

Theatre Facilitation Manual





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Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ART	Antiretroviral Therapy
CATF	Community AIDS Task Force
CBO	Community Based Organization
DATF	District AIDS Task Force
DHMT	District AIDS Task Force
FBO	Faith-Based Organization
HBC	Home-Based Care
HCP	Health Communication Partnership
HEPS	High Energy Protein Supplement
HIV	Human Immunodeficiency Virus
IEC	Information Education Communication
IGA	Income Generation Activity
NAC	National AIDS Council
NGO	Non-Governmental Organization
NHC	Neighbourhood Health Committee
OI	Opportunistic Infections
ORS	Oral Rehydration Salt
OVC	Orphans and Vulnerable Children
PLHA	People Living with HIV and AIDS
PMTCT	Prevention of Mother to Child Transmission
SFH	Society for Family Health
STI	Sexually Transmitted Infection
TB	Tuberculosis
VCT	Voluntary Counseling and Testing
ZHECT	Zambia Health Education and Communication Trust





Introduction

Community Theatre

Theatre is live and human; it is uniquely rooted in local culture and uses voice, speech, language, the body and emotion. It brings life and reality to the audience as well as actors. It makes people think and respond. It is relatively easy to create a play which is readily accessible to most communities since there is no need for complicated or expensive technology or equipment.

Theatre reaches the hearts and the minds in a way that reading a pamphlet or listening to a speech likely will not. Reactions to what happens to the characters, and the emotions one feels while watching a play, are unique for each observer and long remembered.

The Positive Impact of Theatre

When theatre is well used, it:

- Grabs the attention and interest of a great number of people. This is because theatre is performed live and based on reality. It combines oral communication, physical expression, dance, image, music and song, which work together to maintain people's interest.
- Brings people together to discuss a problem that the drama has exposed through its story.
- Arouses strong emotions. The whole person is involved in a drama—the mind, emotions, prejudices, and passions—leaving a not easily forgotten experience/ learning.
- Is adaptable to local realities because plays can be performed anywhere, at anytime and in local languages reflecting real life situations.
- Raises awareness of the community on priority issues and helps them think about how to address them in their own situation.
- Promotes tolerance and mutual understanding by allowing the audience or actors to experience a different point of view or a role; it helps people put themselves in another person's shoes.
- Encourages participation and self-expression, especially from those who often are unheard.
- Provides entertainment! Many people learn best while enjoying themselves.





Creating an Effective Play



1. Carefully choose the theme of your play after you have discussed needs and issues with the community where you will perform or the person who is your link to the community.
2. Look at one main issue in the play.
3. Read relevant materials you can find which are related to your theme.
4. Talk to as many different people as you can who represent different view points, occupations and segments of society.
5. Make certain that the audience shall be able to identify with the characters and their problems (Strive to accurately portray them.)
6. Pre-test the developed and rehearsed play before people who reflect the type of audience you will be playing for.
7. Ask the audience what they thought of the play, what stood out, and what they think the message of the play was.
8. After receiving their feedback, make any necessary changes so that the message is conveyed as clearly as possible.





Facilitation Techniques

Facilitation is the key element of community theatre which promotes change. The play should not provide all the answers but rather set up for discussion by the audience. The more discussion there is, the more engagement by the audience, the more people will be thinking about the issue and how it affects them. Measure your success/effectiveness by the amount of discussion.



Ten Steps to Good Facilitation

1. Ask questions

Use simple, clear, and 'open-ended' questions that allow for many different answers and discussion. E.g., "Do you think such issues you have seen in the play happen in your community?"

2. Wait for responses

Give people time to think and come up with an answer. Do not overwhelm them with more questions.





3. Encourage everyone to contribute

Make eye contact, use hands, walk close to shy people and use names.

4. Use minimal encouragements

"Yes"... "I see"... "and then?"..."Tell me more..."! They help keep the person talking.

5. Listen actively

Use eye contact and body language. Praise and encourage – but do not over praise.

6. Re-phrase

Briefly restate what people say in your own words, to make sure you have heard and understood correctly.

7. Probe

Ask follow-up questions to explore an issue and make it clearer- "Why?" "Tell me more." "Can you explain further?"

