

Interactive Radio Drama

CORE GROUP: A selected group of development professionals from a TfaC partner organisation

INSTRUCTORS: TfaC Lead Trainers

LENGTH: 120 hours / 3 weeks

LOCATION: Host country of partner organization

ACCREDITATION: OCN Level 3

AIM: To equip trainees with the knowledge, awareness and skills to be able to set up, operate and manage their own Interactive Radio Drama projects for international development objectives.

ASSESSMENT: 100% coursework

1. **Radio Performance and Production workshops (80%):** 96 hours of practical workshops covering performance skills, technical skills, presenting skills, facilitation skills, behaviour change activities and interactive radio exercises.
2. **Project Management seminars (10%):** 12 hours of seminars involving taught presentations, group work and discussions.
3. **Independent Learning (10%):** 12 hours of Learning Journal reflection tasks and set readings.

MODULE DESCRIPTION:

The **Interactive Radio Drama** training module provides trainees with the core skills and knowledge to set-up, operate and manage their own Interactive Radio Drama projects. The module is divided into three week-long sessions. The first week guides trainees through the process of devising and performing Interactive Radio Drama; the second week focuses on recording and editing Interactive Radio Drama; and the third week builds the capacity of trainees to produce and present their own Interactive Radio Drama broadcasts, and facilitate and manage the creative and technical aspects of production with a group. Over the course of three weeks, trainees take part in 15 **Methodology Seminars** and 45 **Facilitator Training workshops**.

Trainees learn the value of a safe, supportive workshop environment and the importance of working together as an inclusive team. They build story devising and performance skills through the development of an original piece of interactive drama based on their own life experiences around a chosen topic. They are guided through the process of recording and editing their own radio drama, and learn how to present live interactive radio programmes on-air. They also explore approaches to facilitating this process of Interactive Radio Drama production with a group. In addition to developing creative and technical skills in Interactive Radio Drama performance and production, trainees also develop the knowledge and skills to use Interactive Radio Drama as a tool for behaviour and policy change - by understanding how to design Interactive Radio Drama to develop target behaviours among participants, and how to use Interactive Radio Drama to empower participants to advocate for their rights. The module also explores how to involve policy makers and stakeholders in live broadcasts and listening clubs, so that behavioural and policy change is community-driven and owned.

Leadership responsibility increases as the training progresses. Analysis, reflection and critical evaluation of trainees' own work, and the work of the group as a whole, constitute three key methods for learning and professional/personal growth throughout the training period.

Set readings, presentations and seminar discussions prepare trainees for managing various aspects of an Interactive Radio Drama project, providing them with the theoretical understanding and analytical ability needed for conducting their own formative research and designing project outcomes with the needs of their audience in mind. Trainees also learn how to make production schedules, manage a creative team, work with radio stations and set up radio listening clubs.

MODULE ASSESSMENT:

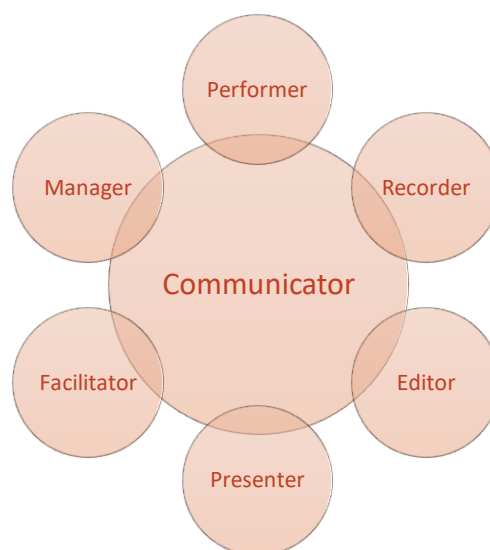
Work is broken down into three areas:

1. **Workshop participation:** participating actively in Radio Performance and Production activities and exercises.
2. **Seminar contribution:** attending presentations, engaging in group work and participating in discussions based on set readings.
3. **Learning Journal reflections:** writing or drawing tasks based on each workshop, designed to help participants reflect on their experiences.

See Assessment Criteria for details on how learners will be assessed.

Radio Performance and Production Workshops

The primary role of a TfaC Radio Practitioner is to produce Interactive Radio Drama using the TfaC Methodology. This module asks trainees to develop competency in seven production-related project roles, with 'communicator' being the central competency among them:





In workshops, trainees are assessed by the Lead Trainers, who note observable and measurable abilities that meet the module's assessment criteria. At points during the training, trainees will be asked to demonstrate particular skill sets by devising, recording, editing, presenting and facilitating material for the rest of the group. Lead Trainers will assess the ability of trainees based on the **skills shown** in the **development and delivery** of these activities. Trainees' ability to analyse and critically reflect on their own work will also be observed through continuous **reflection discussions** throughout each workshop, and at the end of each training day, as well as through the trainees' learning journals which will be collected and reviewed at the end of each training week.

