



## Legislative Theatre

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

**INSTRUCTORS:** TfaC Lead Trainers

**LENGTH:** 80 hours / 2 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 facilitate Legislative Theatre for international development objectives related to rights-based advocacy.

**ASSESSMENT:** 100% coursework

1. **Facilitation Training (80%):** 64 hours of practical workshops covering performance skills, technical skills, presenting skills, facilitation skills, and behaviour change and legislative theatre activities.
2. **Project Management seminars (10%):** 8 hours of seminars involving taught presentations, group work and discussions.
3. **Independent Learning (10%):** 8 hours of Learning Journal reflection tasks and set readings.

### MODULE DESCRIPTION:

The **Legislative Theatre** training module provides trainees with the core skills and knowledge to facilitate Legislative Theatre projects. The module is divided into two week-long sessions. The first week guides trainees through the process of devising and performing Legislative Theatre – they experience this process as **participants** first. The second week develops the capacity of trainees to **facilitate** this process of creating Legislative Theatre with a group. Over the course of two weeks, trainees take part in 10 **Methodology Seminars** and 30 **Facilitator Training workshops**.

Trainees learn the value of a safe, supportive workshop environment and the importance of working together as an inclusive team. They are given a foundation in TfaC's key behaviour change components, and then progress on to story devising and performance skills through the development of original pieces of Legislative Theatre based on their own life experiences around a chosen topic. They also learn how to facilitate live performances and how to involve the audience in finding solutions to the issues. Finally, they explore how to facilitate the same process of story devising and performance of Legislative Theatre with a group of participants.

The content of this module focuses on learning about rights and advocacy, and how Legislative Theatre can be used to engage policy and decision-makers in a creative dialogue about the protection and promotion of rights of marginalised groups. Leadership responsibility increases as the training progresses, culminating in a series of trainee-led story devising activities whereby trainees demonstrate their ability to use various facilitation skills and techniques to devise Legislative Theatre. 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 various aspects of the training, 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 explore ways to make performances as effective as possible.

#### **MODULE ASSESSMENT:**

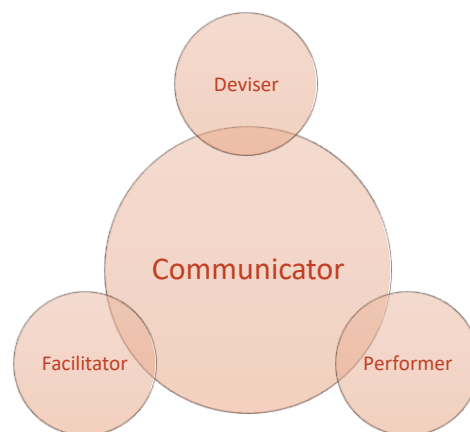
Work is broken down into three areas:

1. **Workshop participation:** participating actively in behaviour change, story devising, performance and facilitation 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 trainees reflect on their experiences.

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

#### **Legislative Theatre Devising and Performing**

The primary roles of a TfaC Practitioner are in devising, performing and facilitating Legislative Theatre. However, the workshop series also asks trainees to develop core communication skills, with 'communicator' being the central role that connects the other three:



At points during the training, trainees will be asked to demonstrate particular skill sets by devising, performing 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 devising, performing and facilitating Legislative Theatre. 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 Legislative Theatre training module

Trainees either pass or fail the OCN Accredited Qualification in Legislative Theatre 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.

