



with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

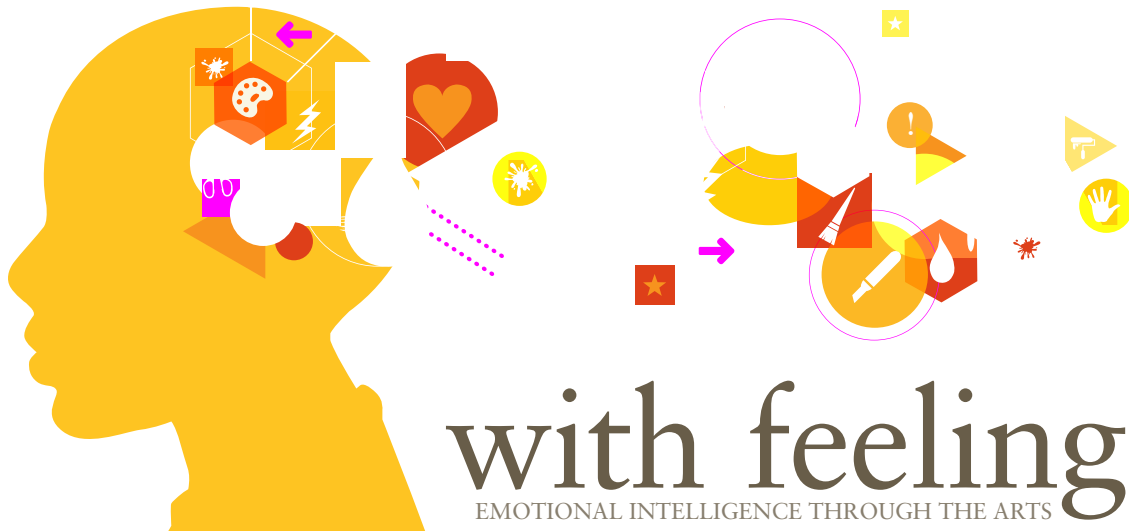
Unit 4 How Can We Work Through Conflict?

Grade Levels 5–8

Introduction to Unit Four

In this unit, students begin to work with concepts about conflict and resolution. This is the most advanced strategy that they work with over the course of the year, and some will find it more difficult than others. Some of the information in this unit is pretty conceptual, which helps older students to think abstractly about difficult concepts. Ultimately, an abstract understand of conflict-resolution leads students to a complex and rich understand of conflict and resolution as they appear in day-to-day life. The most important thing for students to take away from this unit is that conflict is not a bad thing: it is an important part of life. What is critical in moments of conflict – particularly very uncomfortable moments – is what steps are taken to work toward resolution, and the ways in which those actions affect others.

This unit is composed of lessons that explore watercolor, landscape, and other painting techniques. The unit is designed to help students build a painting portfolio, but also work in groups to develop whole-class projects. The challenge here is that the artwork is less abstract and more traditional than in other units. While students explore concepts of conflict-resolution, they must also try to work inside more challenging artistic frameworks. Teachers should use moments of frustration as opportunities to explore intrapersonal conflict, and should emphasize that the nature of the work is challenging, but that there are no wrong answers here. Watercolor pencils are lovely media that allow students to explore watercolor in a unique and interesting way.



Yearlong Objectives

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

Essential Questions

- What is a conflict?
- What are the four types of conflict?
- Where do conflicts take place?
- How can I use watercolor pencils to create a composition?

Lesson Objectives

- Create a watercolor landscape using watercolor pencils.
- Describe the four types of conflict.
- Understand that conflicts are a necessary part of life, and that conflicts might lead to 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

Watercolor paper (one 9 x 12 sheet per student), watercolor pencils (one set per four students), brushes, water cups, water, conflict four-square (attached)



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *conflict, comfortable, uncomfortable, unique*

