

## **Conflict solving in the classroom**

*Arno Remmers, Varna/Bulgaria*

### **Goals:**

Prevention of drug addicts, family problems concerning also religious groups, depressive crisis, psychosomatic and social reactions with the help of instruments taken from positive family therapy.

### **Subjects:**

Use of conflict solving methods of positive family therapy for individual and family difficulties. Knowledge about one-sided reactions like psychosomatic stress, social and depressive disorders. Searching of meaning in groups including religious ones or drug abuse in searching meaning, information about how to cope with suicidal ideas. Ways out of one-sided reactions and how to use the balance model as well as psychologically based strategies of conflict solving, how to talk and to consult about the own problems.

### **Material:**

Questionaries, tables and schemes from positive psychotherapy; stories as mediators of conflict solutions; cases examples of family therapy.

**Subjects of 5 units**, following a process line for the conflict competences development:

#### **1. Positive meaning: Disorder as way out, crisis as a chance**

*Function of diseases as symbol and language; Disorder as capacity to react in a conflict, depression, aggression and back pain as patient's examples from doctor's practice; Story "Dream interpreters";*

#### **2. Four areas of energy: Model of balance (after N. Peseschkian)**

*Definition of health; balance between the areas of activity; senses, ratio, tradition and intuition as mediums of knowledge; examples from practicing medicine; Story "The Elephant and the Sightseers" as an example of uniqueness of knowledge and understanding*

#### **3. "Daily bagatelles": Micro traumatic conflict contents**

*Honesty - Politeness as a key conflict*

*"Daily drops carve the hardest stone": Genesis of psychic and psychosomatic disorders;*

*Differentiation in Interaction: Examples from situations of separation and from members of the class; forms of reaction; Stories "The Parrot and the Peacock", "Hedgehogs in Winter"*

#### **4. Conflicts and five steps of solution**

*Five different activities in inner and outer conflicts: Observing and distancing - differentiation in contents - encouraging - changing and coping - widening of the goal: conflict as field of experience*

#### **5. Ways of flight: Drugs, depressive retreat, youth sects, group ideology**

*Positive and transcultural meaning, differentiation of contents, potential of self-help, other possibilities of reaction, crisis as chance - using the knowledge of the former lessons.*

*Feedback, resumee.*

---

First application in the High School in Dobric/Bulgaria 1993/94. A. Remmers, trainer for psychotherapy, taught as a teacher 5 units in the subject "Psychology" in each of the 15 different classes of 9. and 10. grade of the Language High School in the classroom, sitting in a circle. It was applied in German, English or Bulgarian language, monthly over a period of 5 months. The project was organized by Mrs. Schulowa, teacher for psychology, Mrs. Lidia Lindrova, psychologist and interpreter. A self-help group, "School for Parents", and a training in "Positive Family Therapy" started in the same town.