

## ARTS IMPACT LESSON PLAN

### Dance and Social Emotional Learning Infused Lesson

#### *Conflict Resolution through Dance*

Author: Debbie Gilbert

Grade Level: Intermediate

#### Enduring Understanding

Movement can be used to identify, explore, and resolve conflicts.

#### Lesson Description (Use for family communication and displaying student art)

*Students use body shape and movement to identify and express what they are feeling and ways to respond to the feelings of others. They explore how to respectfully use movement to understand and resolve conflict by creating a mirror exploration with emotions, an anger management dance, a conversation in movement, and a conflict resolution dance.*

#### Learning Targets and Assessment Criteria

**Target:** Moves as a leader and follower showing emotion.

**Criteria:** Initiates and mirrors movements that express feelings.

**Target:** Creates an anger management dance.

**Criteria:** Dances an angry feeling, freezes, expresses the feeling verbally, dances calming down.

**Target:** Creates a conversation in movement.

**Criteria:** Communicates through dance, alternating with a partner by moving and then freezing in a shape.

**Target:** Creates a conflict resolution dance.

**Criteria:** A) Begins in a shape, B) dances a conflict, C) freezes in a shape, D) dances a resolution by either avoiding, accommodating, competing, compromising, or collaborating, E) ends in a shape.

#### Vocabulary

Arts Infused:  
Awareness  
Communicate

Social and Emotional Learning:

Accommodate  
Avoid  
Collaborate  
Compete  
Compromise  
Conflict  
Emotions  
Empathy  
Resolution  
Respect

Arts:

General Space  
Mirror  
Movement  
Pattern  
Self-space  
Shape

#### Materials

##### Museum Artworks or Performance

##### Seattle, WA

Pacific Northwest Ballet  
UW World Series of Dance

##### Tacoma, WA

Broadway Center for the Performing Arts

##### Materials

Whiteboard or chart paper and markers; Drum; *Reading Dances* by Debbie Gilbert; *Music for Creative Dance, Volumes III, IV, V* by Eric Chappelle, *Sound Magic, Volume I* by AfroCelt Sound System; Class assessment worksheet

#### Learning Standards

##### WA Arts State Grade Level Expectations

*For the full description of each WA State Arts Grade Level Expectation, see:*

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Space
- 1.1.2 Elements: Time
- 1.1.3 Elements: Energy
- 1.2.1 Skills and Techniques: Control, Focus and Concentration
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 4.2.1 Dance and Social Emotional Connection

*continued*

### **Social and Emotional Learning**

1. Self-Awareness – Individual has the ability to identify and name one’s emotions and their influence on behavior.
2. Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.
3. Self-Efficacy – Individual has the ability to motivate oneself, persevere, and see oneself as capable.
4. Social Awareness – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
5. Social Management – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
6. Social Engagement – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Discuss how to move while ensuring physical and emotional safety.

## Lesson Steps Outline

**1.** Introduce conflict resolution through dance. Brainstorm agreements for safe and respectful movement.

**2.** Lead a BrainDance Warm-up with a focus on communicating emotions physically.

Music: "BrainDance of Expression, Fourth Grade" *Reading Dances* by Debbie Gilbert

 Criteria-based process assessment: Warm up the body with the BrainDance while using the body to communicate emotions.

**3.** Lead a move and freeze exploration of expressing emotions with shape and movement.

Music: Drum

 Criteria-based process assessment: Uses body, face, and breath to show emotion.

**4.** Demonstrate and guide a mirror exploration to investigate both communicating and perceiving emotions.

Music: "Violin Textures" from *Music for Creative Dance, Volume V* by Eric Chappelle

 Criteria-based teacher checklist and self and peer assessment: Initiates and mirrors movements that express feelings.

**5.** Guide a dance illustrating an anger management technique.

Music: Drum, "Pachelbel Canon Variations" from *Music for Creative Dance, Volume V* by Eric Chappelle

 Criteria-based teacher checklist and self-assessment: Dances an angry feeling, freezes, expresses the feeling verbally, dances calming down.

**6.** Demonstrate and guide conversations in movement to build open communication skills.

Music: "I Say You Say" from *Music for Creative Dance, Volume III* or "Back at Ya" from *Music for Creative Dance, Volume IV* by Eric Chappelle

Criteria-based teacher checklist, self and peer assessment: Communicates through dance, alternating with a partner by moving and then freezing in a shape.

