Spike Bradford

February 17, 2011

Sequencing Rationale

**Classroom Conflict Resolution Skills For Teachers:**

**Sequencing Rationale**

Classroom Conflict Resolution for Teachers is organized along a utilization-related, procedural approach. Another sequencing option would be concept-related logical prerequisite approach, however the unit aims to present conflict resolution as a process that can be accomplished by following a particular sequence, thereby reducing some of the anxiety that teachers may feel regarding conflict.

The first subunit, “Defining and Understanding Conflict,” familiarizes teachers with what conflict entails, who experiences it, and the consequences that may result. Teachers will learn that there are constructive conflicts, which can be transformed into learning experiences, and destructive conflicts, which must be resolved to avoid negative outcomes.

The second subunit, “Assessing Conflict,” presents teachers with skills needed to recognize and distinguish between the types and subtypes of conflicts. Participants will also discuss methods of listening to and truly understanding the voices of conflict and how to recognize and synthesize desired outcomes. By learning to sympathize and gain the perspective of each side within a given conflict, teachers can begin to map-out a path towards resolution.

The third subunit, “Achieving Resolution of Conflict,” addresses ways to deconstruct conflict into more manageable components that may then be attended to specifically, or even discarded. Then, participants will learn how to prioritize the components and relate them to the desired outcomes. Following that, teachers will explore the various forms that resolution can take and how they align with conflict types and outcomes.

Finally, the last subunit, “Application,” places the teacher in mock conflict situations in which they must utilize the skills and terminology attained in the previous three subunits. Rather than simply learning the terms and sequence of conflict resolution, this unit promotes the idea of practicing these skills before trying them in the teacher’s classroom under conflict conditions. Upon being presented with a conflict, participants must identify the conflict type and possible consequence, listen to and understand the perspective of each voice, imagine desired outcomes, dissect the conflict into manageable parts, prioritize the parts, and work towards resolving the conflict using one of the forms of resolution. Participant interaction and brainstorming is an integral part of this subunit.