

## A WIDE VISION

3 sessions of training, workshop, playground and awareness raising

around and into  
the care-giving relation

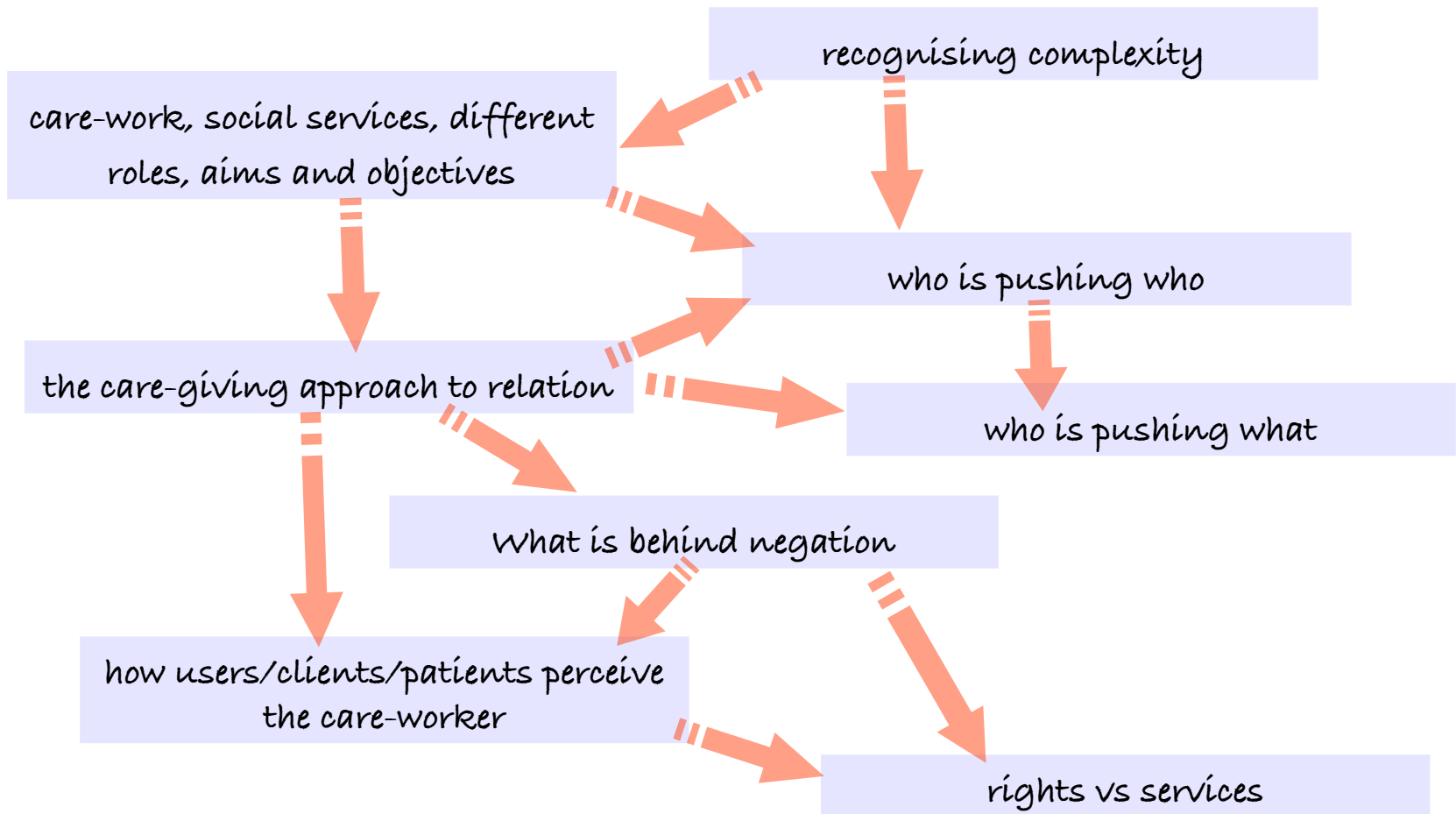
first day – Turin (IT) 20<sup>th</sup> October 2012

# THE THEATER OF LITTLE "NO"

from the fear of "NO" to the discovery of the others

outputs, findings & results of the session

what is at stake: learn to see complexity as easy as it might be



# building common approach

"...your work doesn't matter because of what you do or know about, but because of the way you do it..."

