

VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

Making water, sanitation and hygiene safer through improved programming and services

Toolset 4-D

Methodologies for working with communities

TS4-D – Videos, role plays and drama

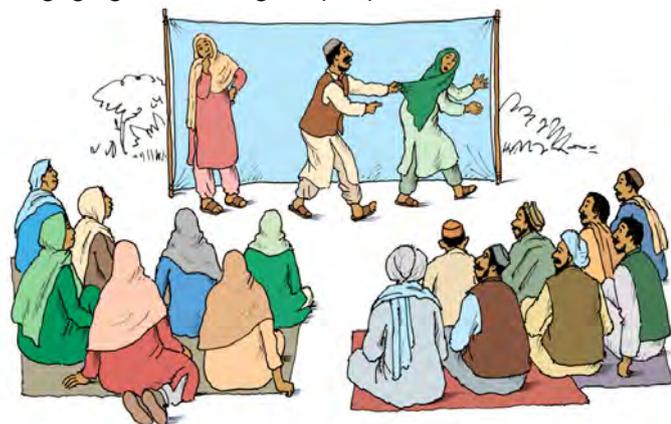
This toolset includes:

1. Tips on using role plays and drama for the purpose of raising awareness and developing community strategies to respond to violence and WASH
2. Some ideas for short role plays to promote discussion
3. Links to information on preparing and using community video

Drama, street theatre and role plays ¹

Street theatre and drama has its roots in storytelling, and can be used as a learning tool and a way of passing on information. It should be short and lively, and flexible enough so that it can also involve audience participation.

Dramas and street theatre can all be very useful methods for raising sensitive issues with a mix of humour and engaging a wide range of people.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

'Street theatre' is a play undertaken in a public place like a street, market or other places where people gather. The street theatre is usually interactive and encourages audience participation. A play should ideally be between five and ten minutes long. It is a good idea to guide the crowd to their seats and play music while people are being seated. Announce the start and ask for applause. Ask open questions to the crowd at the end of the play, as this will encourage them to think about what they have seen and the issues that have been highlighted. Ask for applause for each correct answer.

Do's and don'ts for street theatre

Do's

- Men dressed as women
- Comic village stereotypes such as lads, traditional healers, religious leaders, unscrupulous leaders or dishonest tradespeople
- Exaggerated characterisation
- Villain/hero conflicts
- Macabre incidents – for example, ghosts returning, death, white sheets
- Dance and song
- Asking the audience questions ("where is she?") and getting them to reply
- A few simple messages
- Frequent repetition of the messages
- Messages made clear through actions rather than words
- Audience participation (asking members of the audience to come into the performance area and help with certain tasks)
- Spontaneous and lively with a minimum of characters and props

Don'ts

- Long gaps between scenes
- Fast speech
- More than one person speaking at one time
- Scenes involving sitting or lying down
- Long speeches or dialogues without action
- Lecturing one actor by another
- One actor playing different roles that may be confused – for example, a dishonest pharmacist and a doctor
- Complicated plots and detailed scripts

Role plays²

Role plays are similar to street theatre, but require less organisation and can be used to involve a range of participants. They are useful for highlighting sensitive issues and for learning on good and bad behaviours.



CARE / Practical Action / Oxfam



Rod Shaw / WEDC, Loughborough University

Ideas for role plays to prompt discussion on WASH, gender and violence-related issues

- Consider what are the vulnerabilities to violence linked to WASH in the area, and design role plays around these issues to promote discussion.
- **Reverse roles:** Ask separate groups of women and men to look at a particular situation, and role play the other gender's views and experience. Or in a role play, get the men to play the women and the women to play the men. Switching roles is positive because it can make the situation a little humorous/keep the atmosphere non-threatening, and helps men and women to consider the other person's perspective.
- **Violence events:** Role play situations where women and girls are harassed going to collect water, or they are going to toilets in the night because of lack of privacy, and the way women can be ignored and not listened to in committee situations. Or role play someone of a lower caste being turned away from a water or toilet facility and having to go to a polluted source.
- **Good and bad situation:** Ask one group to develop two role plays, one about the group's vision of how things could be good at the household level with respect to the management of WASH (such as the women and men sharing roles), and the second depicting a bad situation at the household level with respect to WASH (including violence-related issues such as the husband beating the wife for coming back late from collecting water or the wife being attacked at the water source). Ask another group to prepare two similar plays but at the community level: one a good situation and one a bad situation. After the plays have been undertaken, facilitate a discussion with the audience on what they saw. Additional questions can be asked to prompt the community to acknowledge if these plays were realistic to situations in the community, and to propose solutions as to how to move nearer the good situation.
- **Saying yes or no:** Perform a role play of a young girl who has no money for sanitary pads, and who is persuaded by an older man to do sexual favours for him in return for money. Perform a second play of an alternative scenario where the young girl has been shown how to make reusable sanitary pads, and when she is propositioned by the man she is able to say a definite "no" and rebuff his advances.
- Role play the different work of women and men related to water, sanitation and hygiene within families and communities.
- **Problem solving:** Ask the groups to think about a challenge associated with the WASH programme, such as maintenance issues or conflict on committees. Role play different scenarios and solutions involving women and men in different types of roles from those they might usually take.
- During training on roles and responsibilities of committees, encourage men and women to role play the different positions, such as chair or secretary.