**7.** Guide dancing the five different styles of conflict resolution.

Music: "Pink Dolphins of the Amazon" from *Music for Creative Dance, Volume V*, or "Celtic Groove," "Monkey Fiddle Chant," "Oslo Walk," "Up and At 'Em," or "Breathe Meditation" from *Music for Creative Dance, Volume IV* by Eric Chappelle or "Sure As Not/Sure As Knot," or "Dark Moon, High Tide," from *Sound Magic, Volume I* by AfroCelt Sound System

Criteria-based process assessment, reflection: A) Begins in a shape, B) dances a conflict, C) freezes in a shape, D) dances a resolution by either avoiding, accommodating, competing, compromising, or collaborating, E) ends in a shape.

**8.** Facilitate small groups as they select and rehearse their conflict resolution dances.

Criteria-based teacher checklist: A) Begins in a shape, B) dances a conflict, C) freezes in a shape, D) dances a resolution by either avoiding, accommodating, competing, compromising, or collaborating, E) ends in a shape.

**9.** Direct performance of conflict resolution dances and response.

Criteria-based teacher checklist and peer assessment: A) Begins in a shape, B) dances a conflict, C) freezes in a shape, D) dances a resolution by either avoiding, accommodating, competing, compromising, or collaborating, E) ends in a shape.

**10.** Lead reflection.

Criteria-based reflection: Considers how dance can be used for conflict resolution and how it can be adapted for the classroom.

## LESSON STEPS

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### 1. Introduce conflict resolution through dance. Brainstorm agreements for safe and respectful movement.

- *We are going to explore conflict resolution through dance. Why should we use movement to resolve conflicts?*

▣ Lead a discussion. Sample responses:

Articulate thoughts, feelings, reactions in a new way.

Communicate nonverbally to reach a new understanding that verbal communication alone cannot.

Employ collaborative processes and outcomes.

Use muscles to reorganize neural pathways that change habitual responses (a movement can change the thought process).

Become more mindful.

Listen to your body and learn from others physical responses.

- *We'll begin by warming up our faces and bodies so we can be expressive. Then we'll work on self-awareness, exploring how we'll use our faces and bodies to communicate emotions and how we perceive those emotions in others. Then we'll do an angry dance to explore anger management. We'll look at open communication by having conversations in movement. Then we'll create dances that show the different styles of conflict resolution: avoiding, accommodating, competing, compromising, collaborating.*
- *Before we begin to move, let's define how we can move safely and creatively, both physically and emotionally.*

▣ Chart responses. Sample responses:

Be intuitive, flexible, and fluid.

Find creative solutions.

Use positive and helpful language.

Emphasize responsibility and self-control.

Develop respect and empathy.

Appreciate diversity and differences.

Understand and manage anger and other emotions.

Communicate actively.

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### 2. Lead a BrainDance Warm-up with a focus on communicating emotions physically.

(BrainDance originally developed by Anne Green Gilbert, [www.creativedance.org](http://www.creativedance.org), reference: *Brain-Compatible Dance Education*, video: *BrainDance, Variations for Infants through Seniors*).

Music: "BrainDance of Expression, Fourth Grade" *Reading Dances* by Debbie Gilbert

▣ The emotion words in the BrainDance were taken from the novels *Esperanza Rising*, *The White Giraffe*, and *Alvin Ho*.

- *This BrainDance will warm-up your brain and your body and also give you the chance to generate ideas of ways of communicating feelings through movement.*

#### Breath

- *Breathe **gently**.*

## Tactile

- **Irritably** tap from the top of your head all the way to your toes.

## Core-Distal

- **Confidently** grow into a large shape and **doubtfully** shrink into a small shape.

## Head-Tail

- **Carefully** curl forwards and backwards and from side to side.

## Upper Half and Lower Half

- The top half of your body is in motion, while the lower half is frozen. Move **with excitement**.
- The lower half of your body is in motion, while the upper half is frozen. Move **nervously**.

## Body-Half Right and Left

- Your left side is frozen and only the right side dances. Be **frustrated**.
- Now the right side is frozen and the left half dances. Move **strongly**.

## Eye-Tracking

- Keep your eyes on your right thumb. **Quietly** move it from one side to the other and up and down.
- **Sadly** watch your left thumb moving side to side and up and down.

## Cross-Lateral

- Show how **terrific** you feel as you reach across up high, up high, down low, down low.