Arnold Mindell "Sitting in the fire"

"... learn to forget everything you learnt, taking care of people is not as easy as it might seem... do you still fantasise to change the world? ..."

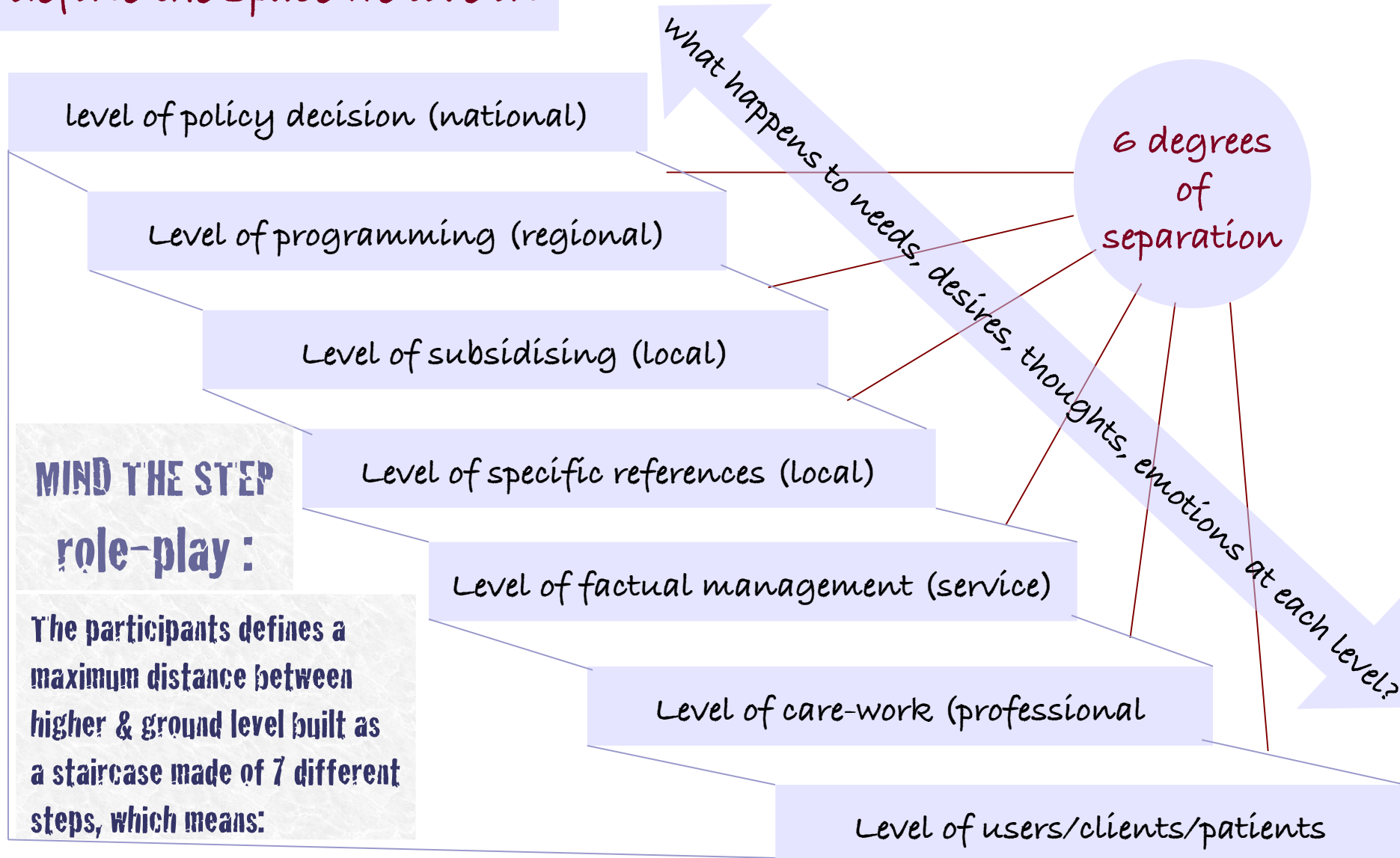
I have no idea how to make the sun set, if you know how to, please, let me know ..."  
dialogue from the movie "The Hes Case", dir. Orlow Seunke, Gold Lion at Venice FF 1982