Videos and radio broadcasts³

Films and videos are entertaining ways of passing on information to large groups of people at one time.

Benefits of community-made, participatory video⁴

- Features faces, stories and examples of change from within the community itself. For this reason, community-made videos often 'speak' more powerfully to people than films from outside.
- Enables different groups and individuals to represent their views, including those who may be unrepresented or marginalised – such as women, youth, people living with HIV/AIDS or people with disabilities. It allows participants to 'step into the shoes' of another person and gain compassion for the challenges they are facing.
- Helps draw the attention of local leaders and authorities to priority concerns in the community.
- Is immediate. Video can be played back right away: people who take part in filming can watch material and offer instant feedback. An entire programme may be completed and shared with community audiences on the same day.
- Is highly versatile, and can be used to address any theme or topic prioritised by community members.
- Is accessible to people of any educational or literacy level.
- Integrates storytelling and oral traditions that are valued in many cultures.
- Builds capacity and self-confidence among individuals and groups as they master technical and interpersonal communication skills.
- Strengthens advocacy and leadership skills among team members.
- Fosters collaboration and creates a shared sense of purpose among concerned community members.
- Generates excitement and interest among community members and staff.

They can be played to people who have gathered for the specific purpose of seeing and discussing the film or radio broadcast, or they can be played to people who have gathered for other purposes, such as waiting during child vaccination campaigns. They can also reach a wide range of people, including those from disadvantaged and vulnerable groups.

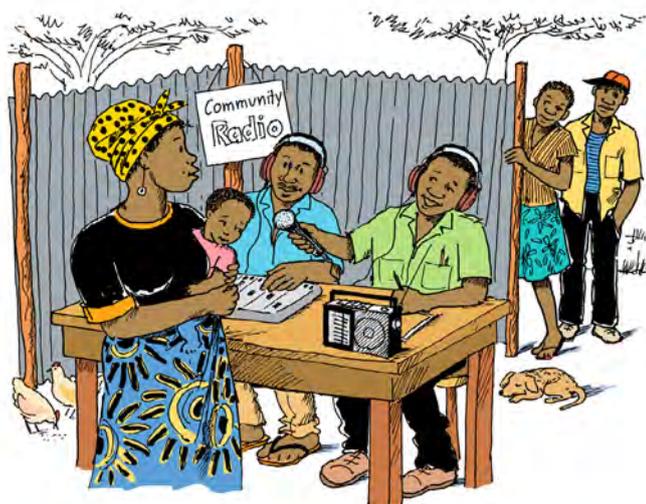
Radio broadcasts can include news programmes, spot announcements, slogans, jingles, discussions, radio programmes, interviews, talks and documentaries, dramas, music, quizzes and panel games. Many people have access to radios, although men tend to have better access than women and children. At certain times of day programmes may be listened to by the whole family. Broadcasts can be used to promote discussion and debate.

Tips when showing films or videos

- Choose a suitable site to show the film or video, where the light conditions allow people to see the pictures.
- Obtain permission from the relevant authorities to show the film or video. Request help from the police to assist with crowd control if you are showing it to a large number of people.
- Publicise the show, including the topic of the film or video, by loudspeaker or notices.
- If you have something important to say, it can be useful to say it before the show starts so you can dismiss the audience immediately after the show. This is particularly the case with larger audiences, which are harder to manage and maintain attention.
- With small audiences you can facilitate debate after the show and have a discussion on what people learned or on their reactions. This is more difficult with larger audiences.