## Spin/Vestibular

- **Apprehensively** turn and be **fantastic** when you freeze in a shape. Repeat several times.

## Breath

- Breathe **gently**.

Criteria-based process assessment: Warm up the body with the BrainDance while using the body to communicate emotions.

## 3. Lead a move and freeze exploration of expressing emotions with shape and movement.

Music: Drum

- Let's explore using movement to communicate emotions with Move and Freeze. When you hear the drum, you move. When it stops, you freeze in a shape.
- Begin in self-space. You'll move staying in one spot. When you hear the drum, dance in one spot using your whole body to show "angry."
- What are you doing with your shoulders? What are you doing with your spine? Your legs? Your hands? Your face? Your breath?
- Freeze. Look around at the shapes the dancers are making. What do you see? How are they using their bodies to communicate their emotions?

- Dance "angry" in general space, traveling around the room. You will need to look for the empty spaces so you don't make contact with anyone.
- As you move, be aware of what you are doing with your body, your face, and your breath. What are you doing with your body to show the emotion?
- Freeze. Look around at the shapes the dancers are making. What do you see? How are they using their bodies to communicate their emotions?

▣ Repeat the process of moving, freezing, and responding with other emotions. Take suggestions for different emotions from participants.

☑ Criteria-based process assessment: Uses body, face, and breath to show emotion.

#### **4. Demonstrate and guide a mirror exploration to investigate both communicating and perceiving emotions.**

Music: "Violin Textures" from *Music for Creative Dance, Volume V* by Eric Chappelle

- *I need a volunteer to demonstrate mirroring. My partner and I will face each other. I'll lead first. I'll move smoothly and slowly for my partner to follow me simultaneously as if looking in a mirror. I'll start with my hands, then add other body parts, until I am using my whole body.*
- *As a leader, I will choose an emotion. I will use movements of my face, my spine, my hands, and my whole body to express that emotion. My partner will copy me.*
- *When the music stops, calm down by breathing deeply, and then we'll turn and talk briefly with each other and my partner will tell me what emotion I was communicating and how I used my body to communicate it. Then we'll reverse roles.*
- *Let's begin mirroring with our partners. Leaders, choose your emotion. Make multiple creative choices for using your face and body to show your emotion. Followers, copy your partners and notice how the movements that they do help you to perceive the emotion they are expressing.*

▣ As a variation, leaders could show more than one emotion in a sequence (e.g. sad, happy, ecstatic).

☑ Criteria-based teacher checklist and self and peer assessment: Initiates and mirrors movements that express feelings.

#### **5. Guide a dance illustrating an anger management technique.**

Music: Drum, "Pachelbel Canon Variations" from *Music for Creative Dance, Volume V* by Eric Chappelle

- *A classic three-part technique for managing anger is to stop, articulate what you are feeling, and then calm down.*
- *Let's transform that into a three-part dance. Begin by dancing your uncomfortable feeling. I'll play the drum to help you. When the music stops, freeze.*
- *Think about the feeling you were just dancing. Turn to someone close to you and share your feeling verbally.*

- *As I play the "Pachelbel Canon Variations," change your dance to one of calming down. After the music stops, we can talk about the physical techniques you used in your calming down dance and why they were effective.*

▮ Repeat the three-part anger management dance.

☑ Criteria-based teacher checklist and self-assessment: Dances an angry feeling, freezes, expresses the feeling verbally, dances calming down.

## **6. Demonstrate and guide conversations in movement to build open communication skills.**

Music: "I Say You Say" from *Music for Creative Dance, Volume III* or "Back at Ya" from *Music for Creative Dance, Volume IV* by Eric Chappelle

- *In order to solve conflict, you need to set up an open line of communication. We are going to practice that by having conversations in movement.*
- *I'll demonstrate with my partner. First, I'll do my very short improvisational dance that communicates what I want to say. Then, I'll freeze. My partner will copy my shape as if to say, "I hear what you are saying." Next, my partner will do a short dance that communicates what they want to say, ending with a freeze. Then, I'll freeze in the same shape.*
- *Begin your movement conversations with your partner. When you are done "speaking" several times, we can reflect on both how you communicated effectively and how you listened actively.*

☑ Criteria-based teacher checklist, self and peer assessment: Communicates through dance, alternating with a partner by moving and then freezing in a shape.

