

Presentation outline: Conflict Resolution through Movement and Dance for Education, Leadership and Dance

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Various Models of Using LMA in Conflict Resolution in Education and Research

In curricular development: In 1995, as part of my dissertation research I developed a Matrix for Curricular Analysis of Violence Preventions programs based on Rudolf Laban's protégé - Warren Lamb's decision making model: explore=>evaluate=> commit. (Involves movement occurring in Horizontal plane with space effort, Vertical plane with weight effort, Sagittal plane with time effort). In applying the matrix I found that many programs focus on either (1) giving kids skills to control their own impulses (underlying flow of behavior), (2) exploring types violence (become aware of the types of threats relevant in their lives), (3) defending against violence and evaluating what is right and wrong in moral development (evaluating how to respond and finding strength to face violence), and (4) providing community building and peace activism experiences (committing to action). Few move through all parts of this continuum (from self-control to peace activism) unless they are trained in LMA. What types of movement activities they utilized while teaching was the secondary axis of the matrix and interfaces with any of these phases of curricular programming. (Eddy, in press)

In Interactive Behavior and Teaching Tactics: in data analysis as part of my dissertation research and in my consulting work since, I have found that LMA can help in identifying effective Teacher Behavior, Student Behavior, and Specific Classroom Goals (Eddy, 1998). Examples: Teacher does or does not demonstrate embodied conflict resolution/Student does or does not sit or stand up tall exhibiting active weight effort during class/Teaching goal: Engages all students.

Pedagogical Strategies:

The Role of Specific Types of Dance in Meeting Specific Goals (Outcomes of Applying Eddy's Matrix):

Dance Technique: discipline, rhythm, coordination: expression of strength and other dynamic variations

Group Improvisation: problem-solving, creative brainstorming, cooperation. Alertness to environment, flexibility of response, tapping emotions, igniting abstract expression, graphic depiction of fear, anger, provocation and solutions

Groups Composition/Choreography: negotiation, resolution of differences, identification with the creative process and product. community building

Performance: practicing self and group expression, developing and delivering public statements, contribution to the community (Eddy, 1998)

Movement Awareness Topics from LMA to Include in Conflict Resolution through

Movement: Use of Space: as in knowing one's own kinesphere, learning to share a kinesphere. Use of Strength: learning to move from passive weight to active weight; knowing how to be strong (in response to a bully); how to modulate weight during upsetting incidents; finding inner strength. (Eddy, 1998, Lantieri 2008)

Opportunity to Create a Masters-Level Course Curriculum: Violence Prevention, Conflict Resolution, and Community Building through Movement and Dance (at the Dance Education Laboratory at the 92nd Street Y, NYC affiliated with SUNY-ESC):

Focus on Space/Effort/ and Shape in Regulating Interactive Behavior

Creating and Interacting with "movement sentences" that also use varying affective descriptors (works with variation in movement qualities/ effort dynamics)

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'ABCs of Moving Toward Peace' (Eddy 2000)

'Active Witnessing' (Eddy's Development of Active Listening

Making Dances of Connection and Disconnection (Beardall et al)

Integration of Work from other CMAs: i.e.: Ellen Goldman's work: Learning to match and modulate spatial and effort behavior in non-verbal communication and in abstracted dance movement.

Locating Teachers who Rate High using Eddy's 'Teaching Tactics' Scale

Unrau and Beardall show ability to use a diverse range of socio-emotional learning skills as well as relevant movement education, integrated into dance education. Their curricula move through the Self-control to Peace Activism matrix (as does the Teaching Personal and Social Responsibility model of Donald Hellison).

Specific Curricula of CMAs:

Example of Space: Unrau's Introducing Space Harmony to Middle Schoolers

The Octahedron/Contending with Space

Working Together (2 or 3 groups)

Transforming Competition and Resignation into Feelings of Achievement

Literacy through Action (Low level readers using diagrams, initiating research, reading Laban texts as they build life-size icosahedra)

Other Curricula Influenced by aspects of LMA:

Rena Kornblum's: Disarming the Playground: **Violence** Prevention Through Movement & Pro-Social Skills. Wood'N'Barnes Publishing.

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