analytical  
approach and  
playground

circular,  
in depth and  
transversal approach

learn to play,  
play to learn

define the space we live in



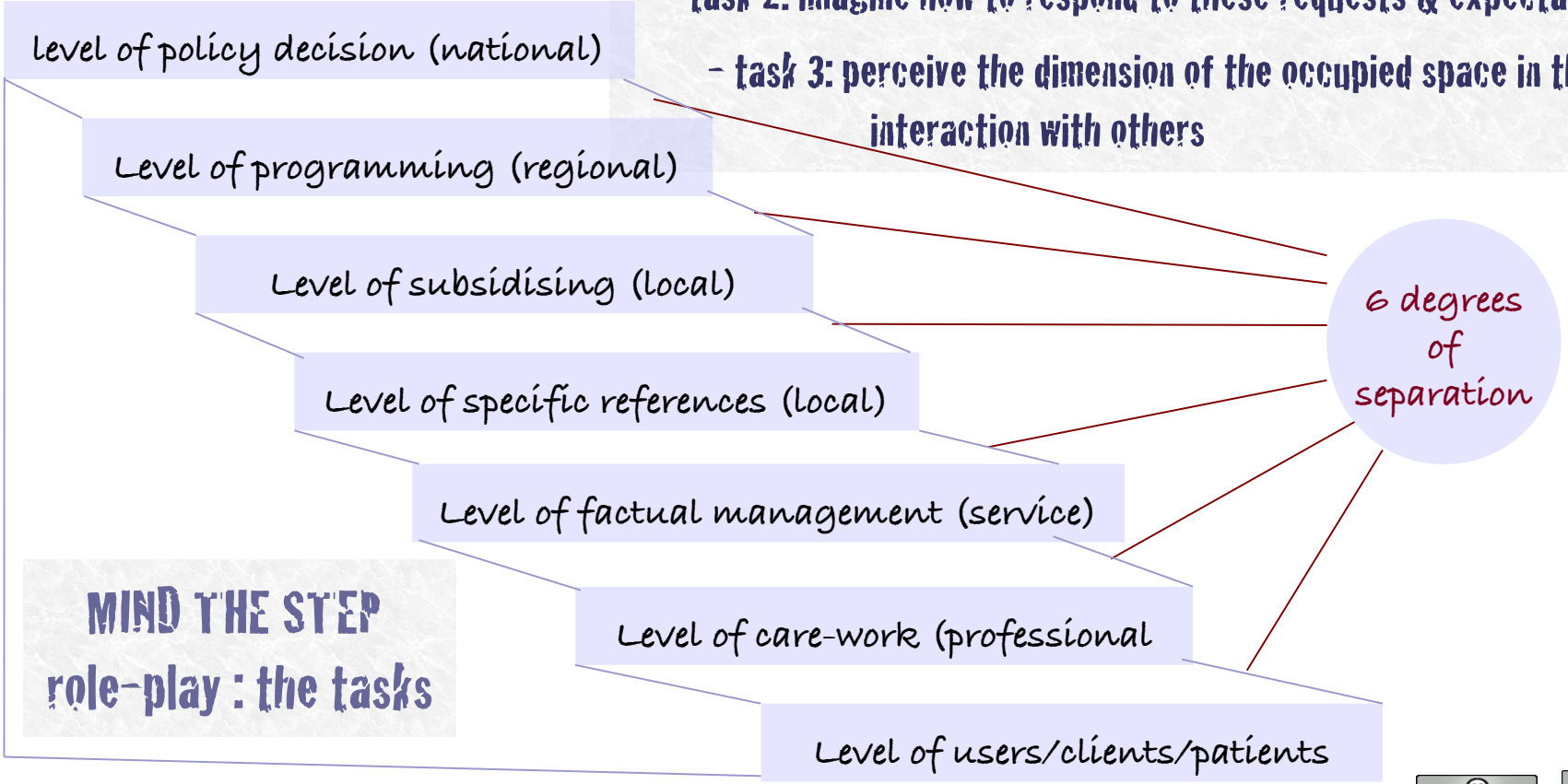
## MIND THE STEP role-play :