## **7. Guide dancing the five different styles of conflict resolution.**

Music: "Pink Dolphins of the Amazon" from *Music for Creative Dance, Volume V*, or "Celtic Groove," "Monkey Fiddle Chant," "Oslo Walk," "Up and At 'Em," or "Breathe Meditation" from *Music for Creative Dance, Volume IV* by Eric Chappelle or "Sure As Not/Sure As Knot," or "Dark Moon, High Tide," from *Sound Magic, Volume I* by AfroCelt Sound System

- *Conflict resolution can be broken down into five styles: 1) avoiding, 2) accommodating, 3) competing, 4) compromising, 5) collaborating.*
- *We are going to transform those styles into dances with this pattern: A) freeze in a shape, B) dance the conflict, C) freeze in a shape, D) dance the resolution using a selected style, E) freeze in a shape.*
- *First, let's imagine a conflict we can dance. We'll do our dance first with the conflict resolution style of avoiding.*
- *When we have done all five parts of our conflict resolution dance, we can talk about how we used movement to show our conflict and resolution. We will discuss what the dance taught us about the effectiveness of the resolution style in resolving our conflict.*

▮ Repeat with accommodating, competing, compromising, collaborating.

☑ Criteria-based process assessment, reflection: A) Begins in a shape, B) dances a conflict, C) freezes in a shape, D) dances a resolution by either avoiding, accommodating, competing, compromising, or collaborating, E) ends in a shape.

## 8. Facilitate small groups as they select and rehearse their conflict resolution dances.

- *In a small group, you will create your own conflict resolution dances.*
- *First, decide what your conflict will be. Second, decide what resolution style you will use. Then transform your decisions into a five-part dance: A) freeze in a shape, B) dance the conflict, C) freeze in a shape, D) dance the resolution using a selected style, E) freeze in a shape.*
- *Talk with your group and then get up on your feet and practice.*

Criteria-based teacher checklist: A) Begins in a shape, B) dances a conflict, C) freezes in a shape, D) dances a resolution by either avoiding, accommodating, competing, compromising, or collaborating, E) ends in a shape.

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## 9. Direct performance of conflict resolution dances and response.

- *Before we begin the performances, what is the job and responsibility of the audience?*
- *What is the job and responsibility of the performer?*
- *After each dance, I'll ask the performers to describe their thinking and planning process. Then, I'll ask the audience to describe what it saw.*

Criteria-based teacher checklist and peer assessment: A) Begins in a shape, B) dances a conflict, C) freezes in a shape, D) dances a resolution by either avoiding, accommodating, competing, compromising, or collaborating, E) ends in a shape.

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## 10. Lead reflection.

- *Breathe calmly to relax and center yourself.*
- *What have you discovered about how to use dance in conflict resolution?*
- *How can you use these techniques with your students?*

Criteria-based reflection: Considers how dance can be used for conflict resolution and how it can be adapted for the classroom.

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**ARTS IMPACT LESSON PLAN Dance and Social and Emotional Learning Infused Lesson**

*Conflict Resolution through Dance*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	DANCE & SEL	DANCE & SEL	DANCE & SEL	DANCE & SEL	Total 4
Concept	Mirroring Emotions	Anger Management	Nonverbal Conversations	Conflict Resolution	
Criteria	Initiates and mirrors movements that express feelings.	Dances an angry feeling, freezes, expresses the feeling verbally, dances calming down.	Communicates through dance, alternating with a partner by moving and then freezing in a shape.	A) Begins in a shape, B) dances a conflict, C) freezes in a shape, D) dances a resolution by either avoiding, accommodating, competing, compromising, or collaborating, E) ends in a shape.	
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30.					
Total					
Percentage					

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between dance and social emotional learning?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## **ARTS IMPACT FAMILY LETTER**

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### **DANCE AND SOCIAL AND EMOTIONAL LEARNING INFUSED LESSON: *Conflict Resolution through Dance***

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Dear Family:

Today your child participated in an Arts and Social Emotional Learning Infused lesson. We talked about exploring conflicts with dance.

- We discovered how we use our bodies to communicate our feelings.
- We created an anger management dance.
- We danced conversations in movement.
- We created conflict resolution dances exploring ways of resolving conflicts: avoiding, accommodating, competing, compromising, and collaborating.

At home, you could practice anger management techniques together by stopping, describing your feelings, and calming down. Ask your child to show you how to calm down nonverbally by using movement.

#### **Enduring Understanding**

Movement can be used to identify, explore, and resolve conflicts.