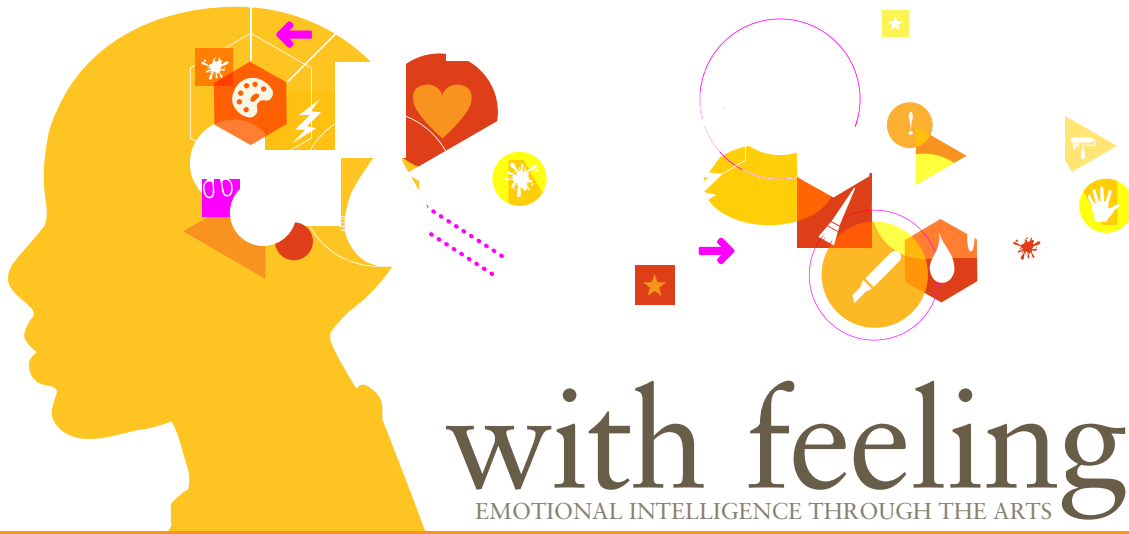


Introduction to Unit Three

In this unit, students will begin to explore strategies around using self-compassion to deal with uncomfortable emotions. Self-compassion is an abstract concept that is difficult to practice, but a simple understanding of the definition of self-compassion can help students going through moments of crisis. This unit integrates three-dimensional map design for some additional social studies practice as well. The projects in this unit begin individually—with students creating their own personal life maps—but branch out into ensemble work. The class creates a full-sized map of safe places by working together, which can be frustrating for students attached to the idea of taking their work home. Teachers should be sure to discuss this with students before beginning the project (which starts with Lesson 2). This unit also utilizes some messier supplies: clay and acrylic paint are both staples in the unit. Be sure to discuss safe and careful ways to use supplies, and prepare by bringing smocks or old T-shirts to school.

Even if students struggle to engage with the self-compassion practice (it can feel a little silly to try in front of all one's friends), they will be learning a specific strategy for dealing with emotions that will arise for them in their day-to-day life.



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What can I do when I feel uncomfortable?
- Why is it important to exercise self-compassion?
- How can I use symbols to better express my ideas?

Lesson Objectives

- Create a collage representing important places in one's life.
- Use knowledge of maps and topography to display a metaphorical idea.
- Practice self-compassion techniques to use when confronted with uncomfortable emotions.

National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. *(VA:Cr1.2.6a)*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. *(VA:CR2.3.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

White cardstock, colored paper, scissors, glue sticks, brainstorming sheet *(attached)*



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *compassion, self-compassion, comfortable, uncomfortable*

Visual Arts: *collage, symbol, sketch*

Theatre: *ensemble, body*



Warm-Up Phase (15 minutes)

Circle: Favorites question: *What is your favorite thing to do when you get home?*

Optional follow-up question: *How are you feeling right now? Use an emotion word*