The participants defines a maximum distance between higher & ground level built as a staircase made of 7 different steps, which means:

*experience how we perceive the space we live in*

**The role play rules:**

- participants to distribute on the staircase occupying all different steps
- **task 1:** to represent what each step occupant might request to the ones in the upper step, and what she/he might expect from the ones in the lower step
- **task 2:** imagine how to respond to these requests & expectations
- **task 3:** perceive the dimension of the occupied space in the interaction with others



**MIND THE STEP**  
**role-play : the tasks**

# what can we say about perceived expectations, needs & desires



**MIND THE STEP**  
role-play : the findings

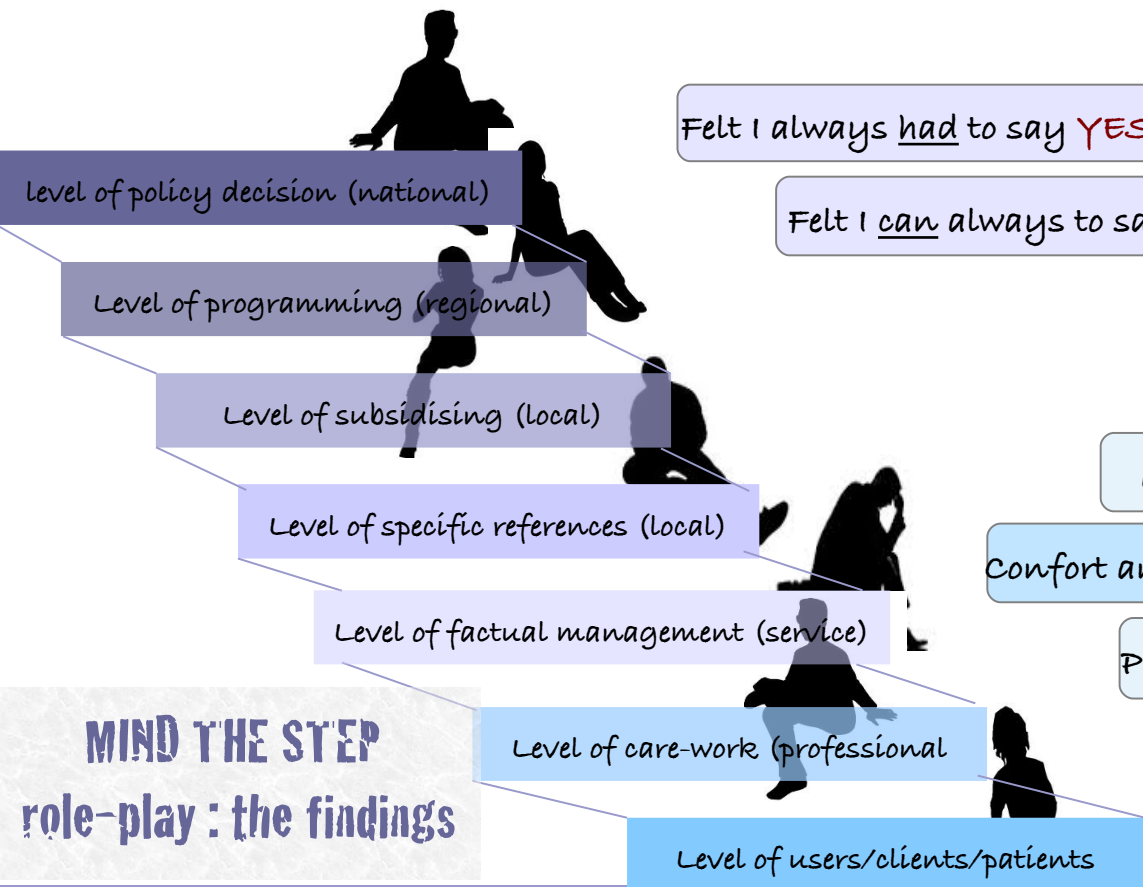


what do we perceive about dynamics (part 1)

Independently to the occupied step, all participants report the following dynamics:

Frustration for weight of the power which is over me

Expectation of understandings from the ones below



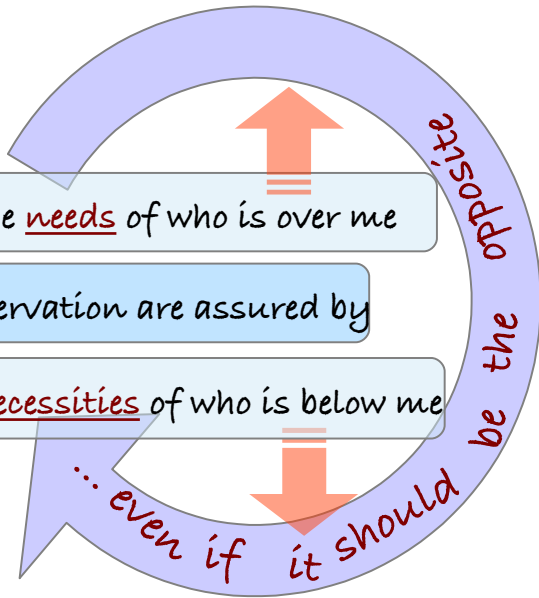
Felt I always had to say **YES** to the ones over me