Methodology Seminars

Seminars provide a safe space to learn and discuss key aspects of Interactive Radio Drama project management. Lead Trainers use PowerPoint presentations and handouts to deliver key information and guide group discussions based around set-readings. Trainees also engage in participatory learning activities and group work designed to stimulate learning around the topics at-hand.



Lead Trainers assess seminar contributions by noting and observing trainees' engagement with group work, their ability to take part in group discussion, and their awareness of key issues and facts around the topic areas. Trainees are assessed in their overall contribution across all seminars.

Each week, trainees are expected to spend **2-4 hours** reading the articles and excerpts provided.

Passing the Interactive Radio Drama training module

Trainees either pass or fail the OCN Accredited Qualification in Interactive Radio Drama based on clearly achieving the OCN Assessment Criteria. This decision is made after examination by a TfaC Lead Trainer, internally verified by a second TfaC Lead Trainer, and externally verified by OCN.

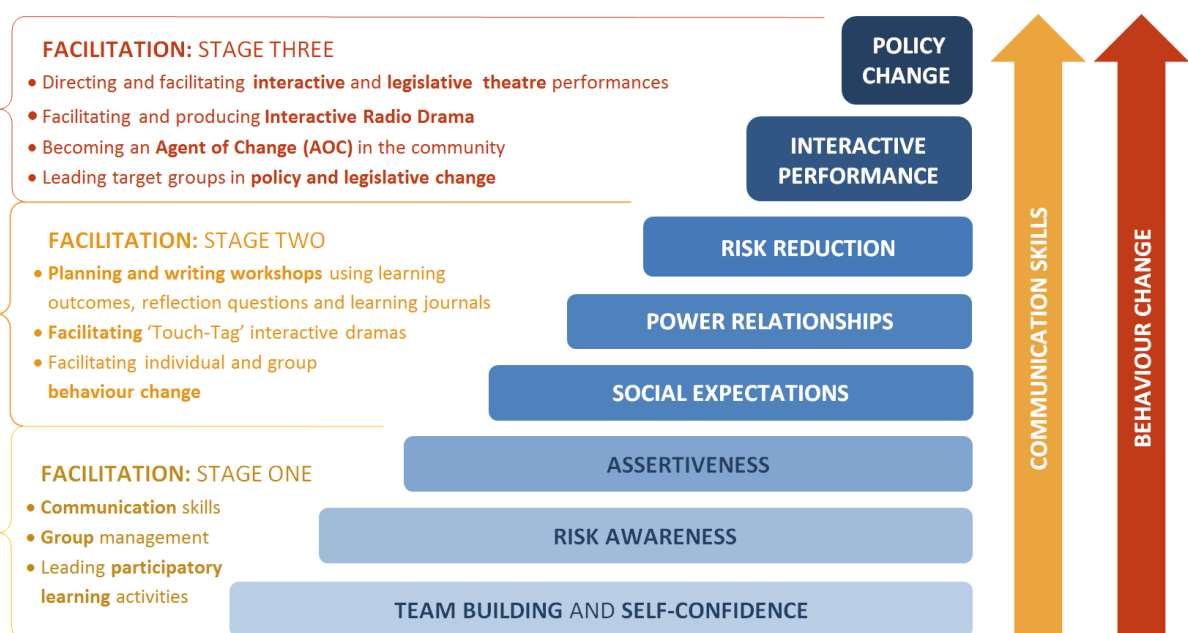
Trainees are passed **provisionally** for **one year**. In order to achieve a full pass, trainees must then provide evidence of **at least 3 full episodes of broadcasted Interactive Radio Drama** of which they have had direct involvement in producing. This can include having either performed in and produced the broadcasts themselves, or having trained a group to perform in and produce the broadcasts.

This evidence can be provided in the following ways:

- 1) Trainees can provide a written description of the radio work produced, to be accompanied by a portfolio of evidence including photos/videos of rehearsals/broadcasts, recordings of broadcasts/radio drama, or any other relevant materials that clearly evidence the radio work produced. All evidence should be submitted to the relevant TfaC Lead Trainer.
- 2) A TfaC Lead Trainer can visit the project site and witness first-hand the production of Interactive Radio Drama.
- 3) A combination of Options 1 and 2.

TfaC Facilitation Stages

The **Interactive Radio Drama** training module covers part of Facilitation Stage 3 in TfaC's broader programme for facilitator training. TfaC also offers specialized training in Legislative Theatre, which, when combined with Interactive Radio Drama, completes the Facilitation Stage 3 training.