Visual Arts: *landscape, watercolor*

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: Zip Zap Zop, Level 1 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. Ask students what they know about uncomfortable emotions and how to deal with them. Then introduce this unit by saying, *Conflicts often produce uncomfortable emotions. Conflicts are not necessarily bad things; we all grow from conflicts. But they do make us feel uncomfortable sometimes. Conflicts usually exist between two or more people. After you have taken care of your uncomfortable emotion, it is important to try to resolve whatever conflict caused the emotion.*
- Introduce new vocabulary. A *conflict* is a disagreement in which the parties involved perceive a threat to their needs. Have students turn and talk with a partner about times they have noticed a conflict. Have them identify what each person wanted in the situation.
- Deepen understanding about conflict. *There are four types of conflict: within people, such as a conflict you have with yourself; between people, such as a conflict you might have with one friend; within groups, such as a conflict that everyone on your basketball team has with each other; or between groups, such as a conflict between two rival marching bands.*
- Reiterate: *Conflict is not always a bad thing. It is a natural part of life. What is important is to be able to recognize a conflict and deal with it in a way that is appropriate for everyone involved.*
- Have students help you brainstorm a list of places they know conflict can occur. (Examples might be in the hallway at school, in the cafeteria, at a friend's house, after church, etc. If a student says something broad like, "school," have them try to narrow their focus by asking a question: "Where at school?")
- Introduce art concepts: *watercolor* and *watercolor pencil*. *Watercolor is an inexpensive, water-based way to paint compositions. Watercolor pencils provide a wonderful way to fill space with paint without much mess, clean-up, or setup. A landscape is a work of art that depicts scenery, or places, rather than people or abstract ideas.*
- Model how to use the art supplies. *Add a lot of pencil to the watercolor paper. This special paper is heavy, so the pigment, or color, has space to sink in. When you are happy with the colors applied, use a paintbrush dipped in water to go over the colored pencil. Experiment! See how you can make colors lighter or darker.* Show students how this will not work with ordinary colored pencils by modeling the water over normal colored pencil.

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?*
- Talk about making mistakes. *Because this is the first time you are using these art supplies, you might feel frustrated with your work. What can you do if that happens?*
- Describe the importance of supply care. *It is easy to push too hard with these pencils, or to feel the impulse to get them wet. Why is it important that we use these supplies only the intended way? What happens when you use too much water? What happens if you don't use enough?*



You Do (55 minutes)

The project, step-by-step

- Begin with a 9 x 12 sheet of watercolor paper. Sketch with a pencil a landscape of a place where you know conflict takes place. Be sure to fill your landscape with details: close your eyes and think about what exists in that landscape.
- Once you are happy with your sketch, begin adding watercolor pencil to the canvas. You can color your landscape realistically or in colors that make you think of that space.
- Using a cup of water and a paintbrush, brush water over the pencil pigment to create a watercolor effect.
- Continue adding water and moving pigment around until the entire canvas is colored.

Extensions: If you finish early, you can create a second landscape. If supplies are limited, feel free to use printer paper rather than watercolor paper.

Closure: Put the compositions out on tables and have students silently walk around and look at them. Revisit the class list of places where conflicts take place. Check off the ones that seem to be represented in the artwork.

Optional Writing Prompt: Have students write about a time they experienced a conflict in the place they drew.



Big Picture

Next class we'll talk about people who are involved in conflicts, and the ways they might react.

