

Itsutasunaren bizi-esperientzia

Life Experience blindness

GROUP DYNAMIC

SECTION N^o: 70 (Tomas)/ 50 (Javi)

DATE: 17/06/09.

SESSION: N^o 5.

SUBJECT: Life Experience (blindness). Providing a relaxed atmosphere in the group. Working on cross-sectional issues and space. The importance of criteria for giving/receiving instructions.

DURATION: 1h.

PARTICIPANTS

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|-------------------|------------------|
| Josu Sánchez. | Pedro Emparan |
| Esther González. | Alex Estebez. |
| Sebastián Millán. | Adriana Silva |
| Enmanuel Vicho. | Alberto Sarabia. |
| Daniel Ayo. | Ascensión Díez. |
| Luís Merino. | Ricardo García. |

Iñigo Pampín: Support Technician

DEVELOPMENT

In this group dynamic we have developed a “life experience” of blindness, where one group member, in this case Emmanuel Vicho, remained with his eyes closed for the duration of the same.

Our purpose is to:

- Raise awareness of the reality of persons with sensory disabilities such as blindness.
- Experience, live and feel the limitations, and to become aware of the difficulties faced by persons with visual disabilities in their daily life.
- Favour supportive, positive and respectful attitudes towards persons with disabilities.

Promote active participation in activities, putting oneself in the place of persons with this disability, so as to internalise more strongly these situations.

As a result, we have sat down in a circle in order to play the game “Simon says...”, changing the name of Simon for that of Mr. Bean (at the request of the group), where each person must give an order, verbally or by miming the action itself (for persons with difficulties of personal expression) and the rest of us had to imitate. These are some of the orders we had to imitate: “Mr. Bean says that:

- Left hand touches right ear.
- Touch feet with left hand.
- Breathe.
- Left hand touches right elbow.
- Raise left leg...

Once this activity was over, we went to the kitchen for the next activity, where each person had to draw on a piece of paper how to set an individual table setting; subsequently, we check the results on the blackboard.



Image 1: pictures of the participants in the dynamic

We saw that each drawing was different, which helped us realise the importance of criteria when giving and receiving orders; if there are no clear criteria when performing any task, no matter how simple and routine it may be, without providing any further explanation, each person will use his/her own criteria and as a result, the task will be carried out in as many ways as persons there may be. In this respect, mostly as refers to such persons, it is very important to ensure that their monitor gives them clear criteria to perform the tasks and, if necessary, to demand that such criteria be provided, (we relate this to the “critical analysis of reality” that we attempted to reinforce in the previous dynamic and to how the orders have been given in the first part of the same).

As a final point in the dynamic, we asked Manu how he felt during the same and which aspects would he underline, and these were his answers:

I was nervous, especially at first, because I did not know very well what you would do with me, but later, when you explained it to me and I realized that everything was ok, I calmed down and stopped worrying.

It has been very difficult for me to make the things you asked me to do because I did not know how to do them, I could not see anything and I was unable to draw.

When my colleague took me to the dining room, I was scared because I felt he was dragging me, then he changed (his colleague was told to let Manu hold on to him and not the opposite), and I felt better.

You feel bad because you do not know how to or cannot do things, and moreover, you can't see what happens around you and you feel scared.

What I used most was my sense of hearing.