Felt I can always to say **NO** to the ones below

anticipate the needs of who is over me

Confort and self-conservation are assured by

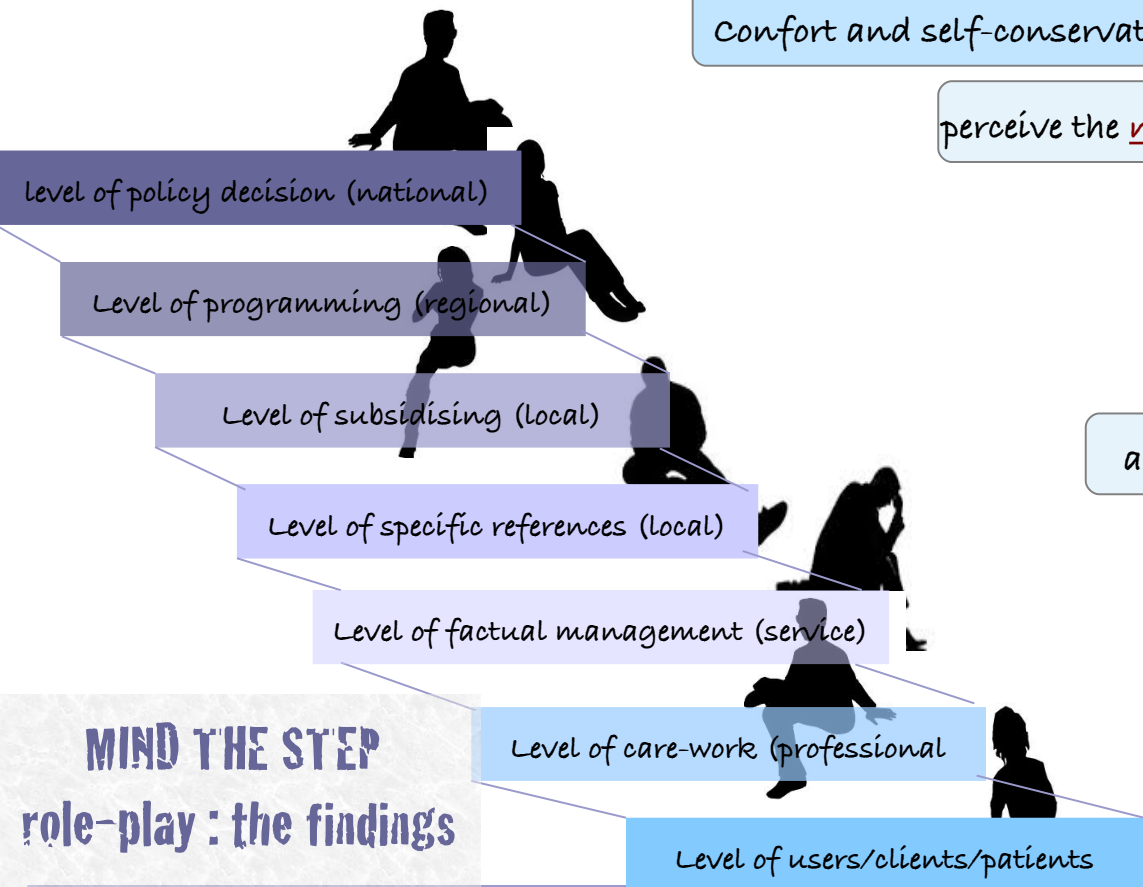
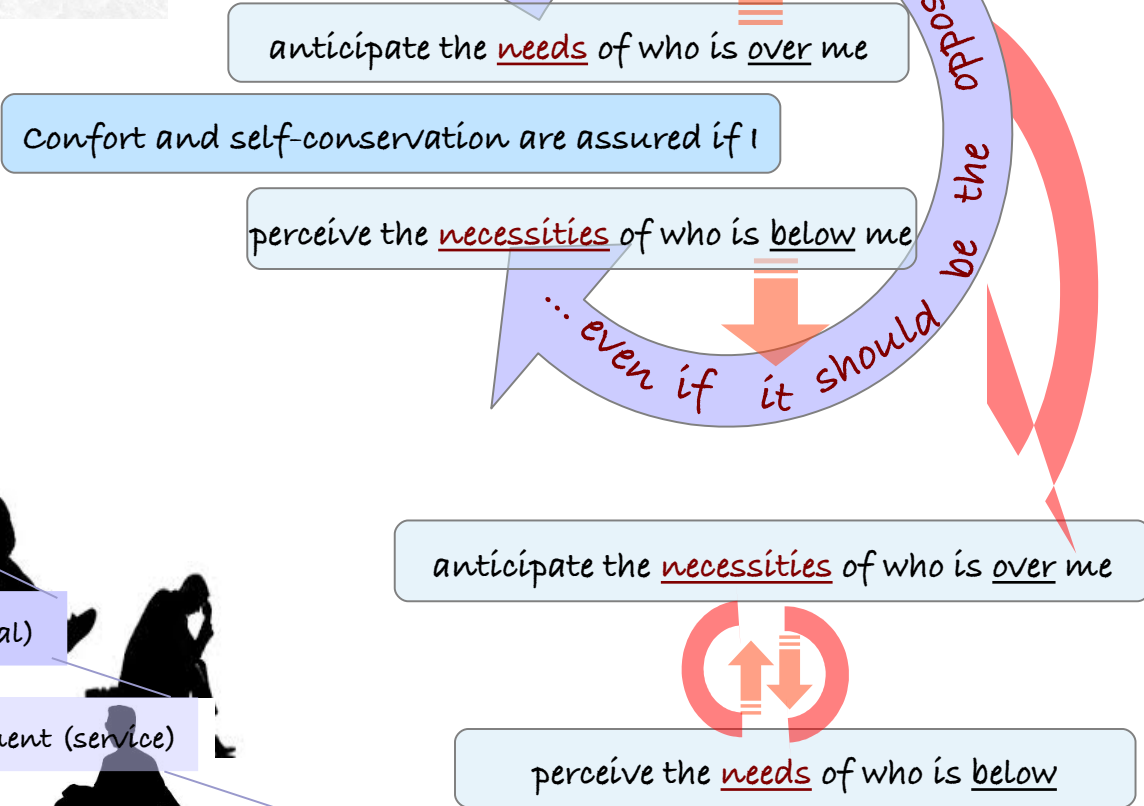
Perceive the necessities of who is below me



