Instructional Unit Title: Express Myself

Comprehensive Health

The teacher may introduce various forms of communication so students can begin to recognize why communication is important in their own lives.



The teacher may provide students with examples of verbal communication (e.g., word choice, politeness, tone, empathy) so students can make connections to how some negative communications impact others.



The teacher may demonstrate various examples of non-verbal communication so students can begin to consider how different communications may create a variety of responses. The teacher may demonstrate various examples of non-verbal communication so students can begin to consider how different communications may create a variety of responses.



The teacher may design activities that promote effective listening skills (e.g., telephone, Follow the Leader, books on tape/CD, Simon Says) so students can understand how these focused activities can be transferred to lifelong experiences.



The teacher may share various problem-solving strategies so students can begin to understand the importance of team-building.



The teacher may define problem solving so students can begin brainstorming about a specific situation in their life when they have had to use problem solving skills (e.g., an argument with a friend/sibling, choice about following a parent's rule).



The teacher may provide examples that illustrate kids having to make difficult decisions so students can begin to analyze positive versus negative decisions.



The teacher may demonstrate various expressions of emotions so the students can connect specific expressions to their own possible emotions.



The teacher may provide examples of trusted adults/peers to be used for problem solving so students can evaluate the support in their own life.



PERFORMANCE ASSESSMENT: As a children's book author, you will create an illustration (e.g., poster, storybook, picture book) that portrays a positive solution to a common conflict or problem by using teacher generated scenarios. The illustration must include positive verbal and non-verbal communication and appropriate expression of emotions. (e.g., Simple Descriptive Words, Facial expressions, Body Language, Eye Contact) Groups will present their illustrations to their peers. As part of your presentation, you will be responsible for engaging the audience in analyzing the problem and solution in a healthy manner by asking the audience the following three questions.

- 1. What are some ways the person expressed emotion?
- 2. How was this solution a positive way to solve the problem?
- 3. Was verbal or non-verbal communication a more effective strategy to solve the problem? Support your answer by looking back at the picture.

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 http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.