Team-building game: One-Word Story, Level 1 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Have students help you make a list of uncomfortable emotions.
- Say, *Every time you experience an emotion, you make a decision about what to do with that emotion. Sometimes you just sit with the emotion, but sometimes you might act in some way. For example, maybe you've seen someone get really angry and do something because of their anger. What might be an example of that?*
- Have students brainstorm a list of reactions to uncomfortable emotions. Write these reactions on the board. (Examples: throw something, cry, yell, not want to talk to anyone during lunch, etc.) Circle the answers that are appropriate actions to take while at school.
- Say, *One thing that can help when you are experiencing an uncomfortable emotion is to exercise self-compassion. Compassion is feeling sympathy and concern for another person's suffering. When you exercise self-compassion, you give yourself permission to feel whatever it is you are feeling. It can help to think about places that have felt safe to you in your life, and picture yourself in those places.*
- Give an example of a place that has felt safe to you in your own life. (Example: "When I was a child, there was a big sycamore tree in my backyard that I liked to sit under when it was hot in the summer. It was so cool and quiet there, and I felt really safe and happy there whenever I sat down.") If the ensemble in the class is strong, students might turn and talk to a partner about one place that has felt safe to them in their lives.
- Introduce art term: *collage*. *A collage is a piece of art made by combining different flat materials and attaching them to a backing. We will be making Life Collages of our safe spaces.*
- Introduce art term: *symbol*. *Artists use symbols to represent ideas. They can be shapes or even little pictures, but most art relies on symbols to convey meaning.*

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- Describe the new art supplies and explain how they might be difficult to use. *Paint can be messy. What expectations should we follow around paint?*
- Talk about the implications of working with permanent ink. *How can we be careful not to get this ink on our bodies or clothes? Why is that important?*



You Do (55 minutes)

The project, step-by-step

- Complete the guided brainstorm sheet, attached. List a place that is special to you (for example, jungle gym), write a quick sentence about why it is special ("That's where I used to hang out with my friends in elementary school"), and then come up with a symbol to represent the place. The symbol should be simple enough that it could be cut out of paper.
- On a piece of white cardstock, sketch a road that represents your life. The road can look any way that feels right to you. Maybe it will wind back and forth if you feel like your life has had lots of twists and turns. Maybe it will be straight if you feel like your life has been pretty straightforward.
- Using the colored paper and scissors, cut out the symbols representing your safe places. If you visited the place a lot during your life, you may want to cut out several copies. (For example, if you want your collage to show that you went to the jungle gym over and over again, you might cut out six or seven jungle gym symbols.)
- Attach your symbols to the road of your life using a glue stick. You can put them on the road chronologically (an old

childhood home might go towards the beginning), or you can attach them randomly.

- Create a map key that shows what each symbol means.

Extensions: If you finish early, you can add other things to your map, like rivers or trees. You might also want to write sentences about why these places have been safe to you and attach those sentences to the map.

Closure: Have students close their eyes and picture one of their safe places. Say: “Pretend you are sitting inside your safe space. Really try to remember what it felt like to be there. See if you can let the comfortable calm feelings wash over you. See if you can think about this place next time you are feeling an uncomfortable emotion.”

Optional Writing Prompt: Have students write about a safe place in more detail, and explain what emotion they feel when they think about it.



