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Tips for Trainers: using drama in PRA training

- **'Good' and 'bad' interviews**

Begin by discussing what attitudes and behaviour towards community members should be. Generate from this a list of words or phrases that sum up appropriate and inappropriate attitudes and behaviour. Then use these as a basis for creating 'good' and 'bad' interviews. Divide the group into small groups of 4 - 6 members and give each group about 10 minutes to prepare a sketch. Half of the small groups are asked to prepare a 'good' interview, the other half a 'bad' interview. Ask the groups to perform each interview situation. After each performance, ask the group to comment on the behaviour of the interviewer(s) in the sketch.

Choose one 'good' and one 'bad' interview to work on further. Ask the actors in the 'bad' interview to play through their sketch again, but to stop when a member of the audience clap their hands. When someone claps to stop the action, they are then asked to step into the scene and improve the interview. At first, they can only change body language. After 5 - 10 minutes, the audience is allowed to change what is said, again by clapping to interrupt the drama. The 'bad' interview starts to look and sound a lot better. At different points, the process can be paused for discussions about what is happening and how this relates to the situations trainees may come across in the field.

Ask the actors in the 'good' interview to run through their sketch again. This time, the audience should be split into two groups: both groups can clap and stop the scene, but one group is asked only to speak with the interviewer(s) about how to respond and the other group speaks with the interviewees.

Both groups advise their actors through the interview, clapping to stop the action and consult as a 'team'. Once the sketch has been completed in a satisfactory way, end the session. This exercise demonstrates how a shift in behaviour on one side can be counter balanced by changes on the other side.

The two interview situations can become the basis for wider discussions about how to proceed with fieldwork and how to encourage the participation of community members.

Source: This exercise is adapted from materials sent in by Sarah Gelpke, Water Aid, 27 -29 Albert Embankment, London SE1 7UB, UK.

