song. Incorporate as much of PLAN as possible.*”
- Have students work individually or in pairs.

- Students will likely need to work on this outside of MOSAIC class time in order to complete a song.

STEP 3. Ambassador's Plan Performance

- In addition to doing the assignment along with everyone else, each Ambassador will divide the class into two groups of students and will work with them to determine who will perform their revised/new songs and how they will perform them. This performance could take place in the school or community.
- Ambassadors can coordinate with other Ambassadors from different Year 3 classrooms to see if it can become an assembly, an evening concert at school, a community concert, something broadcast, etc.

STEP 4. Ambassador's Lead Reflection

- These planning conversations can be part of a final reflective lesson, during which you allow at least 5 minutes to ask questions like:
 - *“Which song moved you the most? Why?”*
 - *“What do you feel you learned about the skills and virtues of the people who wrote and/or performed these songs?”*
 - *“Why do you think songs, and music, have been used throughout time for protest and to get people to think differently about social issues?”*
 - *“How do you think other forms of artistic expression, besides music, have been or can be used to raise social issues and express disagreements with social conditions or actions of people in power? Share any examples you might know about.”*

- Some examples almost all students will be aware of are the Statue of Liberty and the Liberty Bell, even if it does not come to their minds immediately. Also, be sure to ask them about examples of artistic expression in their communities, such as murals, posters, etc.

December Activity 4

Bi-Monthly Reflection & Feedback

Day 13

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

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

December Activity 4 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 13: Reflection & Feedback for November/December

Day 13: Reflection & Feedback for November/December

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 Nov. and Dec. (3-5 min)

- Prompt students to provide feedback about the activities from November and December.
- Say, *"In November, we focused on making ourselves/school/world better and the virtue of Constructive Creativity. We played games to help us think outside of the box, thought about our careers, and had our first Students Taking Action Together discussions about gun violence."*

Discussion Questions:

- *What were some things you liked about MOSAIC in November?*
- *How could those November lessons be better?*
- Say, *"In December we focused on the theme of Giving Back to Ourselves, and the virtue of Helpful Generosity. We read stories about Helpful Generosity, practiced using i-Messages, and worked with song lyrics for social action as part of our Students Taking Action Together lessons."*

Discussion Questions:

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

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

- Show MOSAIC Projector Display: MOSAIC Reflection.



- 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.

December Activity 4 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

You know that one of your friends has a prescription for stimulant medication to help them in school. One day you overhear this friend offering to sell their medication to another classmate. You don't know the reason your friend has made this decision, but you are worried. What should you do?

(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

2. **What did you like best about MOSAIC over the past two months (e.g., activities, student growth moments, etc.)?**

3. **What would you like to change about the MOSAIC program from the past two months?**

4. **What support(s) would help you teach MOSAIC most effectively?**