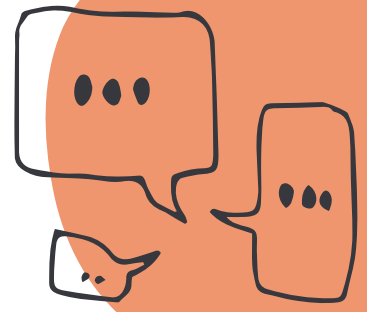


UNIT PLAN BRAINSTORM



SPIN-derella (English Language Arts, Theater)

This isn't your average Cinderella story. With your students, decide on a fairytale or well-known story that your class knows by heart and then transform it! Start by sourcing the storyline from your students, refreshing everyone's memory of the classic tale. Afterwards, put your own "spin" on it by determining one aspect of the story to change. This could be the setting, a character or a major plot point. Discuss with your class how your adaptation might change the overall story and what would be different in this version, writing important moments on the board. Now, it's time to bring the story to life in a story whoosh! Stand in a circle and begin to walk through the outline of your adapted story. For each scene, have students jump in the middle and strike a tableau of what's going on in the story. Students can embody characters or objects. Everyone on the outside of the circle can create a soundscape, form the setting or help to direct the scene in the middle. You can even ask each character what they're thinking to hear their internal monologue! After you've created one scene, say "Whoosh!" and send everyone back to the circle. Now, move on to the next scene with new students jumping into the center to bring the action to life. Adapt and add on to your story every week to show how fairytales evolve over time.

To support this unit, use the Activity *Spellbinding with a Flutter of Fierce Fairies* in the Discover and Create section.

Character Couture (English Language Arts, Visual Art, Theater)

From Spiderman to Glinda, every character needs an iconic costume to help tell their story! Explore imagination and costume design by having your students come up with their own character that they want to bring to life. This could be inspired from a classic fairytale, their favorite comic book or be completely made up. First, ask your students to give their character a name. From there, prompt questions like: *Where does your character live? What do they like to do? and What are their favorite colors?* Next, have your students draw a picture of what their character looks like and wears, making sure to use different colors (and glitter when necessary). If they get stuck, have them use the descriptions from earlier to inspire their costume, whether it's a cape, scarf, gown or mermaid tail. Afterwards, it's time to create the costumes in real life! Reminder: Costume designers can get their pieces from all sorts of unconventional places. Have students source objects from around the classroom, bring in costume pieces from home or create them using found materials. This could mean wrapping a blanket like a dress, using a tissue box as a hat, or creating a crown out of paper and tape. Once everyone has their costume, it's time to walk the runway. Put on a fashion show for another class where each student displays their fabulous look and embodies their unique character. Now you've told a story through fashion!

To support this unit, use the Creativity Page *Category Is: Fairy Godperson Opulence* in the Discover and Create section.

Better Together (English Language Arts, Social Studies)

A wish is always stronger when you wish together. What does your class wish for and what is possible through collective action and organization? Start by asking your class to write down or think of a wish that they have for their classroom, school or community. This could be something small, like a new snack in the school cafeteria, or something large, like fighting climate change. Gather all these wishes to create a bank of collective dreams your students have. Together, decide on one or two communal goals that seem feasible for your class to achieve by the end of the year. Next, begin to brainstorm some actionable items that could help make that dream a reality. Some ideas to get you started are: writing letters to your school administration or community leaders, planning an event or creating a campaign. From there, sketch out a long-term plan on a timeline to spread out the work in a way that feels realistic for your students and yourself. Each month, check in on the progress of your class's wish, remembering that small change over time can lead to something big! At the end of the year, reflect on the experience with your students. Remind your students that their wishes can extend beyond their classroom, and the power of collective action and coming together can make a difference everywhere.

To support this unit, use the Activity *Celebrating our Uniqueness* in the Respond and Connect section.