Name: _____

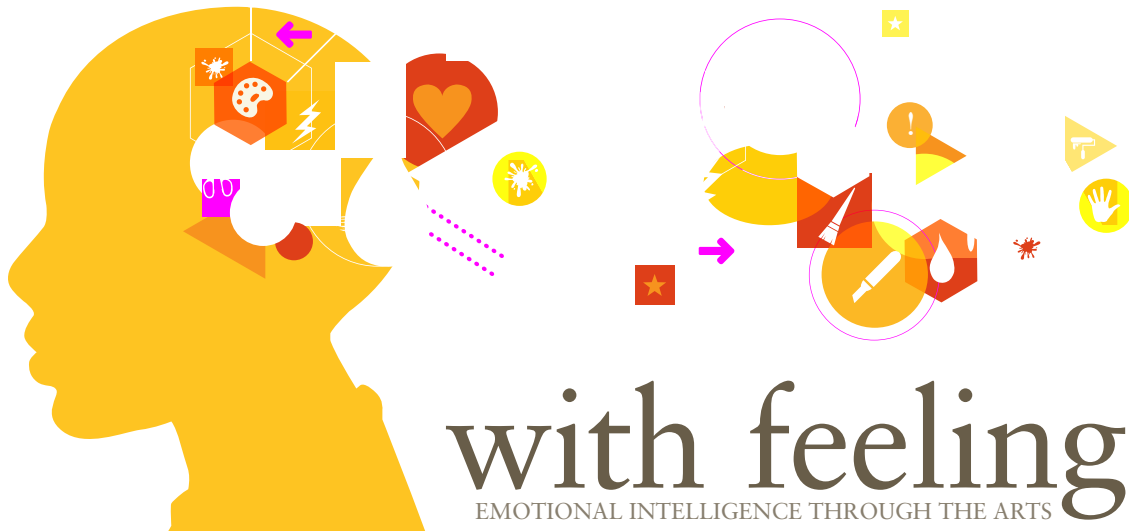
Conflict Four Square

Within People

Between People

Within Groups

Between Groups



Yearlong Objectives

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

Essential Questions

- What is a conflict?
- What are the four types of conflict?
- Where do conflicts take place?
- How can I use watercolor pencils to create a composition?
- How do people react to conflict?

Lesson Objectives

- Create collage characters.
- Understand the five ways people deal with conflict.
- Understand that conflicts are a necessary part of life, and that conflicts might lead to 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

Five conflict styles written on slips of paper (so that each group can have one), watercolor setting from Lesson 4.1, watercolor pencils, cups of water, paintbrushes, scraps of watercolor paper, scissors, glue sticks, conflict organizer



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *conflict, resolution, unique*

Visual Arts: *watercolor, collage*

Theatre: *ensemble, characters, setting*



Warm-Up Phase (15 minutes)

Circle: Open-ended question: *What was a great outing or trip you took? It could be just a trip to a store, or maybe a trip far away. Who was you with? What did you do?*

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

Team-building game: Zip Zap Zop, Level 2 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. Ask students to work as a table group to see if they can remember and describe the four types of conflict. Write the four types of conflict on the board (within people, between people, within groups, and between groups).
- Introduce new concept. *People can deal with conflicts in a number of different ways. Remember, conflicts are not bad. Conflicts are an important part of life. What is important to focus on is how conflicts are dealt with. There are five ways people deal with conflicts.*
- Write the _____ on the board:
 - **Avoiding:** Issue and relationship both are both treated as insignificant.
 - **Accommodating:** Relationship is treated as more important than the issue.
 - **Forcing:** The issue is treated as more important than the relationship.
 - **Compromising:** Cooperation is treated as important (give a little, get a little); the relationship may be treated with more weight.
 - **Collaborating:** Relationship and issue are both treated as equally important (takes more time).
- Give each table group or pair one of the conflict styles written on a sheet of paper. Have them discuss a scenario in which this conflict style might be used, and how it might look. *For example, if you get the conflict style “accommodating,” you might describe a scenario in which two friends both want to use the same purse before going out for the night. If one friend lets the other use the purse without expressing her feelings because she doesn’t want her friend’s feelings to be hurt, she is accommodating. Her relationship with her friend is more important than her own feelings around the issue.*
- Introduce art concept: watercolor collage. *We used watercolor pencils last time. This time, we will be creating color blocks with watercolor pencils and transforming them into collages.*
- Review the definition of _____.
- Introduce theatre concept: _____. *Last time we were together we created a setting where a conflict can take place. In this class, we will create characters that might engage in a conflict, and use collage skills to add them to our settings. Characters are the people in a story.*

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?*
- Talk about making mistakes. *What happens if you make a mistake while you’re working in watercolors?*
- Describe the importance of supply care. *It is easy to push too hard with these pencils, or to feel the impulse to get them wet. Why is it important that we use these supplies only the intended way?*



You Do (55 minutes)

The project, step-by-step

- Use scraps of watercolor to create color blocks with watercolor pencils.
 - To create a color block: Add a thick scribble of watercolor pencil to the watercolor paper. Dip a paintbrush in water and paint over the watercolor pencil in order to spread the pigment. The outcome can take any shape you want. This is your color block.
- Cut color blocks into shapes that might make up the parts of a character. A brown color block, for example, could be cut into a circle to create a head. A blue color block could be cut into the shape of a shirt.
- Attach color blocks to create collage characters that might exist in the setting created in Lesson 4.1.
- Create at least two characters.
- Attach the characters to the setting watercolor created in Lesson 4.1 to complete the collage.
- Imagine a conflict that might take place between the characters, and write a description of the conflict on the attached conflict organizer.

Extensions: Write a play-style dialogue to go along with your collage.

Closure: Have students share their work with a partner. Have each partner ask one follow-up question about the conflict style they wrote about.