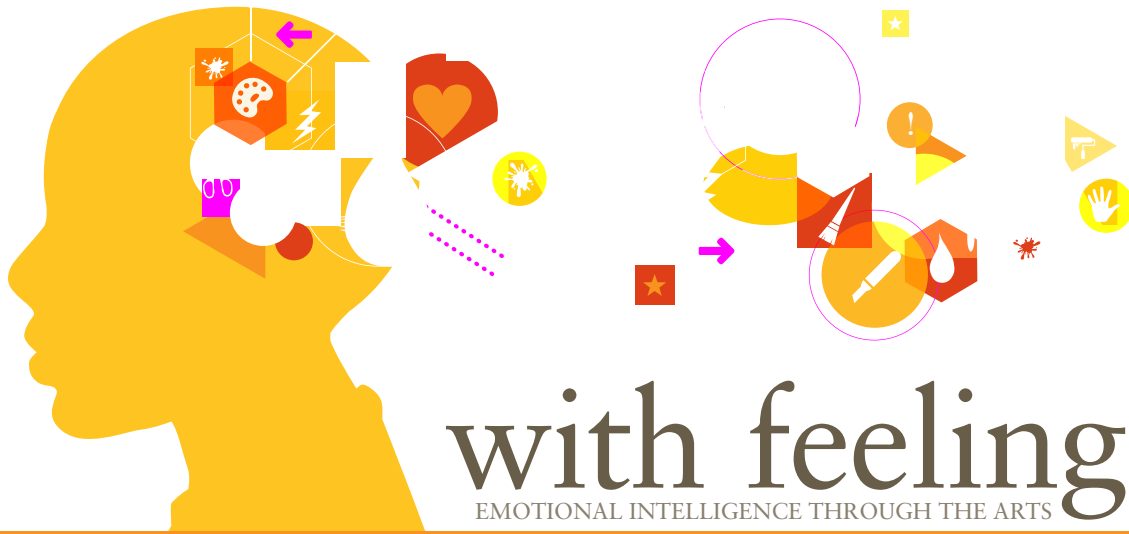
Big Picture

Next week we'll focus more closely on a specific safe place.

Name: _____

Safe Spaces Map
Brainstorm Sheet

	Place name	Why was it important to you?	Sketch a symbol
1			
2			
3			
4			
5			



with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 3.2 How Can I Work Through Difficult Emotions?

Lesson: Safe Building

Grade Levels 5–8



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What can I do when I feel uncomfortable?
- Why is it important to exercise self-compassion?
- What is a sculpture?

Lesson Objectives

- Create a sculpture representing an important personal space.
- Use knowledge of self-compassion to practice coping strategies.

National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. *(VA:Cr1.2.6a)*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. *(VA:CR2.3.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

Empty mini cereal boxes (1 per student), acrylic paint, brushes, cups for water, paper towels, masking tape, blank paper, pencils for sketching



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *compassion, self-compassion, comfortable, uncomfortable*
 Visual Arts: *sculpture*
 Theatre: *ensemble, body*



Warm-Up Phase (15 minutes)

Circle: Favorites question: *What is your favorite meal?*

Optional follow-up question: *How are you feeling right now? Use an emotion word*

Team-building game: One-Word Story, Level 2 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Review definition of “self-compassion.” *Remember that honoring your own emotions is an important part of self-compassion. It is easiest to do that when you feel safe, so we have been strategizing around imagining safe places in our lives.*
- Have students share some of the places in their lives where they have felt safe. They may do this in pairs, as table groups, or in a whole group setting.
- Say, *Last class we thought about five places that felt safe to us. This class, I want you to think about the SAFEST place. If you feel comfortable doing so, close your eyes for a moment. Picture a place where you have a lot of memories feeling happy or safe. Think about what furniture is there if it’s inside, or what sounds you might hear in this place. Maybe you hear birds singing, or a TV show in the next room. What can you smell in this place? Imagine this place as the most beautiful, safe, lovely place in the world. Who would be in the place? Maybe you would be alone, or maybe you’d be around your friends or family. The idea is to try to picture a place where you would feel completely and totally secure, warm, and safe.* Allow time for students to picture their place before opening their eyes.
- Define **sculpture**: *A sculpture is a three-dimensional work of art.* Tell students that today we will be creating sculptures that allow us to zoom in on a place that is safe to us.

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- Describe the new art supplies and explain how they might be difficult to use. *Paint can be messy. What expectations should we follow around paint?*
- Talk about ways to extend if students finish early. *What can you add to your sculpture if you are done before your neighbor?*



You Do (55 minutes)

The project, step-by-step

- Begin by sketching the place that is special to you on a piece of blank paper, including as many specific details as you can. If it is a room, include furniture and people and food you’d want in the room. If it is someplace outside, sketch the plant life and show the weather that would make you feel the best.
- Take an empty miniature cereal box. Carefully take the box apart by separating the glued seams.
- Fold the box inside out, so it is the same shape, but inverted.
- Tape the seams of the box with masking tape.
- Sketch details on the box to make it represent your special place.
- Paint your details. Cover your entire box with paint and set it aside to dry.