The issue of violence can be integrated along with other issues linked to WASH into a role play; this can be videoed and played back to community groups to promote discussion on the problem and solutions.



Petra Röhr-Rouendaal / WASH Cluster Visual Aids Library

Using radio broadcasts to promote discussion on safety in relation to urban services⁵

Between 2009 and 2011, young women and men in Delhi were involved in a process of undertaking women's safety audits and deepening their understanding about access to essential services and safety. They made 15-minute radio programmes, which were broadcast locally and nationally. With the Jagori team they then organised meetings in the lanes to listen to the programmes with residents, and to discuss and debate the issues raised in the broadcasts. This action has raised awareness of the issues and their gender implications to many more residents.

(For more details refer to [TS3-A-1](#) for more details)

Stepping Stones use video to play back role plays to community groups⁶

Stepping Stones is a participatory process for community transformation on HIV, communication and relationship skills. It involves a series of participatory processes, which are used over a period of several months. They include role plays as one methodology to investigate behaviours and communication-related issues.

Pre-prepared videos are used to prompt discussion on specific issues. The groups undertaking the Stepping Stones process also develop their own role plays to highlight issues pertinent to the community. These are videoed and played back in a wider community meeting to prompt wider discussion.

See: Strategies for Hope, Video: 'Stepping Stones Revisited; Stories from the Village of Buwenda, Uganda'.

Available ..at: http://www.stratshope.org/resources/dvds_item/stepping-stones-revisited (video length 7.52) [accessed 8 April 2014]. The video play back is not shown in this clip, but it occurs after the role play exercises and group work has been undertaken. The video can also be seen in [TS2](#) – video [TS2-B-7](#)

Guidance on all stages of preparing community videos and a training programme for the same can be found in the toolkit and associated training guide on Community Video for Social Change by the American Refugee Committee et al. (no date). These can be found in the folder of supporting documents.

References

Goodsmith, L. and A. Acosta (2011) *Community Video for Social Change: A Toolkit*. Minneapolis, MN, USA: American Refugee Committee International. http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit [accessed 11 October 2013]. (on USB stick).

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Welbourn, A. (1995) *Stepping Stones, A training package on HIV/AIDS, communication and relationship skills*. Oxford, UK: Strategies for Hope Trust.

End notes

¹ Ferron, S., J. Morgan and M. O'Reilly (2000) *Hygiene Promotion; A Practical Manual for Relief and Development*. London, UK: Intermediate Technology Publications on behalf of CARE International.