Optional Writing Prompt: What conflict style do you feel you use the most?



Big Picture

Next time we'll talk about the possible outcomes of a conflict.

Name: _____

Conflict Organizer

Character 1's Name:

Character 2's Name:

Other Characters' Name(s) (optional):

Setting:

What is the conflict in this story?

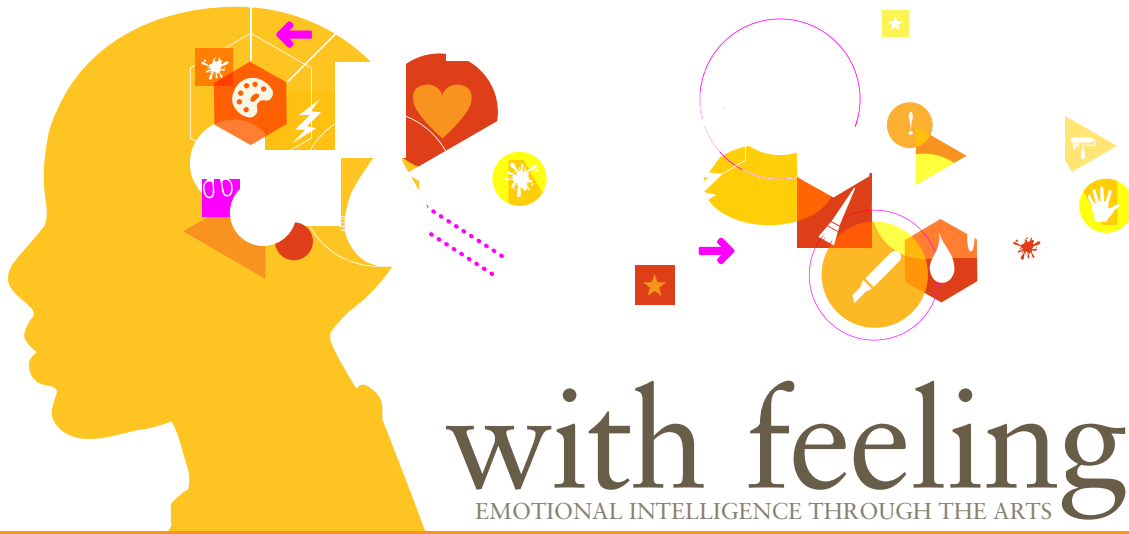
How does Character 1 deal with the conflict?

What conflict style is this? (Avoiding, Accommodating, Forcing, Compromising, Collaborating)

How does Character 2 deal with the conflict?

What conflict style is this? (Avoiding, Accommodating, Forcing, Compromising, Collaborating)

How do the other characters deal with the conflict (optional)?



Yearlong Objectives

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

Essential Questions

- What types of conflict are there?
- What are some ways that people can react to conflicts?
- What sorts of outcomes result from various reactions?
- How can abstract art help illustrate emotions?

Lesson Objectives

- Create an abstract watercolor composition.
- Describe the four types of conflict outcomes.
- Work with partners to brainstorm the outcomes of hypothetical conflict scenarios.

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

9 x 12 watercolor paper (one per student), watercolor pans (one per pair), paintbrushes, cups of water



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *conflict, resolution, unique*

Visual Arts: *watercolor, abstract*

Theatre: *ensemble, setting, characters*



Warm-Up Phase (15 minutes)

Circle: Open-ended question: *What do you like to do on your birthday?*

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

Team-building game: Zip Zap Zop, Level 3 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. See if students can work together to recall the four types of conflict and the five types of conflict styles.
- Introduce new concept. *All conflicts are different, and the way a person handles a conflict is what determines what the outcome of the conflict will be.*
- Write the four conflict resolution outcomes on the board:
 - Win–Win
 - Win–Lose
 - Lose–Win
 - Lose–Lose

Once a conflict has ended, the people involved in the conflict either feel satisfied with the outcome or unsatisfied with the outcome. Ideally, everyone is satisfied with the outcome; that's a Win-Win outcome. But that doesn't always happen.