Extensions: Add color and detail to your sketch so that people who look at your piece can get a better sense of the picture you were trying to convey.

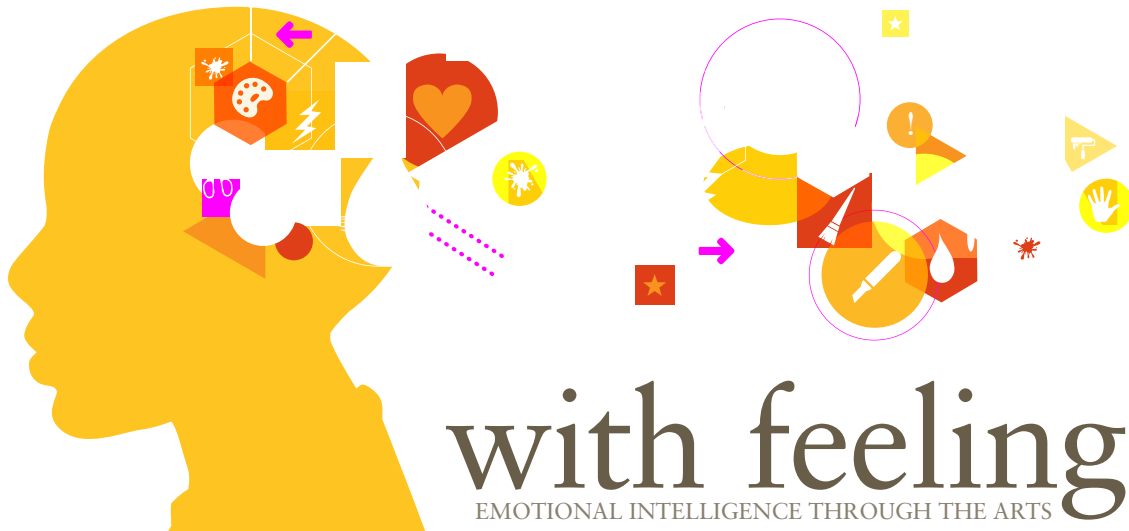
Closure: Have students pair up and share with each other about their places. What makes the place special to them?

Optional Writing Prompt: If you could change one thing about your special place, what would it be? Why?



Big Picture

Next class we’ll put all our places on a big class map.



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What can I do when I feel uncomfortable?
- Why is it important to exercise self-compassion?
- What is a sculpture?

Lesson Objectives

- Create a sculpture representing an important personal space.
- Use knowledge of self-compassion to practice coping strategies.

National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. *(VA:Cr1.2.6a)*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. *(VA:CR2.3.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

Building sculptures from Lesson 3.2, large parchment paper (at least 6 feet long), magazines or old books and other paper scraps, glue sticks, scissors, large space to put class project on, glue gun

Additional teacher prep: *On the parchment paper, sketch a rough map of the city you live in. Include major geographic features including rivers, mountains, and roads; label each of these features. Also include a large square in the bottom left-hand corner for places that aren't in this city. Add a compass rose.*



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *compassion, self-compassion, comfortable, uncomfortable*

Visual Arts: *sculpture, collage*

Theatre: *ensemble, body*



Warm-Up Phase (15 minutes)

Circle: Favorites question: *What is your favorite animal?*

Optional follow-up question: *How are you feeling right now? Use an emotion word*

Team-building game: One-Word Story, Level 3 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Review the strategy of thinking about a place that feels safe when experiencing an uncomfortable emotion. Review the definition of _____.
- Tell students that today we will be working as an ensemble to create a class map of our safe spaces using our sculptures from last class. *You worked hard to create your safe place sculptures. Now we will contribute them to a class map. This is a great way to contribute something small to a large piece of art. How is this like working as an ensemble when we are playing a theater game? How is it different?*
- Review the definition of _____. *We will be adding geographic details to this class map before placing our safe places on the collage. What do you know about collages from the first class in this unit?*
- Review the parts of a map, including a compass rose, the geographic features, and what people typically use maps for.

