



USAID Advancing Nutrition Peer Groups Implementation Research in Zimbabwe

Prototype 2D: Drama Development Aid

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Background of this tool

This guide has been designed to support care group participants in reflecting on the modules they've completed and the behaviors they have practiced and tried to adopt. To engage in this reflection, Lead Mothers can use this guide to support caregivers in their groups to develop original dramas based on their lived experiences. The dramas could reflect a range of experiences and to create them, will require implementing adult learning principles (such as drawing on past experiences to create the dramas, applying their skills to a relevant problem) and soft skills (such as communication, interpersonal relating, time management, and teamwork). The care group/LM should choose either Option 1 or Option 2 to develop their drama, not both.

This guide was developed based on feedback from neighbor mothers and caregivers, lead mothers, and promoters of care groups supported by Amalima Loko in Tsholotsho, Lupane, and Binga districts. It is reflective of the challenges and opportunities to support behavior change they described and prioritized in individual interviews and district level workshops. These challenges and opportunities included: an interest in modular content beyond breastfeeding and hygiene among neighbor mothers; recognition that in some groups, neighbor mothers are not bringing challenges to the group for problem solving or discussion; and neighbor mothers enjoy performing dramas and expressed interest in developing their own dramas. In a series of structured engagements, these stakeholders will be further engaged to

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continue the co-creation and refinement process of these guides to ensure they are useful and responsive to participant needs.

Option 1: Grow-a-Story Activity

Process for capacitating Lead Mothers to use the Grow-a-Story Activity

1. During a Lead Mother Training, Lead Mothers will receive a copy of the drama development aid. An implementing partner, staff member or other trainer will walk them through each step of the guidance. Lead mothers may find it helpful to practice developing a drama using the guide during the training session. This can help to surface practical questions about using the guide; to conserve time, the drama could be created but not performed. Once the Lead Mothers have an operational understanding of the guide and feel comfortable leading their care groups in using the guide, they can bring the guide to their group. The guide could be introduced during the session in which the activity will be conducted or at the start of the module. The lead mother will explain that the care group will develop their own drama based on what they learned during the module and that the module's recommended behavior will be the theme of the drama.
2. During the culminating reflection session of a care group meeting (at least one hour long), the Lead Mother can walk her care group through the process of developing a drama. The drama they develop as a group should reflect the learnings from the most recently completed module.
3. **Optional:** Once the drama is developed, the care group may wish to perform it at an Amalima Loko-coordinated event, such as food distribution, a community engagement event (Amalima Loko days, Health and Nutrition Dialog Sessions, Theater days, etc.). If the care group does opt to publicly perform their drama, the Lead Mother could encourage the group to practice performing it before coordinating with the Promoter to organize the public performance. This practice can be coordinated at the discretion of the group and it is at this time that the Lead Mother should advise the Promoter that the drama has been developed for performance. This early notification allows the Promoter sufficient time to make logistical arrangements for the performance.

Finally, with the support of the Promoter, the Lead Mother can finalize coordination of the performance and guide their care group through putting on the performance.

Grow-a-Story Activity

Lead Mothers can use the Seed-Story Bank, a list of scenarios, to prompt their care group members to develop a drama using the following steps:

1. Begin by introducing the Grow-a-Story activity to the care group by explaining the purpose and process of the activity.

Activity Purpose: To facilitate reflection on previous care group discussions through the development (“growing”) of a drama using a “seed” story with a plot that is based on care group member experiences.

See steps 2 through 4 for the process.

Optional: Suggested Welcome Activity | Animal Farm

This activity is intended to allow group members to feel more comfortable with each other. Drama activities can be difficult for shy group members and this exercise is an easy way for everyone to do something new at the same time. Remind participants to be careful and walk slowly as everyone is walking around blindly. Repeat the game until group members are more relaxed.

1. Each person from the group will be asked to pick a piece of paper from the bag. There will be at least 4 different pairs of animals in the bag. (For e.g. dog, monkey, cat, elephant, etc.)
 2. Once they have picked the paper, all members will have to stand up and close their eyes. They will move around with their eyes closed and make the animal sound that they have chosen.
 3. The other person who has picked the same animal would be making the same or similar sound, and so these two participants must find each other.
 4. Once they have touched their partner's hands, they can open their eyes and take a seat on the side of the room and watch the other participants find their way.
 5. The game ends when everyone has found their partners.
2. Ask the care group if they would like to perform the drama they develop. This will determine whether or not a scribe or note-taker is needed (see also step 4). If the group would like to perform the drama, invite a member to volunteer to be the scribe / note-taker to write down the dialog the group will create. If no one volunteers, the Lead Mother could take this role.
 3. Read a relevant scenario (seed-story) and ask the care group how they would complete the story. Ideally, the drama developed would include enough characters for each care group member to have a role in the drama. For a more inclusive process, characters should be allocated based on each member's capabilities. The drama should take no more than 10 - 15 minutes to perform.
 4. If the care group has opted to perform their drama publicly, the Lead Mother could coordinate with the Promoter / Amalima Loko Field Officer to identify an Amalima Loko-coordinated event, such as food distribution, a community engagement event (Amalima Loko days, Theater days, etc.) for the performance. The Lead Mother might also encourage her group members to practice their drama before the public performance. This practice can be coordinated at the discretion of the group. Early notification of the desire to put on a public performance allows the Promoter sufficient time to make logistical arrangements for the performance.