MIND THE STEP  
role-play : the findings

what do we perceive about dynamics (part 2)

with a common share, participants focus that:



MIND THE STEP  
role-play : the findings



what do we perceive about dynamics  
(part 3)

The participants confront on the dynamics, including the two opposite positions:

I can dominate all the steps view **but** I feel precarious & creaking



I can barely look to what it is over me, I feel dominated

**so**

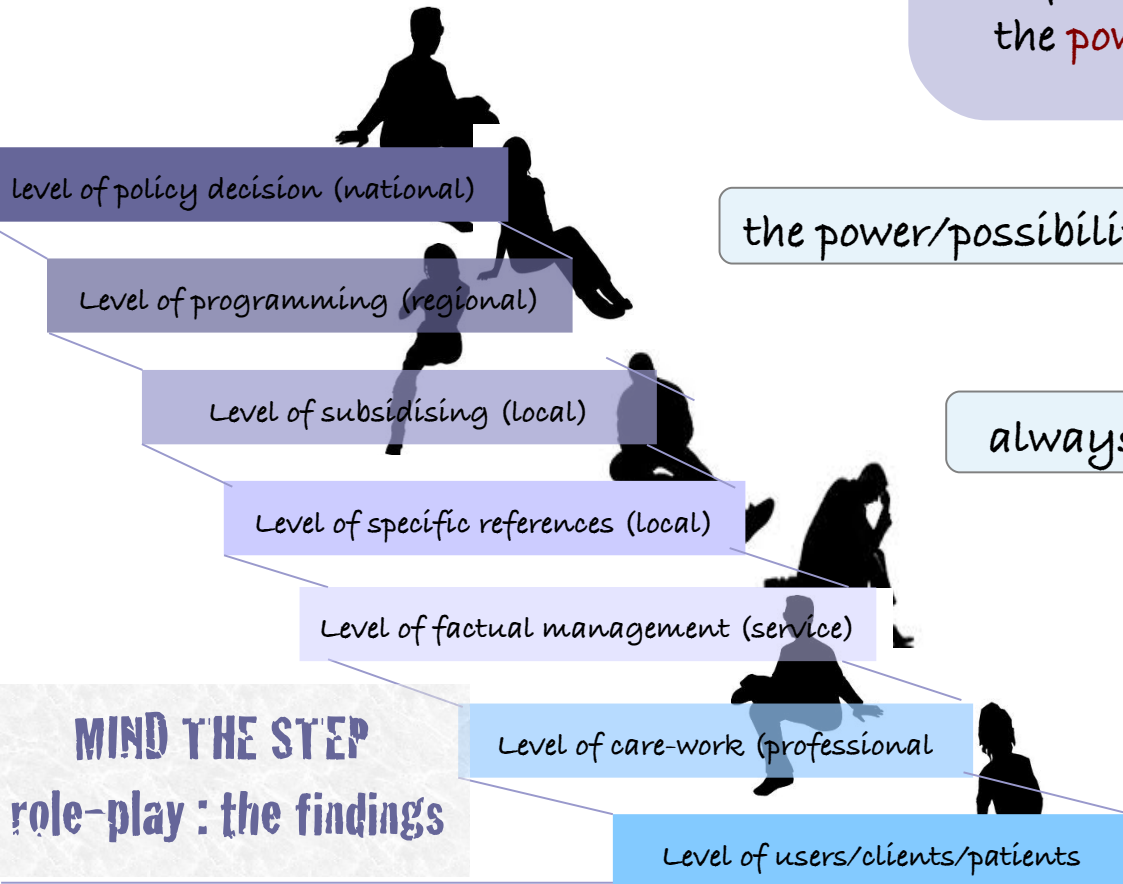
downcast my eyes & look at my feet

what do we perceive about dynamics ?

(part 4)

The participants confront on the dynamics, finding that:

**"POWER"** (potere)  
in italian it is the same word as the modal verb, meaning the significant depends on the way a certain result is the net output of an act, of being in the position of having the **power to do** or the **power to do not** a certain act



the power/possibility to **delegate** to the lower level



always "having to" **come to term** with ...

The real **POWER** is a challenge/possibility that always belongs elsewhere

**MIND THE STEP**  
role-play : the findings

The participants  
enlighten a pathway  
descending ...

... to lack of resources (systemic & personal) ...

... to hardship (systemic & personal) ...

... to crisis (systemic & personal) ...

What does "no"  
bring to? (part 1)

... to move the focus from the  
users needs  
to what a service can offer ...

... to match the care-work with  
lack of the users ...

... it almost marks a spot  
between different lack ...

... to hardship

(systemic & personal) ...

... to lack of resources

(systemic & personal) ...

... to move the focus from the users needs to what a service can offer ...

... to crisis (systemic & personal)...

... almost a spot between different lack ...

What does "no" bring to? (part 2)

... and the pathway becomes a circle of meanings