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- This is the first time we are creating a project that we can't take home. *Why might it be challenging to share an art project with others? What can you do if you start to feel frustrated with someone else's work?*



You Do (55 minutes)

The project, step-by-step

- Divide class into four groups. One group will create the roads, one will create the water, one will create the green space, and one will create the mountains.
- Water will be blue, green space will be green, mountains will be brown, and roads will be black.
- Take some pages of a magazine. Look through the magazine for images that include your color. (For example, if you are helping to make the road, you might find a shampoo advertisement that has black hair in it.)
- Cut out or tear out strips of paper that are your color.
- Using a glue stick, attach your color to the class map where it belongs. (For example, if you cut out a swatch of black hair, you would glue it to the map where the teacher has labeled something a "road.")
- When the map is mostly covered, the teacher should help the students to attach each of their safe sculptures (from Lesson 3.2) to the map where they belong. If a student doesn't know exactly where her sculpture would go on the map, she can make her best guess. If a student's safe place is not in the city represented on the map, she may place hers in the large square drawn in the left-hand corner of the map.

Extensions: Students are working together for the entire project, so no one should finish "early." If students run out of space to collage, they may help another group, or layer on top of their finished collage space.

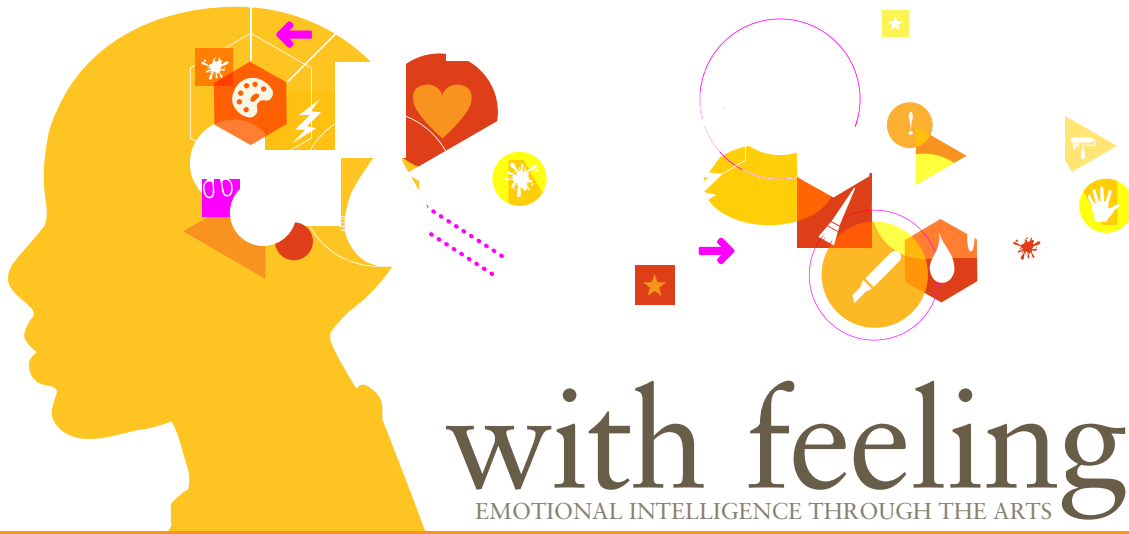
Closure: Have each group walk around the map. Write on a slip of paper one thing you notice when you look at the map. Turn the paper in when you head out.

Optional Writing Prompt: How does it feel to contribute to a class project like this? Why do you think?



Big Picture

We'll make a different kind of map next class.



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What can I do when I feel uncomfortable?
- Why is it important to exercise self-compassion?
- What is a sculpture?

Lesson Objectives

- Create a three-dimensional topographical map sculpture.
- Identify uncomfortable emotions as they relate to physicality.
- Practice strategies of self-compassion with uncomfortable emotions.