Seed-Story Bank

- **Exclusive Breastfeeding:** umaKhumalo is expecting her first child in a few months. She lives with her husband and his parents, as well as his married sister. At the clinic, umaKhumalo has learned that she should start breastfeeding immediately after birth and give the baby only mother's milk for 6 months. However, she knows that her mother-in-law did not let her sister-in-law breastfeed exclusively, so she is worried and wants to talk to her husband about what is best...
- **Dietary Diversity 1:** umaMoyo has a 1 yr old son named Thulani and a 5 yr old daughter. She knows that her son needs to eat a diverse diet including eggs, meat, vegetables and fruits but Thulani still loves eating porridge best. His father likes to bring home biscuits from the store as a treat for the children and their daughter gets very excited. This means Thulani also begs for biscuits and does not want to try foods like meat and greens. umaMoyo decides to ask her friends what to do...
- **Dietary Diversity 2:** Health workers told umaMpofu that her 8 month old baby, Zanele, needs to eat meat and eggs. umaMpofu husband is working in South Africa and is not often able to send money home, so she can't usually afford these foods. She wants her baby to grow well and be smart. She decides to join a care group to get advice on how to solve her problem from mothers with more experience...
- **Indigenous Foods:** Baby Nomsa cries for biscuits and other sugary snacks and does not want to try foods like pumpkin and even enriched porridge. umaMpofu decides to ask her friends what to do as she is worried that her baby Nomsa may not be getting a nutritious diet. umaMpofu's husband is working in South Africa and is not often able to send money home, so she can't usually afford to buy food from her local store. The Village Health Worker told umaMpofu that her 10 month old baby, Nomsa, needs to eat a nutritious diet and that she can utilize nutritious locally available foods such as cowpeas, pumpkins, and porridge enriched with ingredients like baobab fruit powder or mopane worms. umaMpofu wants her baby to grow well and be smart. She decides to join a care group to get advice on how to solve her problem, to learn from the experiences of other mothers in the group and have the chance to take part in community cooking sessions...
- **Create-your-own Seed:** Based on a challenge or specific scenario raised in your group, create your own individual drama using the guide under "Option 2: Original Drama Development Guide".

Option 2: Original Drama Development Guide

Process for capacitating Lead Mothers to use the Drama Development Guide

1. During the Lead Mother Training, share the Drama Development Guide with Lead Mothers. Walk them through each step of the guidance. It may be helpful to ask them to develop a drama to better understand how the guide works (to conserve time, the drama could be created, but not performed).
2. Once the Lead Mothers have an operational understanding of the guide and feel comfortable leading their care groups in using it, they can bring the guide to their group. The guide should be introduced at the start of a module where the Lead Mother explains that at the end of the module, the care group will develop their own

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drama based on what they learned during the module. During this introduction session, the Lead Mother should introduce the module's recommended behavior as the **theme** of the drama they will create.

3. During reflection sessions within each care group meeting, the Lead Mother can remind the group that they will be creating a drama at the end of the module and then encourage care group members to reflect on challenges they experienced practicing the recommended behaviors. The Lead Mother can verbally note to her care group that these challenges can help inspire the development of the drama. The Lead Mother could also record a high-level summary of the challenges described, such that no identifiable information about the care group participants raising the issues is recorded. For example, the Lead Mother might note that an issue during the exclusive breastfeeding module is "mothers-in-law giving the baby water". This summary does not provide enough information to identify who may have said it, but is likely sufficient to promote recall during the drama development process later in the module.
4. During the culminating reflection session of a care group meeting (at least one hour long), the Lead Mother should walk her care group through the process of developing a drama. The drama they develop as a group should reflect the learnings from the most recently completed module, and the conflict of the drama's plot could be a challenge a group member faced while trying to practice the recommended behavior from the module.

