

Another person sits behind the camera with his ears plugged and the lens on wide angle so he can see all of both the interacting bodies, but hear nothing. The fourth person, (the tape recorder), closes his eyes and just listens, or he can wear earphones (this requires a good mike placement). The fifth person, (the monitor) watches and listens. Then, at the end of three minutes, the monitor reports exactly what was said, mimicing the tone and inflection of what he heard, and mimicing the non-verbal body position of each interactor. Then the tape recorder reports out just the voices. The camera, just the non-verbals. Neither the tape recorder, camera or monitor is to use any objectives or make any judgments. They are only to report exactly what they saw and heard. Then the tape is played back.

This exercise is very good for: (1) separating the audio from the visual information; (2) heightening that non-verbals add a lot more meaning to the information (especially the non-verbal); (3) showing that non-verbals add a lot more meaning to the interpersonal dynamic of what is being said; and (4) showing that the sense of sight and sound are overloaded and that we remember only a small part of the reality of any given situation and that if we cut out either sense, we can usually remember much more information. (The monitor usually reports the least information of the three.)

4. INTERACTION-PROCESS — Two people interact in any way they want for a short period of time, (three minutes is usually long enough). The interaction is taped. Then, one of the two interactors goes out of the room, and the remaining individual gives his perceptions of what took place to the camera. Then, these two people trade places and the individual who was out of the room repeats the process. Finally, they both come back and watch the entire tape.

This is a very good exercise for: (1) showing that video used properly can facilitate (mediate) communication between two people. Many times it is easier to say things to a camera than face to face; (2) showing that used improperly, media can block communication, (if this happens, explore the reasons why); (3) a critique on how to shoot a two person conversation. Did the camera

technique match the content of the interaction? What was the verbal and nonverbal dynamic? What was going on? Did the camera person follow what was most important in the inter-personal dynamic or did he get lost in his own perceptions?

5. IT IS OBVIOUS (I SEE) - I IMAGINE (ZOOM) - I FEEL -- Begin taping the group interaction. R.F. the deck out to the monitor and put the camera lens on wide angle. Equate these visual statements to the verbal statement, "I see". Then, when the tapist sees a non-verbal gesture that interests him, he zooms in on that gesture. Then stop recording. Play back the tape and have the tapist freeze the most significant frame. This visual statement is equated to the verbal statement "I imagine". The tapist should then relate his thoughts about why he picked that particular moment as important; e.g., "I imagined Jerry's crossed legs meant that he was feeling uptight and defensive". Then, the should explain how he feels about Jerry; e.g., "I was feeling very uptight myself and I identified with you".

This is a very good exercise for: (1) separating the senses of sight, fantasy and feeling; (2) making the camera person aware of why he is focusing on a particular piece of the entire environment. Thus, making the tapist more able to verbalize his thoughts and feelings in the playback; (3) realizing the tremendous projections that happen during the taping process. In the majority of cases, the tapist will have chosen the individual frame to zoom in on because of his own empathy with the situation.

6. "WHAT DO YOU SEE IN ME THAT YOU DON'T LIKE IN YOURSELF?" -- One person stands up in the center of the group and anyone who wants to, joins him. (If no one joins him, he should choose someone.) The first person thinks of the above statement and tells the other person what it is in him that he doesn't like in himself. Then the process is reversed. Throughout, the group is encouraged to either affirm or deny or add to the statements made. Tape the whole interaction and playback appropriate sections. Or, for a variation, change the statement to the positive - "What do you see in me that you like in yourself?"

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