

Use of the theatre games to teach Participatory Video (PV) successfully

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Objective of this paper is to introduce a new methodology to teach PV successfully. Hypothetical methodology was introducing theatre games to teach PV. PV can be a highly effective tool to engage and mobilise marginalized people and to help them implement their own forms of sustainable development based on local needs. Theatre games can be of use in many participant based activities and trainings. This research is based on pioneer PV training program in Sri Lanka funded by COMPAS Sri Lanka.

Following methodologies were used to collect the data; Interviews with participants, observation and participant observation during the training and theatre games, content analysis of productions of participants and questionnaires given to PV participants.

The first half of the training program was hindered by some problems where a new methodology was needed. Identified problems can be stated as follows. Diversity of participants was high as they represented different levels leading to problems. Bureaucratic problems were posed due to the occupational hierarchy of the participants. Poor visual aesthetics of the participants hindered teaching the art of video making. Use of theatre games was identified as the solution. As expected introducing theatre games for teaching participatory video making became successful.

Introducing theatre games could be a new methodology to teach participatory video making successfully. This methodology could also be of use where other participatory practices and activities are concerned.

Key words: Teaching, Theatre games, Participatory, Video, Participatory video.

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