

our structure--and as the roles broke down, we had no structure--and a new one had to be found.

What this meant to us as a group of people who came together to learn about ourselves through the hardware is that we all had to begin to relate to each other more as human beings, rather than as specific roles. At first, this caused a great deal of anxiety in class participants, but, through feedback, people began to reaffirm their identity as people. Video had democratized the group, and we became much more free to get to know each other as people.

During the class period, we formalized several techniques. We then tried to reproduce these techniques in other settings, with other groups.

Stelios took the equipment to a training seminar for alcoholism counselors to see if he could facilitate group interaction in a classroom situation. On his first visit, he tried showing, on a t.v. set, a tape of an interview with a barmaid, who was also a mental health worker, giving her views on alcoholism at the bar. He felt this tape would be of interest to the group. But, he found that no one got excited: they sat there, took notes, got bored, etc.

So when he went back another week, he used video as a process (rather than playback) tool, taping class members giving a short description of themselves and why they were in the class. During this process, the class became very excited; began interacting, person-to-person, for the first time in nine weeks.

We've done this in many other settings and have come to feel that video, when used properly, can break the ice in a group and quickly create an atmosphere in which interaction is much more meaningful. This doesn't necessarily have to be in a mental health environment, but can be applied to any situation.

THE INTERACTION BETWEEN HUMAN BEINGS AND THE MACHINE CAN BRIDGE THE GAP OF ALIENATION BETWEEN HUMAN BEINGS. At the present time, we feel that a change in behavior is possible based on a breakdown of internalized role definitions and idealized self-

concepts. This is an area we intend to pursue further in our seminar throughout the year.

We would like to document here some of the exercises we used with the group to facilitate interaction. All the exercises were designed to feed information back to the individual and aid the group process by giving each other new material about ourselves:

1. SELF AS IS DESCRIPTION -- Individuals describe themselves physically as they think they look while the camera tapes long shots and close-ups from all angles (front, back, side). This tape is then played back to see the similarities and discrepancies between verbalized description and visual image. A very productive exercise to decrease the distance between the individual's internalized self-image and his actual one. Another variation is having people describe how they think they are coming across to other people.

2. IDEAL SELF -- Individual describes his ideal self while being taped with the monitor off. Then, with the monitor on (RF), he confronts his image and describes what he would like to change. A very good exercise for making people feel good. Most people block all their idealized selves out in the confrontation and decide that they are really o.k.

3. CAMERA-TAPE RECORDER-MONITOR -- Two people interact in one spot for about three minutes.

