



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.