Sample Timetable for Week 1: Devising and Performing

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	SEMINAR INTRO TO COURSE (1/2 hr)	SEMINAR WHY THEATRE? (1/2 hr)	SEMINAR BEHAVIOUR CHANGE (1/2 hr)	SEMINAR PARTICIPATORY ADVOCACY (1/2 hr)	SEMINAR QUESTIONS FROM THE WEEK (1/2 hr)
9.30 am	TEAM-BUILDING (2 hrs)	WHAT MAKES GOOD IRD? (2 hrs)	DEVISING OUR NARRATIVE (2 hrs)	DEVISING - SIDE COACHING (2 hrs)	WHAT MAKES A GOOD PERFORMANCE? (2 hrs)
11.30 am	BREAK	BREAK	BREAK	BREAK	BREAK
11.45 am	WHAT MAKES GOOD DRAMA? (2 hrs)	STORY SHARING (2 hrs)	DEVISING - HOT SEATING (2 hrs)	REHEARSING OUR PERFORMANCE (2 hrs)	FINAL REHEARSAL (2 hrs)
1.45 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2.45 pm	WHAT MAKES GOOD RADIO DRAMA? (2 hrs)	DEVISING CRITICAL MOMENTS (2 hrs)	DEVISING - ROLE PLAYING (2 hrs)	REHEARSING AND GIVING NOTES (2 hrs)	PERFORMANCE AND AUDIENCE TOUCH TAG (2 hrs)
4.45 pm	JOURNAL	REFLECTIONS	JOURNAL	REFLECTIONS	DEBRIEF
TASKS	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.



Sample Timetable for Week 2: Recording and Editing

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	SEMINAR 10 STEPS TO SETTING UP AN IRD PROJECT (1/2 hr)	SEMINAR INTRO TO IRD PROJECT MANAGEMENT (1/2 hr)	SEMINAR FORMING A PRODUCTION TEAM (1/2 hr)	SEMINAR RADIO LISTENING CLUBS (1/2 hr)	SEMINAR QUESTIONS FROM THE WEEK (1/2 hr)
9.30 am	RECORDING EQUIPMENT (2 hrs)	EDITING EQUIPMENT (2 hrs)	RECORDING SCENE 1 (2 hrs)	EDITING SCENE 2 (2 hrs)	RECORDING SCENE 4 (2 hrs)
11.30 am	BREAK	BREAK	BREAK	BREAK	BREAK
11.45 am	RECORDING THEORY (2 hrs)	EDITING THEORY (2 hrs)	EDITING SCENE 1 (2 hrs)	RECORDING SCENE 3 (2 hrs)	EDITING SCENE 4 (2 hrs)
1.45 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2.45 pm	RECORDING PRACTICE (2 hrs)	EDITING PRACTICE (2 hrs)	RECORDING SCENE 2 (2 hrs)	EDITING SCENE 3 (2 hrs)	SHARING FEEDBACK ON RECORDED/EDITED STORIES (2 hrs)
4.45 pm	JOURNAL	REFLECTIONS	JOURNAL	REFLECTIONS	DEBRIEF
TASKS	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.



Sample Timetable for Week 3: Facilitating and Presenting

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	SEMINAR WORKING WITH RADIO STATIONS (1/2 hr)	SEMINAR MEASURING IMPACT (1/2 hr)	SEMINAR 15 REPLICABLE FEATURES OF SUCCESSFUL RADIO DRAMAS – PART 1 (1/2 hr)	SEMINAR 15 REPLICABLE FEATURES OF SUCCESSFUL RADIO DRAMAS – PART 2 (1/2 hr)	SEMINAR QUESTIONS FROM THE WEEK (1/2 hr)
9.30 am	WHAT MAKES A GOOD FACILITATOR? (2 hrs)	FACILITATING LIVE TOUCH TAG - THEORY (2 hrs)	FACILITATING RADIO TOUCH TAG - THEORY (2 hrs)	FORMAT OF A LIVE IRD BROADCAST (2 hrs)	BROADCASTING IRD - PRACTICE (2 hrs)
11.30 am	BREAK	BREAK	BREAK	BREAK	BREAK
11.45 am	THE ART OF QUESTIONING AND REAL LISTENING (2 hrs)	FACILITATING LIVE TOUCH TAG - PRACTICE (2 hrs)	FACILITATING RADIO TOUCH TAG - PRACTICE (2 hrs)	DEVELOPING BROADCAST SCRIPTS (2 hrs)	BROADCASTING IRD - DEMONSTRATIONS (2 hrs)
1.45 pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
2.45 pm	FACILITATING THE DEVISING OF IRD (2 hrs)	FACILITATING LIVE TOUCH TAG - DEMONSTRATIONS (2 hrs)	FACILITATING RADIO TOUCH TAG - DEMONSTRATIONS (2 hrs)	TECH REHEARSAL (2 hrs)	BROADCASTING IRD - DEMONSTRATIONS (2 hrs)
4.45 pm	JOURNAL	REFLECTIONS	JOURNAL	REFLECTIONS	DEBRIEF
TASKS	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Learning Journal: workshop tasks and individual reflection.	Evaluation: Participants complete an evaluation of the training and a self-reflection questionnaire.