8. Re-direct

Get others to contribute: "She said..... do you agree?" "What do others think?"

9. Observe

Look around and see who is participating and who is left out. Are people still interested?

10. Summarise

Restate what people have said in a simple, brief form. This will make it easier for people to contribute.





Who, What, When and Where of Facilitation

Who

Who does the problem you are trying to address most effect?

Who in your community is best able to address this problem?

What

What is really the cause of this problem?

What kinds of things can be done to address this problem?

When

When is this problem mostly occurring?

When is the best time to address this problem?

Where

Where is this problem taking place?

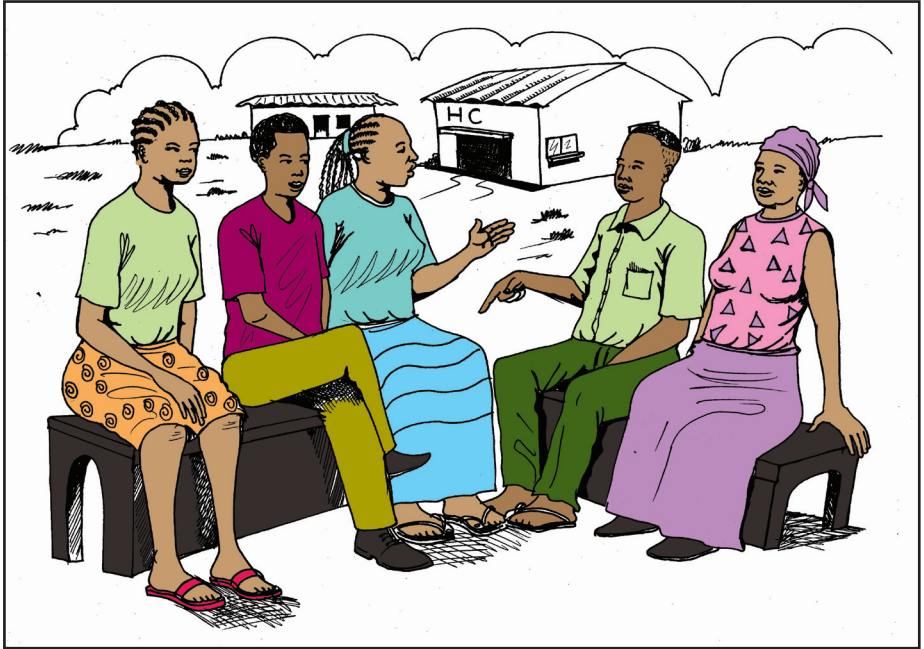
Where is it best to address this problem?

For each planning word – Who, What, When, and Where – the first question is to elicit understanding of the problem, while the second question is meant to help start a plan of action in addressing the problem.





Planning Your Community Programme



I. Golden Rule

Treat All of the Audience with Respect

This includes children, who are often your biggest audience.

Be Prepared

Have the things you need ready so that the audience does not have to wait.

Be Timely

Make a schedule that includes how long things should take and stick to it as best as you can. You will only have people's attention for about an hour.

Be Aware of Seating

Work to accommodate everyone and plan out where to seat people. Have an expert on hand who can answer questions on relevant topics.





Introduce What You Are Doing

Greet people, tell them who you are, and explain what you have done.

Sample:

Greetings
Introduction of members of the drama group
Spokesperson explains the programme
Why your group got together

II. Work to engage the audience

Programmes work best if you can engage the audience and keep them thinking.

Good activities to start with are:

- Ask them what are some of the good things in their community that helps them live healthy lives.
- Ask them what problems, challenges they face in the community.
- Ask them how the problems/challenges are being solved in the community.

III. Try to effectively use drama for change

Remember drama should be much more than an entertaining way to communicate messages. It can be a catalyst for important discussions. Community Theatre is most effective when you can include the audience in the performance.

- Stop the play at critical points and ask the audience what they think is happening, or what problem the drama is demonstrating and how might that problem be addressed by the people in the play. Example: If a character refuses to get an AIDS test, stop the play and ask the audience why they think he or she is acting that way.
- Allow participation from the audience, but make sure that it is orderly and respectful. Call on people and try to limit the number of people talking at one time.

