

## *Staff roles & responsibilities*

### FACILITATOR

- Thank participants for coming and give them a general idea of what's going to happen.
- Facilitate a game or other ice-breaker activity.
- Introduce the purpose of the DRP.
- Introduce the note-takers and their role.
- Describe the role of the players.
- Describe the role of the audience members.
- Encourage enough people to volunteer to put on each role play.
- Explain the scene/situation to the players and give them 5-10 minutes to prepare the general flow of the role play.
- After the role play, invite audience members to ask players questions about how they were feeling at key points in the role play and why they did certain things, which they should answer "in character." Ask players additional important questions.
- Guide the audience members and players in a discussion about what happened and why. Help everyone to participate. Be certain to clarify how realistic and typical the role play was.
- Listen carefully to the comments and ask the participants follow-up questions.
- Facilitate a discussion – do not advise participants on the topic.
- Ask for the volunteer(s) to read their poem that summarizes the session, then ask for audience comments on the poem (or other concluding activity).

### NOTE-TAKERS

- Keep notes on:
  - What is said and done on stage
  - What is said by audience members
  - Reactions, emotions expressed, and "body language" (gestures and facial expressions) on stage
  - Reactions, emotions expressed, and "body language" (gestures and facial expressions) in the audience
  - Major issues in the role play and how they got resolved.

## PROGRAM MANAGERS

- Watch and listen to the role plays.
- Participate in the debriefing discussion on how results inform program strategy.

## PREPARATION

- Materials: Video camera and/or tape-recorder (optional), tapes, notebooks, paper & pens.
- Notify communities.
- Invite participants (or give criteria to local collaborators to select their own participants).
- Arrange small prizes or incentives if needed and/or appropriate.

## *Appendix 1: Malawi Guide to the Diagnostic Role Play*

- *Introduction (15 minutes) (Notes & talking points for facilitator)*

This is a method of gathering input and information from participants in the (school health and nutrition) program. It is done to be able to learn from participants and design an activity that reflects what people really think and want (their reality). The role play will probably be entertaining, but the main point is to learn together.

What will happen during this session is that a few people who would like to be in a role play will be given a situation to act out. The players will portray a common situation in the community. On stage, they will represent their "characters," not themselves as individuals.

After the role play, there will be discussion about:

- What happened during the role play
- Why
- Whether participants in the audience feel this is the common reality
- What problems were raised by the players
- What participants believe can be done about the problems.

*If the audience feels that something is exactly like it really happens, the players will act out the role play again, until it is what the group agrees is most like real life.*

OR if they agree that it is already what happens,

*The players will then be asked to present a role play of the same scene that solves the problems identified.*

Note-takers will record what is said and done so that all of the important points will be remembered. They will not write down any real names.

After the discussion, a participant will be asked to volunteer to write and read a poem that summarizes what was learned.

- *Set-up of the environment*

A private space where the diagnostic role play can be performed and discussed without others listening or watching is important.

Also, it is good to arrange an informal environment to facilitate an open discussion. A circle of chairs with the facilitator and note-takers in the circle is recommended to allow participants to talk to each other freely. The drama can be performed in the center.

For the DRP with children, the facilitators and note-takers should be of the same gender as participants if possible so that children can speak freely.

- *Instructions to players (10 minutes)*

Invite 3 to 5 volunteers to be players in the role play. Describe the scene to them, and explain that the scene came from information the program learned through interviews with people like themselves. Give them 5 to 10 minutes to prepare. Help the actors plan what they will do, but only by giving general suggestions if needed.

Explain to the players that they can take the time to plan what characters will be in the scene and the general flow of the events in the scene. They should not plan exactly what they will say. It is better to have the players act out more or less spontaneously what comes to their minds.

Remind the players that they will not be acting as themselves – they should present a normal or real scene from their community. Players can be encouraged to act as a person of a different age or gender if they feel comfortable doing this as it can be more entertaining for the audience.

- Suggest the following to the players: speak in a loud voice; utilize body expression, movement, and gestures; try not to have more than one person speak at the same time.
- Instruct players to discuss where the scene will take place, what characters will be in the drama, and what they will do.
- Tell the players that they should act out normal life (what people say and do), *the whole setting*, not just the exact topic they are given.
- Tell the players that they should perform a series of scenes.
- Suggest that they make the scenes “interesting” by acting out what typically happens in the particular setting, regardless of whether it concerns the selected topic.
- Remind the players that they should act out what actually happens (although not themselves) in their community – not what they think is proper or the “correct” answers.
- So that the audience can hear well, ask the players to make sure only one person talks at a time during the role play.
- Request the players introduce their characters and the scene to the audience before they start. They could choose to have a narrator who will introduce each scene before it starts.

A program staff person can do a fun “warm up” exercise with the audience while the players are getting ready. (For example, with students the following have worked well: telephone game, making a human knot, and asking participants to say two true and one false thing about themselves, so the group can guess which is false.)

After this time, one member should explain the scene to the audience, and each player should tell the audience about their character: their play name, their age, their gender, and their occupation or role.

- *Instructions to audience (5 minutes)*

Explain that the purpose of the role play is to gather information from participants to design a program with their input. It is to learn from them.

Describe what will happen during the activity. First, that they will play a game, then they will watch the role play by their friends, then they will discuss what they have seen. A second act will be performed, and another discussion will follow. Then volunteers will be asked for poems.

The audience also has an important role. The audience members will be asked questions after the role play about what happened, why, if they think it is typical in their community, and what can be done about it.

It is important to have a free discussion after the role play about all of these issues and to encourage allow everyone to speak. This is what will help program planners learn the most about designing effective activities.

Emphasize:

- Tell participants that there are no right or wrong answers, only their opinions. They should not give the "correct" answers.
- They should not laugh at other people or make them feel bad.
- Let the participants know that their names will not be used. At the same time, they should not share what people have said outside of the room.

- *Role Play (10-15 minutes)*

- *Discussion (30 minutes+)*

Questions for the 1<sup>st</sup> role play:

*1. What happened in the role play?*

Invite various members of the audience to tell part of the story until you get a description of the most important parts and actions.

*2. What problems did the main characters have in the role play?*

*3. How did the characters try to overcome the problems? How successful were they?*

*4. Is what the characters said and did what most people around here would say and do? Why or why not?*

*5. Did you agree with what was said or done by any of the characters? Please say what you really feel, not what you think we want you to say! Which character(s)? Why?*

*6. Did you disagree with that was said or done by any of the characters? Which character(s)? Why?*

*7. What if you were in the situation of (insert character's name that people admire or agree with), what would you do?*

*8. Is it easy or difficult to actually do what you admire or agree with? Why?*

*9. Do you agree that this problem really happens sometimes in this community? How big of a problem is this in your opinion? How common is this?*

*10. Would you change anything in the role play to make it more like real life here?*

If they feel that actually something different happens with most people, ask the players or new players to act out the changes recommended.

If they can agree on a problem and agree that it is what happens in their community, continue:]

*11. If we can agree that this is a common problem, why do you think people do things this way?*

Ask the players or new players to act out the second role play. If many audience members feel that the first role play was not realistic, then the players should repeat the scene but differently. If the first role play was considered realistic and typical, the players should act out a version that includes a solution to the problem presented in the first.

QUESTIONS FOR THE 2<sup>nd</sup> (PROBLEM-SOLVING) ROLE PLAY:

*1. Is this something that people already do to overcome the problem?*