Optional: Drama Performance

Once the drama is developed, the care group may wish to perform it at an Amalima Loko-coordinated event, such as food distribution, a community engagement event (Amalima Loko days, Health and Nutrition Dialog Sessions, Theater days, etc.). If the care group does opt to publicly perform their drama, the Lead Mother could encourage the group to practice performing it before coordinating with the Promoter to organize the public performance. This practice can be coordinated at the discretion of the group and it is at this time that the Lead Mother should advise the Promoter that the drama has been developed for performance. This early notification allows the Promoter sufficient time to make logistical arrangements for the performance.

Finally, with the support of the Promoter, the Lead Mother can finalize coordination of the performance and guide their care group through putting on the performance.

Drama Development Activity

1. <5 Minutes | Optional: Group Check-In and Welcome Activity

If the care group is still new or there are new members, the Lead Mother can ask care group members to introduce themselves. If they would prefer, each member can share a fun fact about themselves or share something interesting that happened that day. If desired, Lead Mother's can lead the care group members in a prayer or a song.

Optional Welcome Activity | Animal Farm

This activity is intended to allow group members to feel more comfortable with each other. Drama activities can be difficult for shy group members and this exercise is an easy way for everyone to do something new at the same time. Remind participants to be careful and walk slowly as everyone is walking around blindly. Repeat the game until group members are more relaxed.

1. Each person from the group will be asked to pick a piece of paper from the bag. There will be at least 4 different pairs of animals in the bag. (For e.g. dog, monkey, cat, elephant, etc.)
2. Once they have picked the paper, all members will have to stand up and close their eyes. They will move around with their eyes closed and make the animal sound that they have chosen.
3. The other person who has picked the same animal would be making the same or similar sound, and so these two participants must find each other.
4. Once they have touched their partner's hands, they can open their eyes and take a seat on the side of the room and watch the other participants find their way.
5. The game ends when everyone has found their partners.

2. <10 minutes | Outline the essential elements of your drama.

During the first ten minutes of the session, quickly outline the essential elements of our drama. The table below lists key questions and brief descriptions of each element of a drama which can help guide you. Many of these elements can be pre-defined based on what the group has discussed in this module.

Element	Definition
Theme	<i>What is the key message of your drama?</i> This should be the behavior or behavior-relevant learning that you've studied during this module. Select a maximum of two key messages for your drama.
Plot	<i>What happens in your drama to illustrate your key message (theme)?</i> This is the action that happens over the course of the drama. The plot should build on the theme, center around a critical conflict (or problem) and the resolution of that conflict (called a climax), and end on a closing scene called a resolution. The plot could be a challenge faced by a member of your care group or a challenge that a member <i>could</i> face related to what you've studied and discussed during this module.

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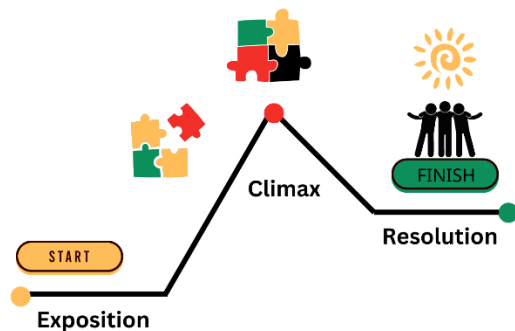
Climax / Conflict	<i>What is the problem that your drama centers around? How does that problem get solved?</i> The climax of a drama is when the conflict or problem defined by your plot is solved. This is the point that the story builds up to, the part of the story that gives the protagonist or main character their sense of purpose and is typically the most exciting part of your story.
Characters	<i>Who is going to be in your drama? Who are your actors?</i> Characters that draw from your lived-experiences and are well-crafted are more relatable and most likely to resonate with your audience. Most dramas have at least one main character called a protagonist and many include an antagonist – the character that drives the problem or conflict experienced by the protagonist.
Setting	<i>Where is your drama taking place?</i> In a house? In the market? In the field or garden? Are scenes in your drama taking place in multiple locations?
Point of View	<i>Who is telling your story?</i> Decide if your story will have a narrator or if the plot will speak for itself without narration. If you choose to include a narrator – which can be helpful to your audience – will that narrator be a character in your drama who speaks directly to your audience, or will they be a third-party narrator (not a character in the scene).

Ask the care group if they would like to perform the drama they develop. This will determine whether or not a scribe or note-taker is needed (see also step 4). If the group would like to perform the drama, invite a member to volunteer to be the scribe / note-taker to write down the dialog the group will create. If no one volunteers, the Lead Mother could take this role.

