

EDUC 500: Conflict Resolution for Elementary Classrooms

GEORGE MASON UNIVERSITY
Office of Adult Learning and Professional Development
One Graduate Credit

1. Course Information

For Credit: Spring, 1993

When: Wednesdays, 3:45 - 6:00 pm
February 3 - March 17, 1993

Where: Washington-Lee High School
Classroom TBA

Instructor: Marsha S. Blakeway, MSCM

Work Location: CCRC: Capital Area
3260 Wilson Blvd.
Arlington, VA 22201

Telephone: (703) 908-0731 (work)
(703) 532-1192 (home)

2. Course Purpose and Intended Audience

The purpose of this course is to introduce the themes and methods of the Children's Creative Response to Conflict program as a practical framework for conflict prevention and resolution in classrooms. Teachers will learn ways to facilitate their students learning of nonviolent conflict resolution techniques. The basic philosophy of the CCRC program is to create an atmosphere among children (or youth) and adults which is affirming and supportive. In such an atmosphere it is possible for children (and young people) to learn how to deal with each other and with conflict in a humane and constructive manner.

The intended audience is elementary classroom teachers in the Arlington County Public School system.

3. Course Description

Teachers will participate in a conflict resolution workshop format, which can then be used in their own classrooms. The CCRC philosophy and methods will be presented in an activity-based experiential format that will augment reading of the CCRC manual, The Friendly Classroom for a Small Planet. Participants will be expected to observe conflict processes in their own classrooms, to begin using conflict resolution methods with their students and to share their learnings with other participants.

4. Course objectives

- a. To become familiar with the concepts and practice of conflict resolution for the classroom.
- b. To observe conflict and conflict resolution behaviors .
- c. To use conflict resolution techniques with students in the classroom.

5. Course Readings

Text: The Friendly Classroom for a Small Planet, Prutzman, Priscilla, et.al., Philadelphia: New Society Publishers, 1988. (131 pages, \$14.95)

Additional Reading:

Short articles or other information of relevance to topics discussed will be assigned for each session. These will be provided by the instructor.

Optional Reading:

Creative Conflict Resolution. Kreidler, William J. Glenview, Illinois, Scott Foresman and Co. 1984.

Discipline That Works. Gordon, Thomas. New York: Plume 1989.

6. Course Format

Individual class sessions will be conducted using an experiential workshop approach designed and facilitated by the instructor. Learning experiences will include whole group discussion, small group discussion and tasks, short lecture, role plays, presentations and information sharing by instructor and participants, etc.

7. Course Requirements

- a. Complete all assigned readings; attend all course meetings and participate actively in class.
- b. In addition, complete one of the following items for a grade of C; two for a grade of B; and three for a grade of A.
 - Classroom Observations: Observe a (your own while you are not in charge or another) classroom once a week for 30-45 min. (5 total) and record observations of conflicts and conflict resolution processes and your analysis on form provided by instructor.

- Practice and reflection: Write a weekly (5 total) journal entry (1-3 pages handwritten or typed) describing something you tried in your classroom which you learned in the readings or in class discussion and how that impacted you and/or your students conflict or conflict resolution behavior.
- Final Essay: Write an essay (3-5 pages typed, double spaced) describing how the conflict and conflict resolution processes introduced in this course impact you and your students. Describe if and how you intend to incorporate course content into your classroom (or if not, why not.)
- Literature Review: Review two other conflict resolution curriculum designed for use in classrooms and write a brief description for circulation to class participants. Or read one of two optional texts listed above and write 2-4 page review.

8. Monitoring and Evaluation:

Participants in this course may choose their level of participation for grading purposes as noted above. The instructor will evaluate each requirement as it is completed. (In some cases, class members will read each others work for monitoring purposes.) If in the instructor's judgement the work done does not meet her expectations for that requirement, she will meet with the student to discuss improvements necessary to meet the expectations.

9. Tentative topics for individual sessions:

Session 1	Introduction, conflict analysis information and conflict resolution needs assessment.
Session 2	CCRC Model for Classroom Conflict Resolution and Facilitated Problem Solving
Session 3	Cooperation: Working together to solve a problem.
Session 4	Communication processes in conflict resolution.
Session 5	Affirmation, Valuing Self, Others and Differences
Session 6	Practicing Problem Solving
Session 7	Conflict Resolution and Where to go from here.

9. Tentative topics for individual sessions: and possible activities:

- Session 1 Introduction, conflict analysis information and introduction of conflict observation form, personal styles inventory, and conflict resolution needs assessment.
Note: use new observation form; also use conflict styles inventory in Kreidler book. Handout: Article from Mennonite Cons. Serv. about People, Problems, and Process
- Session 2 CCRC Model for Classroom Conflict Resolution and Facilitated Problem Solving
Note: Use What is CCRC all about? and the Crazy Facilitation process; also introduce Porro model and handouts and "how to change handout."
- Session 3 Cooperation: Understanding the skills of cooperation as they relate to conflict resolution. Note: possibly use ideal school.
- Session 4 Communication processes in conflict resolution.
Note: use 3 part listening, or model from Marcia about disclosing and receiving info.
- Session 5 Affirmation, Valuing Self, Others and Differences
Note: Possible exercises: Something special about my name; three question interviews and gift giving, One Thing, Corners
- Session 6 Practicing Problem Solving
Note: Introduce concept of keeping conflict at Mid-range level; use problem hunt or stress hunt; surfacing and solving idea; maybe use Goal Wish
- Session 7 Conflict Resolution and Where to go from here.
Note: Use Quick Decision Making, Class Meeting model. and Future Planning

9. Tentative topics and reading schedule for individual sessions:

Session 1 February 3	Introduction, conflict analysis information and conflict resolution needs assessment.
Session 2 February 10	CCRC Model for Classroom Conflict Resolution and Facilitated Problem Solving Reading: <u>Friendly Classroom for a Small Planet</u> (FCSP) Chapters 1-5; pp. Beginning to 16.
Session 3 February 17	Cooperation: Working together to solve a problem. Reading: FCSP Chapters 6-8: pp 17 - 35.
Session 4 February 24	Communication processes in conflict resolution. Reading: FCSP Chapter 9; pp 36-43.
Session 5 March 3	Affirmation, Valuing Self, Others and Differences Reading: FCSP Chapters 10 - 12; pp 44-58.
Session 6 March 10	Practicing Problem Solving Reading: FCSP Chapters 13-15; pp 59 - 74.
Session 7 March 17	Conflict Resolution and Where to go from here. Reading: FCSP Chapter 16 - End.

CREATIVE CONFLICT RESOLUTION FOR CLASSROOMS

FOOD SIGN UP:

February 3 _____

February 10 _____

February 17 _____

February 24 _____

March 3 _____

March 10 _____

March 17 _____