National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. *(VA:Cr1.2.6a)*
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. *(VA:CR2.3.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

Body handout, air-dry clay or Play-Doh (homemade is fine), plastic knives, pencils



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *compassion, self-compassion, comfortable, uncomfortable*

Visual Arts: *sculpture, collage*

Theatre: *ensemble, body*

Social Studies: *topographical map*



Warm-Up Phase (15 minutes)

Circle: Favorites question: *What is your favorite television show?*

Optional follow-up question: *How are you feeling right now? Use an emotion word*

Team-building game: One-Word Story, Level 4 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Have students turn and talk with each other about the past three projects, to access prior knowledge about maps and self-compassion. Have them repeat the definition of self-compassion out loud and record the definition on the board.
- Say, *When you are feeling an uncomfortable emotion, another self-compassion strategy is to identify the emotion, name it to yourself, and try to locate where you are feeling the emotion in your body. For example, if I am feeling jealous because my sister got a better birthday present than I did, I would close my eyes and say to myself, “I’m feeling jealous. It is OK to feel whatever I am feeling.” Then I would try to think about where the jealousy was in my body. Maybe I feel tense in my chest, for example. When I am feeling uncomfortable, I usually feel the emotion in my chest. You might feel it in your head, or in your stomach. After you have felt the emotion in your body, try to visualize sending love to the emotion, as if you’re picturing yourself as a baby who is crying and needs love.*
- Define **topographical map**: *A topographical map shows features such as mountains and valleys. Some use lines, and some are three-dimensional.*
- Revisit definition of **self-compassion**.
- Explain that our bodies can feel like they’re full of mountains and valleys, too. Instead of creating a map of a place, we will be creating a map of the emotional centers of our bodies.
- Have students close their eyes. *Imagine you are feeling an uncomfortable emotion. You can pick anger, sadness, or fear, for example. Try to imagine what it feels like to feel that way. Where in your body might you feel the emotion? Have students put their hands on the place on their body where they feel the emotion the most.*

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- We will be using clay. *Some of our materials today can be messy. What can we do to make sure that our clothes stay neat and we keep our environment clean?*
- Some students might finish early. *What are some ideas for things to do if you finish before others in the class?*



You Do (55 minutes)

The project, step-by-step

- Distribute body templates.
- Draw a small x on the parts of your body where you feel uncomfortable emotions.
- Start by creating an even layer of clay across the body shape template. It should be about ¼” thick. Cut excess clay using the plastic knife.
- Add layers of clay to the parts of the body where you feel uncomfortable emotions.
- You may add several layers of clay to more than one body part, depending on where you experience your uncomfortable emotions.

Extensions: Create a separate, two-dimensional topographical map, showing areas of discomfort with horizontal lines instead of clay.

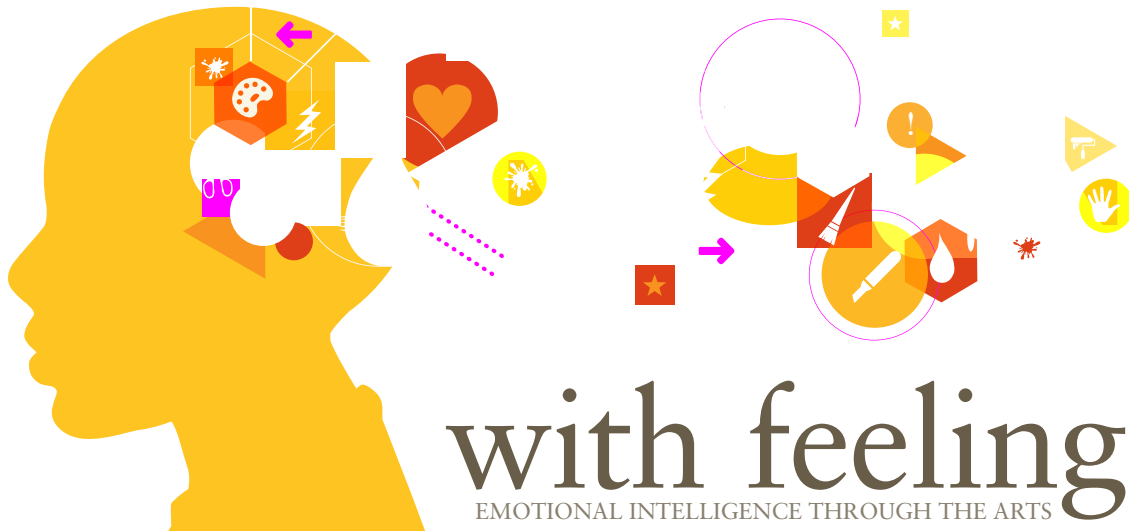
Closure: Have students close their eyes and practice locating the emotion again. Ask them to imagine that they are helpless, like a baby. Have them practice sending calming emotions to the tense parts of their bodies.