... which I can "not" be in the condition to recognise ...

... not a denial from the perspective of the service, but a denial of the person as a person in need ...

... an act of denial ...

... a denial to recognise desires, needs, thoughts, emotions...

... denial of the request of need...

What happens  
if I say "no" ?

... denial of the care-need...

... denial of the person as  
entitled to be a user ...

... denial of care-giving  
professional role...

... denial of the professional  
mission...

**The participants  
focus on the object  
of the denial**

... conflict...

... "guilty trips"...

...judgement...

...responsibility...

What might  
happen after I  
say "no" ?

... role management...

... injustice...

The participants foreseen  
feedback and impact ...

simplicity

Priority and motives

uphold the expression

time-management

firmness and decision

ability to communicate, explain,  
persuade

Being explicit but gentle without  
wavering

being clear without round-phrases  
and excuses

active listening

management of  
differences

clear vision of critical  
points

Intellectual honesty

What is "no"  
linked/linking to ?

... and possible links and tools ...

around and into the care-giving relation

first day - Turin (IT) 20<sup>th</sup> October 2012

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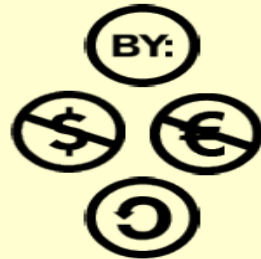


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## A WIDE VISION

3 sessions of training, workshop, playground and awareness raising  
around and into the care-giving relation

Aufwiedersehen to second session, 1<sup>st</sup> December 2012

# WHAT WOULD I SEE IF I LISTEN TO?

a date out of senses

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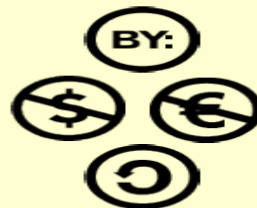


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