Instructional Unit Title: Creative Expression for Healthy Problem Solving

they face in their own lives.

Integrated – Comprehensive Health and Drama and Theatre Arts 1st grade

The teacher may The teacher may utilize The teacher may utilize a The teacher may utilize introduce an The teacher may provide examples of animal facial children's picture book examples of human facial improvisation game so students with examples of expressions and body containing both humans and expressions and body that students can explore verbal communication (e.g., language so that students animals so that students can language so that students moving like a particular word choice, politeness, tone, can begin to consider and begin exploring ways to can begin to consider and animal or human empathy) so that students can explore how animals pantomime different explore how humans express character (e.g. snake, begin to consider how people express emotions noncharacters and emotions. emotions non-verbally. mouse, lion, eagle, use sound to express emotions. verbally. hunter, king/queen) The teacher may introduce the The teacher may utilize a fairytale The teacher may introduce a student-centered The teacher may utilize characters, themes, conflict of an inspired improvisation scenario context (e.g., emotional situations when students animal-based fable (e.g. Elephant examples of vocal variations (e.g. The Lion King Court) so that had an argument with a friend/sibling, emotional of animals so that students Pit), story or fairytale so that students can apply what they choice about following a parent's rule) so that can begin to consider and students can begin to analyze students can begin examining specific verbal and have learned about animal problem-solving skills in the animal explore how animals use expressions, body movements, non-verbal expressions of feelings to a given world and how this relates to sound to express emotions. and sounds to a given context. context. interpersonal situations. PERFORMANCE ASSESSMENT: As a group of authors, you have been asked to The teacher may introduce create and present a living-book to a company interested in developing an (Post Performance Assessment) The "environment" through a fable interactive storybook app. Using a familiar animal-based story (e.g. The teacher may model the process of self-(e.g. Elephant Pit), story or Elephant Pit) that portrays a positive solution to a common conflict or assessment so that students can begin fairytale so that students may problem you must include the setting as well as characters' unique to connect how dramatic portrayals can begin to analyze the importance verbal/non-verbal communications (e.g. facial expressions, and body illuminate challenges to effective verbal of environment and its effect on language). Your group is responsible for bringing to life one of the conflicts in and non-verbal communication as well human and animal problem the story to help teach children how positive communication helps to develop as the potential positive solving skills, strategies, and life-long skills around appropriate and healthy problem-solving. The goal is for outcomes/benefits of each. resolutions. children to see how the conflicts in the animal story are similar to problems

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <u>http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</u>.

Colorado Teacher-Authored Instructional Unit Sample Storyboard