Optional Writing Prompt: What parts of your body do not hold as much stress? Why do you think this is?



Big Picture

Next class we’ll add color to this emotions map.



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What can I do when I feel uncomfortable?
- Why is it important to exercise self-compassion?
- What are the warm and cool colors?

Lesson Objectives

- Create a three-dimensional topographical map sculpture.
- Identify uncomfortable emotions as they relate to physicality.
- Practice strategies of self-compassion with uncomfortable emotions.

National Arts Standards

- Formulate an artistic investigation of personally relevant content for creating art. (VA:Cr1.2.6a)
- Design or redesign objects, places, or systems that meet the identified needs of diverse users. (VA:CR2.3.6a)
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. (TH:Cr2-6.b)



Materials needed

Topographical maps from Lesson 3.4, acrylic paint, paintbrushes, cups of water, paper towels



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *compassion, self-compassion, comfortable, uncomfortable*

Visual Arts: *sculpture, collage, warm colors, cool colors*

Theatre: *ensemble, body*

Social Studies: *topographical map*



Warm-Up Phase (15 minutes)

Circle: Favorites question: *What is your favorite holiday?*

Optional follow-up question: *How are you feeling right now? Use an emotion word*

Team-building game: One-Word Story, Level 5 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Recall strategies for working with uncomfortable emotions. Either have students discuss with a partner or as a whole group.
- Review what happened in the last class. Have students define _____, _____, and _____.
- Explain what is meant by _____. *Artists use color wheels to help them make decisions about what colors to add to their work. Cool colors describe the colors on the blue half of the color wheel, including blue, green, and violet. Warm colors describe the colors on the yellow half of the color wheel, including yellow, orange, and red.* Have students sort a few colors according to whether they are warm or cool.
- Ask students to think about whether uncomfortable emotions feel warm or cool to them. Tell them there is no right answer, but they should try to make a decision before we begin to paint.

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- We will be using paint. *Some of our materials today can be messy. What can we do to make sure that our clothes stay neat and we keep our environment clean?*
- Some students might finish early. *What are some ideas for things to do if you finish before others in the class?*



You Do (55 minutes)

The project, step-by-step

- Decide whether uncomfortable emotions feel more warm or cool to you.
- Take the topographical map from Lesson 3.4. The highest areas of the map should be the places where you feel intensely uncomfortable emotions.
- Start at the highest part of the map. You will be painting in circular lines, just like on a real topographical map.
- Using acrylic paint, paint the highest part of the map the color that feels most uncomfortable to you. If you feel like you uncomfortable emotions are warm, for example, paint that part of the map red, orange, or yellow.
- Paint a circle around the highest point in a color that is in the same palette. (For example, if you picked red for your first color, add another warm color.)
- Paint a circle around that in the same palette.
- Continue adding circles in your color palette until you reach the bottom of the “mountain.” Then switch to the other color palette.

Extensions: Create a separate, two-dimensional topographical map, showing areas of discomfort with horizontal lines instead of clay. Use color palettes in the same way.

Closure: Students walk around and look at each other’s sculptures. Have students share overall observations about the class’s work.

Optional Writing Prompt: Which map we created was your favorite? Why?



Big Picture

We are all done with our map unit! You can take your maps home and create your very own atlas.