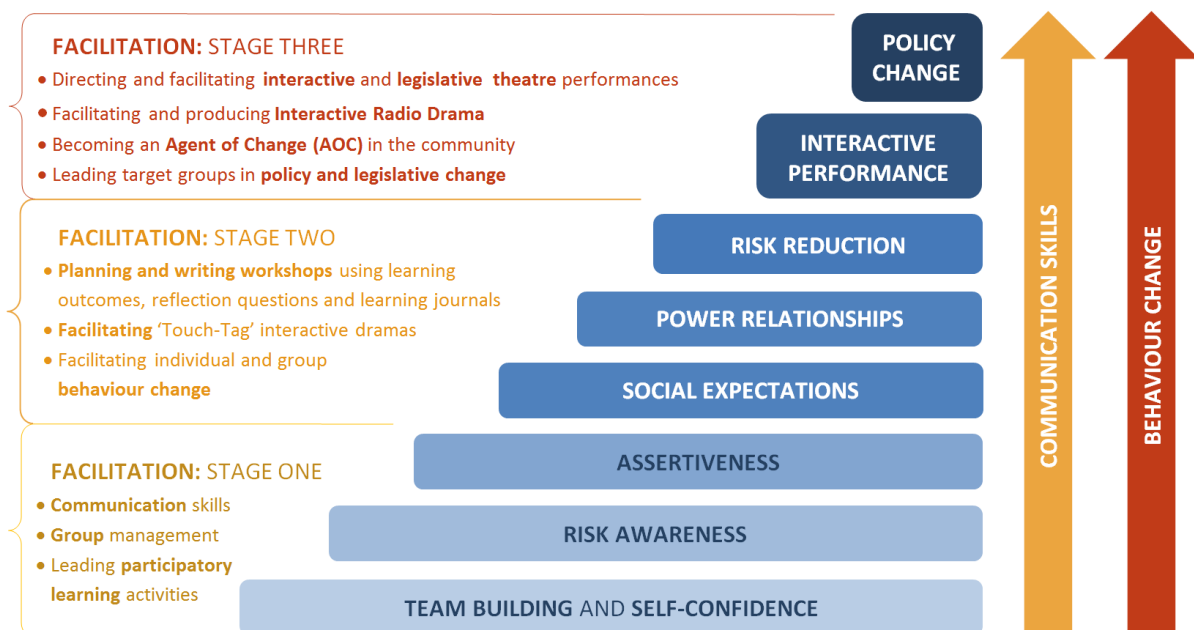
Trainees are passed **provisionally** for **one year**. In order to achieve a full pass, trainees must then provide evidence of facilitating **at least 1 Legislative Theatre performance**.

This evidence can be provided in the following ways:

- 1) Trainees can provide a written description of the devising, rehearsal and performance process, to be accompanied by a portfolio of evidence including photos/videos of the devising sessions, rehearsals and performance(s), written work from participants, attendance records, and any other materials that clearly evidence the Legislative Theatre process. All evidence should be submitted to the relevant TfaC Lead Trainer.
- 2) A TfaC Lead Trainer can visit the performance site and witness first-hand the Legislative Theatre performance.

