



Warm-Up Phase (15 minutes)

Circle

Open-ended question: What do you think is the most amazing thing about you? Or about this group?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 5 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Review elements of sculpture.
- Ask students what they think is necessary to complete the monster. They may brainstorm in groups or as a whole class. They should come up with ideas about adding paint and attaching the monster facial features.
- Students will be working together to paint the monster. Briefly revisit what they know about acrylic paints, and about working as an ensemble, as they did in the last session with the papier mâché.
- Show examples of comic books (*Moomin* is a good one) and explain that comics are an art form that involve drawings and words. Model drawing a panel for a comic strip on the board. You may want to use the monster as the main character. Tell students that the monster is the hero of the story; not the bad guy. This is not a comic that will have violence or guns. It will tell a story in which the monster finds out about its emotions. Be sure to include a text bubble and a thought bubble.

Keep in Mind

- Everyone will get to paint, but it will be necessary to take turns. *What should you be doing while you wait to paint?*
- Some people like to plan with comic books, other like to dive right in. *How can you respect people working around you who might be working at a different speed than you are? How can you support them?*
- After painting, it can feel like there is no reason to invest in working quietly. *What should you do when your painting turn is over?*
- This group is all working together on one monster. *What can you do if you don't like the choice one of your ensemble-mates makes with the paint?*



You Do (55 minutes)

The project, step-by-step

- Set up the monster at a table group in the center of the room, along with painting supplies.
- Groups of five can come up and apply paint to the dried monster. Then they should rotate back to their table.
- Groups not working on the monster painting should be creating a comic strip about the monster.
- Students working on the comic strip can use the [template](#), or draw free form.
- The comic can tell a story or just show the monster going about its daily life, showing off its many emotions.
- The comic can be any number of pages long.
- After the paint has dried, the teacher should apply the eyes and mouths to the monster with a hot glue gun. Only the teacher should use the hot glue gun. It should not be left unattended. The students may come up and say where they would like the mouths and eyes to be placed. Apply all that will fit; monsters have no limits.
- Attach the emotion words collages created in the previous lesson to the monster using floss or string.

Extensions: Students can add more pages to their comic or color the panels with colored pencils.

Closure: Have students share their comics with their table groups. They may also want to propose names for the monster.

Optional Writing Prompt: How do you feel about the way the monster turned out?



Big Picture

Our monster is all done! We have learned to work collaboratively as an ensemble; to recognize the importance of our own unique qualities, and to express our emotions with our words and in our art.



Adjustments for K-1

Warm-Up Phase

Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do

Focus entirely on group work and what makes a successful ensemble.

You Do

Table groups can work with an adult to paint their group monsters.