Our Experiences of Using Forum Theatre

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• *In our daily lives we are the centre of our universe and we look at facts and people from a single perspective, our own....In daily life, we see the situation; on stage, we see ourselves and we see the situation we are in.*
Three Main Categories of Theatre of the Oppressed

• 1) Image Theatre
• 2) Invisible Theatre
• 3) Forum Theatre

• It is never didactic to its audience
• Involves a process of learning together rather than one way teaching
• It assumes that there is as much likelihood of the audience knowing the answers as the performers
Forum Theatre

- Creation of the play
- Role of the Joker
- First run-through
- Audience participation

Image from: firehallartscentre.ca
Boal (1998)

- ‘I taught a peasant how to write the word “plough”; and he taught me how to use it’ as a rural teacher put it. It is only possible to teach something to someone who teaches us something back...
Application To Nurse Education

• The nurse’s ability to communicate with care and compassion is central to the Chief Nursing Officer’s Strategy for Nursing (Dept of Health 2012).

• Communication skills form a core component of undergraduate nursing curricula, as mandated by the Nursing and Midwifery Council (2010).

• Yet there are known gaps in the provision of communication skills training within nurse education (Chant, 2002)

  evaluation of course outcomes?
Application to Nurse Education

• Shortages in communication skills training for dealing with certain groups of patients in particular contexts (e.g. dementia care). (Chant, 2002)

• Bias towards mechanistic rather than relational communication with emphasis on technical know-how over interpersonal skills. (Chant, 2002)
You never want to say the wrong thing, but this simulation taught me that there is a lot that I can say and it taught me that it is important to be well informed so that the family will be well informed. I feel that this simulation gave me the tools to deal with this situation when it does arise.
They described how drama and the reflective activity gave them different forms of expression and enabled them to gain a greater understanding of the enigma of care, e.g., that enabled them to encounter the patients and their lifeworld, than can be achieved by traditional teaching.
References

Questions?