### TfaC Facilitation Stages

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





## Sample Timetable for Week 1: Devising and Performing

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>9.00 am</b>	<b>SEMINAR</b> INTRO TO COURSE (1/2 hr)	<b>SEMINAR</b> TFAC METHODOLOGY (1/2 hr)	<b>SEMINAR</b> HOW LEGISLATIVE THEATRE WORKS (1/2 hr)	<b>SEMINAR</b> MEASURING IMPACT (1/2 hr)	<b>SEMINAR</b> QUESTIONS FROM THE WEEK (1/2 hr)
<b>9.30 am</b>	<b>TEAM-BUILDING</b> (2 hrs)	<b>GENDER EXPECTATIONS</b> (2 hrs)	<b>WHAT MAKES A GOOD FACILITATOR?</b> (2 hrs)	<b>FAIRNESS, GENDER RIGHTS AND LEGISLATIVE THEATRE FOR ADVOCACY</b> (2 hrs)	<b>DEVISING THE NARRATIVE OF LEGISLATIVE THEATRE</b> (2 hrs)
<b>11.30 am</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<b>11.45 am</b>	<b>EFFECTIVE COMMUNICATION 1</b> (2 hrs)	<b>ASSERTIVENESS</b> (2 hrs)	<b>THE ART OF QUESTIONING AND REAL LISTENING 1</b> (2 hrs)	<b>DEVELOPING IMPROVISATIONS</b> (2 hrs)	<b>DEVELOPING CRITICAL MOMENTS IN OUR STORY</b> (2 hrs)
<b>1.45 pm</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>2.45 pm</b>	<b>EFFECTIVE COMMUNICATION 2</b> (2 hrs)	<b>FACILITATING ASSERTIVE BEHAVIOURS</b> (2 hrs)	<b>THE ART OF QUESTIONING AND REAL LISTENING 2</b> (2 hrs)	<b>SHARING IMPROVISATIONS</b> (2 hrs)	<b>SHARING CRITICAL MOMENTS</b> (2 hrs)
<b>4.45 pm</b>	<b>JOURNAL</b>	<b>REFLECTIONS</b>	<b>JOURNAL</b>	<b>REFLECTIONS</b>	<b>DEBRIEF</b>
<b>TASKS</b>	<b>Learning Journal:</b> workshop tasks and individual reflection.	<b>Learning Journal:</b> workshop tasks and individual reflection.	<b>Learning Journal:</b> workshop tasks and individual reflection.	<b>Learning Journal:</b> workshop tasks and individual reflection.	<b>Learning Journal:</b> workshop tasks and individual reflection.



## Sample Timetable for Week 2: Facilitating

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 am	<b>SEMINAR</b> INTRO TO COURSE (1/2 hr)	<b>SEMINAR</b> TFAC METHODOLOGY (1/2 hr)	<b>SEMINAR</b> HOW LEGISLATIVE THEATRE WORKS (1/2 hr)	<b>SEMINAR</b> MEASURING IMPACT (1/2 hr)	<b>SEMINAR</b> QUESTIONS FROM THE WEEK (1/2 hr)
9.30 am	<b>DEVELOPING OUR CHARACTERS – HOT SEATING 1</b> (2 hrs)	<b>DEVELOPING OUR CHARACTERS - CHARACTER DIARIES</b> (2 hrs)	<b>CHARACTER MOTIVATION AND STATUS</b> (2 hrs)	<b>PERFORMANCE AND FACILITATIONG PRACTISE 1</b> (2 hrs)	<b>REFLECTING ON PERFORMANCE - WATCHING VIDEO AND MAKING NOTES</b> (2 hrs)
11.30 am	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
11.45 am	<b>DEVELOPING OUR CHARACTERS - HOT SEATING 2</b> (2 hrs)	<b>DEVELOPING OUR CHARACTERS - SIDE COACHING</b> (2 hrs)	<b>REHEARSING OUR PERFORMANCE</b> (2 hrs)	<b>PERFORMANCE AND FACILITATION PRACTISE 2</b> (2 hrs)	<b>SHARING FEEDBACK ON PERFORMANCE AND FACILITATION</b> (2 hrs)
1.45 pm	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
2.45 pm	<b>DEVELOPING OUR CHARACTERS - CHARACTER WEBS</b> (2 hrs)	<b>FACILITATING TOUCH TAG FOR LEGISLATIVE THEATRE</b> (2 hrs)	<b>REHEARSING TOUCH TAG</b> (2 hrs)	<b>PERFORMING AND FACILITATING LEGISLATIVE THEATRE</b> (2 hrs)	<b>REFLECTING ON LEARNING FROM THE COURSE</b> (2 hrs)
4.45 pm	<b>JOURNAL</b>	<b>REFLECTIONS</b>	<b>JOURNAL</b>	<b>REFLECTIONS</b>	<b>DEBRIEF</b>
<b>TASKS</b>	<b>Learning Journal:</b> workshop tasks and individual reflection.	<b>Learning Journal:</b> workshop tasks and individual reflection.	<b>Learning Journal:</b> workshop tasks and individual reflection.	<b>Learning Journal:</b> workshop tasks and individual reflection.	<b>Evaluation:</b> Participants complete an evaluation of the training and a self-reflection questionnaire.