- As a class, go through different options for a hypothetical conflict. *Let's say that Maria and Tanisha were friends, but Maria didn't invite Tanisha to her birthday party because her mom said she could only invite four girls, and she knows Tanisha doesn't get along with her other friends. Let's look at different outcomes to this conflict:*
 - Lose–Lose: *Tanisha goes to Maria's house and eggs the windows. She gets caught and is grounded for a month.*
 - Win–Lose: *Maria feels good about her decision because she doesn't hear from Tanisha. Tanisha stays home and cries, never telling Maria how she feels.*
 - Lose–Win: *Maria cancels her party so that Tanisha can feel better about not being able to go.*
 - Win–Win: *Maria and Tanisha plan a special girls' day together just the two of them to celebrate Maria's birthday.*
- Have students repeat this process in pairs with another hypothetical conflict. An extension might be to have the students discuss the possible conflict types (from Lesson 4.2) that go with the conflict.
- Introduce new art concept: *Artists sometimes use abstract art to express emotions. Abstract art can be made up of shapes and colors that do not represent anything in the tangible world.* Show examples of **abstract art**.

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe and calm. What needs to happen to ensure everyone feels that way?*
- Discuss the difficulties surrounding abstract art. *Some abstract art takes a long time, and some takes less. Why do you think this is?*
- Describe the importance of supply care. *We'll be using real watercolor pans today, and it's important to keep the light colors and dark colors separated. Why?*



You Do (55 minutes)

The project, step-by-step

- Fold a 9 x 12 sheet of watercolor paper in half twice, so that the paper has four squares.
- In one box, write "Win-Win." Repeat in other boxes with "Win-Lose," "Lose-Win," and "Lose-Lose."
- For each conflict outcome, imagine you are a person participating in the conflict. Imagine how it would feel to be involved in a conflict outcome was Win-Win. Close your eyes and try to picture that emotional reaction as colors and shapes.
- Using watercolors, create an abstract representation of how it would feel to be involved in a Win-Win conflict outcome in the Win-Win square. Remember to use a lot of water so that the paints don't get too sticky.
- If you're unhappy with something you've created, wait for the paint to dry before painting over it so you don't mix colors prematurely.
- Repeat with the other three conflict outcomes.

Extensions: Add colored pencil drawings over the watercolor to add texture to the painting.

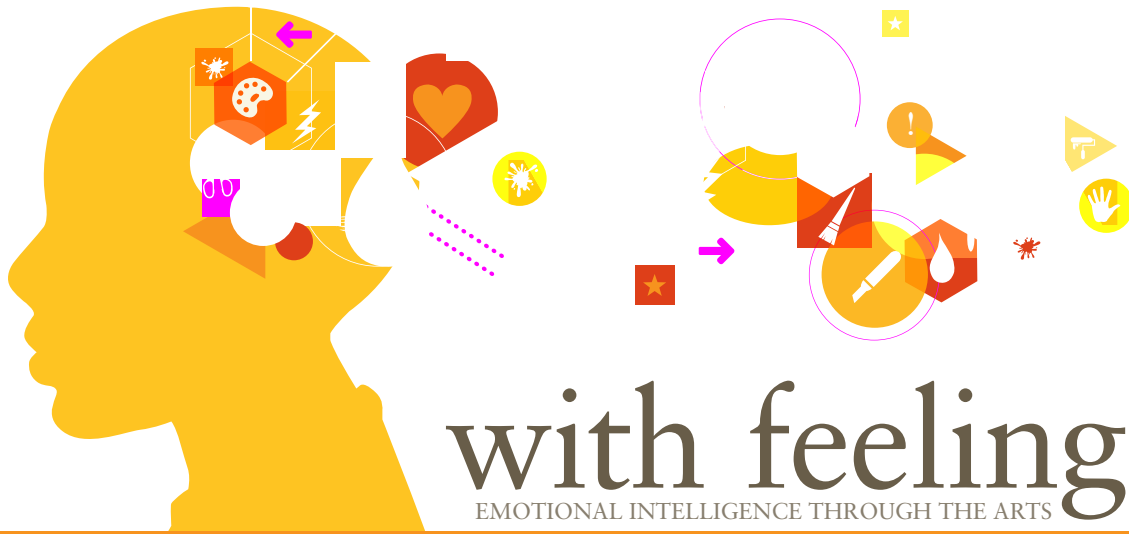
Closure: Ask students to share with their table group which outcome felt most comfortable and which felt most uncomfortable to them.

Optional Writing Prompt: Can you think of a conflict in your life that resulted in a Win-Win outcome? How did you get to that outcome? What kind of conflict style did you need to employ?