IV. Provide a closing for your presentation

Summarize some of the important findings of the program and thank everyone for coming. Make a follow up in the next visit to assess positive changes made.

Start all topics with the questions: "What have we seen in the play" and "Do you think these issues are similar to what we see in our community?"



Key Facilitation Questions for Health Topics

Malaria Facilitation Questions

1. Is malaria a problem in our community?
2. Why?
3. How can we prevent malaria in our community?
4. Who particularly should sleep under an insecticide-treated net?
5. How can we help pregnant women prevent malaria during their pregnancy?
6. How can we recognize early signs of malaria and what must we do when we see them?
7. Where can we get malaria treatment?
8. What should we remember about taking these medicines?

Safe Motherhood and Family Planning Facilitation Questions

1. Do we think family planning is important? Why?
2. Where can we go to access family planning services? Are enough people accessing these services? If not, why not? What can we do to improve that?
3. When should a woman go for her first antenatal visit? Why is it important to go early?
4. Why is it important for a couple to know their HIV status before getting pregnant or if already pregnant, as soon as possible?
5. Are we happy with the health of new mothers and the newborn babies in our community? OR is safe delivery and the health of the newborn baby and the mother a problem in our community?
6. Do we have a safe motherhood support group in our community? If not, what can we do to help form one?
7. What do we mean by "birth planning?" What are the things we should help the pregnant woman and her family think about to plan for the safe birth of their baby?
8. How can we recognize danger signs in pregnancy and what must we do when we see them?





Child Health and Nutrition Facilitation Questions

1. What are some of the main health problems faced by the children in our community?
2. How can we recognize signs of illness early (fevers, diarrhea, chest pain) and what must we do as soon as we see these signs?
3. What are some of the important things we need to do to make sure our children grow properly and in good health?
4. How can we monitor their growth as a community?
5. What kinds of food can we feed our children? Are there ways in which the community can make sure these foods are available to the children?
6. Can a child be tested for HIV? What can we do if a child tests positive for HIV?





Water And Sanitation Facilitation Questions

1. Do we think the surroundings in our community are clean? If not, what can we do as a community to keep them cleaner?
2. How can we make water safe to drink?
3. Why is it important to wash your hands with soap and clean water before eating as well as after visiting the toilet?



HIV and AIDS Facilitation Questions

1. What are the ways to avoid HIV infection?
2. Who can get HIV?
3. Who should go for an HIV test? Do you know where to go for counseling and an HIV test?
4. How are people living with HIV treated in our community?
5. Do we know what ARVs are? Who can take them and where are they available?
6. How can people living with HIV prevent the infection from passing on to their sexual partners?
7. How can having more than one sexual partner at the same time put you at risk of getting HIV?
8. Can people who are HIV-positive use family planning methods safely? Even if they are taking ARVs?
9. Can people who are living with HIV get pregnant?
10. How can HIV positive parents reduce the chances of passing HIV on to their unborn child?
11. Is it possible for one partner to be HIV positive and another to be HIV negative (discordance)?
12. How can we, as a community, prevent more people from getting infected with HIV but also support those already living with HIV to live a healthy life?





Gender Facilitation Questions

1. What roles in the community do people play according to whether they are men or women?
2. Is it common for men to beat women? Why does that happen? What are some of the reasons? What do we think about this?
3. Is there anything we can do as a community to reduce or stop this violence?
4. Are young girls forced to have sex by men sometimes? Who forces them? What can we do as a community to protect these girls from this?



Tuberculosis (TB) Facilitation Questions

1. How is TB spread?
2. How can we prevent TB as a community?
3. Where can someone get a TB test and what should the person do if they test positive for TB?
4. When someone is found with TB, what should they do?
5. How can we help those with TB take their treatment properly till the full course of treatment is finished?





Sexually Transmitted Infections (STIs) Facilitation Questions

1. Why are STIs dangerous?
2. Why is it important for someone to seek treatment early if they think they might have an STI?
3. What are some other things the infected person should do to make sure their STI is properly treated and it does not spread to their sexual partner?
4. Is it important for the sexual partners to also be treated?





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