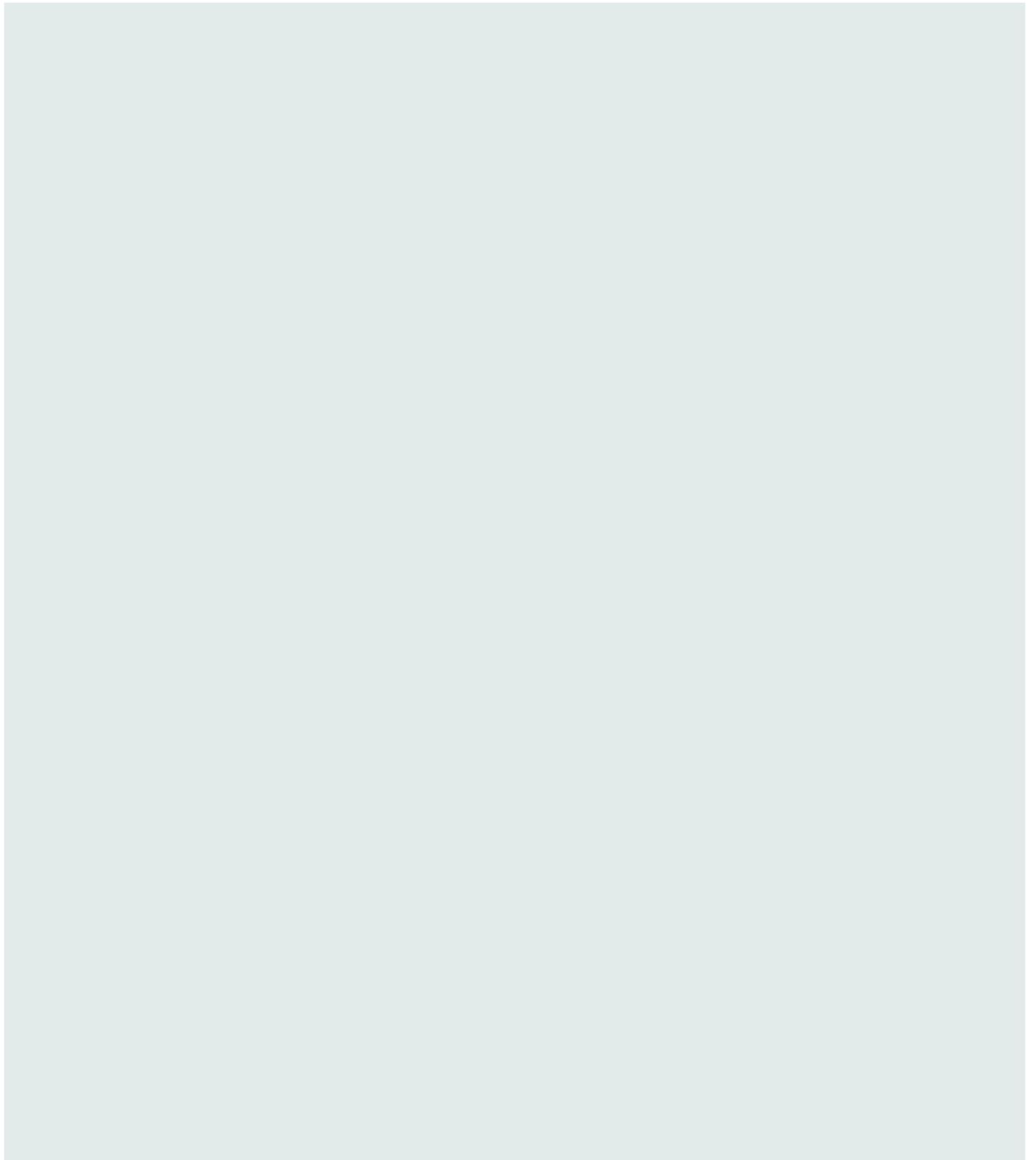
² Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; , flashcards; case study snapshots; poster of principles and practices. (on USB stick). Available at: www.genderinpacificwash.info [accessed 11 October 2013]; WaterAid (2013a, draft) *Exploring gender aspects of community water, sanitation and hygiene projects: A Training Manual (Esplora aspetu jeneru husi projeto bee saneamentu no ijeniku iha komunidadade: Manual Treinamentu)*. Timor-Leste: WaterAid Timor Leste; and Welbourn, A. (1995) *Stepping Stones, A training package on HIV/AIDS, communication and relationship skills*. Oxford, UK: Strategies for Hope Trust.

³ Goodsmith, L. and A. Acosta (2011) *Community Video for Social Change: A Toolkit*. Minneapolis, MN, USA: American Refugee Committee International. http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit [accessed 11 October 2013]. American Refugee Committee, Communication for Change (no date) *A Practical Guide to Community Video Training With a Focus on Gender Norms, Gender-based Violence, Harmful Practices, HIV/AIDS, and Related Issues*. Minneapolis, MN, USA. (on USB stick). Available at: http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit [accessed 11 October 2013]; Ferron, S., J. Morgan and M. O'Reilly (2000) *Hygiene Promotion; A Practical Manual for Relief and Development*. London, UK: Intermediate Technology Publications on behalf of CARE International.

⁴ American Refugee Committee, Communication for Change (no date) *A Practical Guide to Community Video Training With a Focus on Gender Norms, Gender-based Violence, Harmful Practices, HIV/AIDS, and Related Issues*. Minneapolis, MN, USA. (on USB stick). Available at: http://www.arcrelief.org/site/PageServer?pagename=videoforsocialchange_toolkit [accessed 11 October 2013].

⁵ Women in Cities International, Jagori, International Development Research Centre (2011a) *Gender and Essential Services in Low-income Communities, Report findings of the action research project: Women's Rights and Access to Water and Sanitation in Asian Cities*. Montreal, Canada, Delhi, India: Women in Cities International and Jagori. (on USB stick)

⁶ Welbourn, A. (1995) *Stepping Stones, A training package on HIV/AIDS, communication and relationship skills*. Oxford, UK: Strategies for Hope Trust.



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