Big Picture

Next class we'll talk about empathy, and how it can aid us in conflict resolution.



Yearlong Objectives

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

Essential Questions

- What are the types of conflicts and how can people respond to them?
- What is empathy and why is it important?
- How can watercolors be used in different ways?

Lesson Objectives

- Interview another classmate and demonstrate empathetic listening skills.
- Create a portrait using abstract ideas and concepts.
- Define empathy and explain why it is important.

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

8.5 x 11 watercolor paper, watercolor pans, paintbrushes, cups, lined paper to record information



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *conflict, resolution, empathy, unique*

Visual Arts: *watercolor, abstract, portrait*

Theatre: *ensemble, setting, character*



Warm-Up Phase (15 minutes)

Circle: Open-ended question: *Who do you admire most? Why?*

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

Team-building game: Zip Zap Zop, Level 4 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. Discuss types of conflict, conflict styles, and outcomes.
- Introduce new vocabulary word: *empathy*. *Empathy is the ability to understand and share feelings with another person. Empathy is important because without it, we would all believe that the universe centered around us, and that no one else was important. Still, empathy can be really difficult. It is about being able to recognize that everyone around you is just as much a person as you are, with emotions—comfortable and uncomfortable—just like you have. In our uniqueness, not everyone will feel the same way you will around emotions. Emotions are neither right nor wrong; it's how we respond to those emotions and our behaviors that matter.*
- Have students brainstorm a list of times that empathy would be especially important. *Without empathy, everyone would be forceful and aggressive in their conflict styles. Without the ability to recognize other peoples' feelings, it's impossible to see the importance of compromise.*
- Explain that the classroom ensemble community requires a lot of empathy. *Everyone in this room has emotions. Sometimes it's difficult to remember that. Today we will be practicing empathy by learning about and listening to each other.*
- Introduce art concept: *abstract art*. *Usually, a portrait is an exact representation of how a person's face looks. Today, we'll be stretching the definition to be more abstract.* Revisit the definition of *abstract art*.

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe and calm. What needs to happen to ensure everyone feels that way?*
- Discuss the difficulties surrounding abstract art. *Some abstract art takes a long time, and some takes less. Why do you think this is?*
- Describe the importance of supply care. *We'll be using real watercolor pans today, and it's important to keep the light colors and dark colors separated. Why?*



You Do (55 minutes)

The project, step-by-step

- Students will work with partners. Ideally, partners are selected randomly, so students get to learn about someone new.
- One partner will be the reporter and one will be the subject. Then they will switch.
- The subject begins by telling the reporter something the reporter doesn't know about her. The reporter writes down what the subject is saying.
- The reporter asks follow-up questions and writes down responses. The reporter practices nodding and saying affirming things. (Examples: "That's interesting" or "I see.") The subject digs deep to tell the reporter information about her life, things that make her unique. This should go on for 10 minutes.
- The reporter and the subject switch roles. This should go on for 10 minutes.
- Each person creates a watercolor portrait of the other person, but without painting their subject's face. Instead, they will paint details—abstract and concrete—from the information they gathered about their subject. (Example: A portrait of Tasha might include images of carrots, her favorite food, and a big yellow swirl to show that Tasha thinks she has a sunny personality.)
- Continue working in watercolor until the entire canvas is filled.

Extensions: Write a detailed explanation of the portrait representation.