3. **15 minutes | Storyboard your drama:** A storyboard is a way of organizing and planning your drama. To storyboard your drama, think about your conflict in three parts or scenes: 1) Exposition & rising action, 2) Climax & falling action, and 3) Resolution.



Plot Diagram



The **exposition** is the beginning of your story, it sets the stage for your drama and its central conflict to take place. The exposition part of your drama is how the audience gets to know the *protagonist* (main character) and the problem that they face.

The **climax** is the turning point of your story, it is when the problem the *protagonist* (main character) is experiencing gets solved. Your storyboard could include how the problem is solved. Does another character help the *protagonist* (main character) with their problem? If so, the climax storyboard should answer *how* the problem is solved.

The **resolution** is the end of your story, it is what happens to your characters after the problem is solved.

4. **10 minutes | Define your characters:** The number of characters you choose to include in your drama should account for the number of members in your group who would like to perform. Every person should be able to receive a role, if they want one. Main characters need friends, siblings, aunties, grannies, and a wide array of other people who support and/or create challenges for them. For a more inclusive process, characters should be allocated based on each member's capabilities.

Lead Mothers can encourage shy members to participate in the developing and the performing of the drama. For example, shy members can help develop the plot, the characters, or their backstory. Shy members can also participate by playing a non-speaking role (like being a watering can) and/or by singing songs at the beginning and end of the performance. If shy members would prefer a non acting role, they can add a narrator to the drama.

When you're defining your characters, look back at each section of your storyboard. Indicate where each character comes into the story. Are they only in one part? Are they in two parts? Maybe all three? You get to choose based on what makes sense with your plot and theme.

5. **35 minutes | Develop your narrative:** The narrative is the foundation of the story. In a drama, this is largely the script. Now that you have your plot drawn out as a three-part storyboard and characters which are assigned

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to different sections of your plot, you can begin writing the script. If your care group consists of more than five members, the lead mother should divide the group into three groups and assign one storyboard to each group.

Give the groups 15 minutes to draft a script for the characters and actions outlined in their storyboard section; each group should aim for a script that takes between 5-10 minutes to perform. At the end of 15 minutes of drafting, bring the group together to read through each section of script in order. Each group member can adopt a character role for the reading. Alternatively, for care groups with members who do not want to play a character in the drama, the care group could develop short songs to sing at the beginning and/or end of the drama. These songs could be performed by those who do not want to be characters or the entire care group to allow everyone an opportunity to participate.

Once the group has read through the entire script, they may want to make revisions so the story is clearer and more unified. Spend 15 minutes discussing and making those changes as a whole group.

Optional Drama Performance | 10-15 minutes

Drama performances should take approximately 10-15 minutes from start to finish. The care group might choose to develop short songs (no more than 3 minutes) related to the drama's narrative to sing at the beginning and/or end of the performance.

- **Public Performance:** Lead Mothers should communicate with Promoters when drama development is completed and the care group is ready for public performance. The care group may wish to perform it at an Amalima Loko-coordinated event, such as food distribution, a community engagement event (Amalima Loko days, Health and Nutrition Dialog Sessions, Theater days, etc.). Promoters can assist the Lead Mothers in coordinating with Amalima Loko staff and community leaders to identify a public event at which the drama can be performed.

If the care group does opt to publicly perform their drama, the Lead Mother could encourage the group to practice performing. This practice can be coordinated at the discretion of the group and it is at this time that the Lead Mother should advise the Promoter that the drama has been developed for performance. This early notification allows the Promoter sufficient time to make logistical arrangements for the performance.

- **Family Performance:** Lead Mothers can coordinate with caregivers and their households to organize a time when the care group can perform in front of an audience of their household members. Audience members can include people like grandmothers, husbands, and village heads.

Optional: Develop your drama over multiple sessions

Dramas can also be developed over multiple sessions. This can give care group members the chance to think about what could happen in the plot at home or discuss with others. A plan for how to develop the drama could look like this:

Session 1: Discuss and Develop the drama

Beginning a care group session as you normally would, add the following agenda items to your meeting:

- 20 minutes | Outline the essential elements of your drama
- 30 minutes | Storyboard your drama
- 10 minutes | Define your characters & plot
- Return home: Care members can think about how the story might end. When they return for Session 2, care group members can share their ideas.

Session 2: Finalize and Practice the drama

Beginning a care group session as you normally would, add the following agenda items to your meeting:

- 15 minutes | Share ideas and discuss how the group would like the story to end
- 30 minutes | Continue developing your narrative
- 15 minutes | Practice your drama (Note: if you need more time to develop the drama narrative, consider practicing in another care group session.)

Optional: Performance Day

- Public Performance
- Family Performance



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