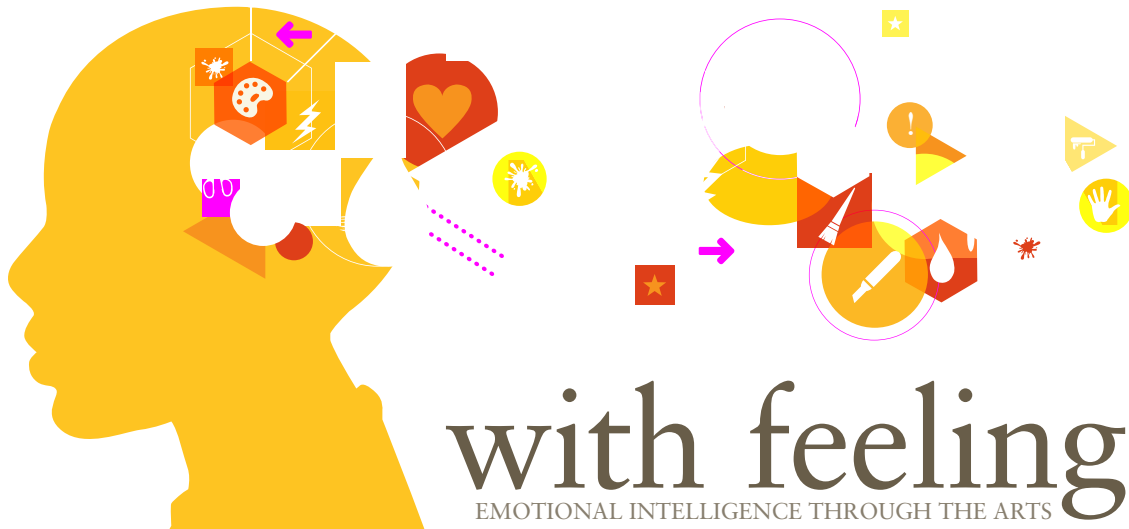
Closure: Students pair up with a new student and explain their portrait representation to each other.

Optional Writing Prompt: How did today's project inspire empathy? What else can you do to practice empathy in your daily life?



Big Picture

Next class we'll work together to brainstorm ideas about using empathy and self-knowledge to solve conflicts safely and respectfully with each other.



Yearlong Objectives

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

Essential Questions

- What is conflict?
- What are some important things to keep in mind when dealing with a conflict?
- How can thinking strategies improve an outcome to a conflict?

Lesson Objectives

- Identify strategies that can be used to deal with conflicts.
- Explain the importance of having conflicts end in Win-Win outcomes.
- Create a collaborative wheel of strategies using watercolors.

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

Parchment paper cut into 8 large wedges, index card sized watercolor paper, watercolors, paintbrushes, water



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *conflict, resolution, unique*
 Visual Arts: *watercolor, abstract, collaboration*
 Theatre: *ensemble, setting, character*



Warm-Up Phase (15 minutes)

Circle: Open-ended question: *Have you ever wanted a pet? What kind of pet did you want?*

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

Team-building game: Zip Zap Zop, Level 5 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. Have students brainstorm all they know about conflict and empathy. Make a list on the board.
- Introduce new concept: Steps for *conflict resolution*. *We know there are many conflict outcomes. Really, though, it's important that conflicts end in Win-Win outcomes as much as possible. There are some steps that we can all take to ensure that happens.*
- Have students brainstorm their own ideas on the board about positive ways to go about dealing with conflicts, and things to remember when engaged in a conflict. If a student suggests something inappropriate, have students discuss the option, and figure out whether that tactic would result in a Win-Win outcome.
- Make sure the following things to keep in mind are all on the board:
 - Take time to cool off.
 - Think about the person as a person. (Empathize.)
 - State your mind clearly and calmly.
 - Try to understand what the other person is saying, and listen carefully.
 - Find something you can agree about.
 - Ask for and give feedback on major points.
 - Explain how you are feeling.
 - Stay present.
 - Never assume what the other person is thinking.
- There may be other things on this list. It should just be a list of things to keep in mind when dealing with a one-on-one conflict. However, you should pick eight strategies as a class that you feel are most important.
- Introduce art concept: *watercolor*. *Today we'll be illustrating some of these tips and strategies in watercolors, but we'll be using our collective drawings to create a class-sized conflict resolution wheel.*

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe and calm. What needs to happen to ensure everyone feels that way?*
- Talk about collaborative work. *It can be hard to part with work you are proud of. What happens if you don't want to share your work with the group?*



You Do (55 minutes)

The project, step-by-step

- The teacher should have created a larger version of the attached pie shapes. Cutting the pie wedges out of parchment paper is a good way to make them big enough.
- Take an index card sized sheet of watercolor paper to begin with.
- Select a strategy that would be useful in dealing with a conflict.
- Create an illustration with watercolors that shows the strategy.
- When your illustration is complete, attach it to the wheel wedge that corresponds with the strategy you illustrated.
- When all wheel wedges have several examples, tape them together to create one large wheel of strategies.

Extensions: Create an illustration for every strategy. Conversational extension: Is a compromise always a Win-Win? When might it be a Win-Lose?

Closure: Have students role-play using the different strategies with simple conflict examples.

Optional Writing Prompt: What strategy do you feel you'll be most likely to use? Why?

