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An exploration of the use of drama therapy to discover ways of talking about racial identity with teachers in order to promote integration in our classrooms

by

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University of the Witwatersrand, Johannesburg

School of Arts

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Abstract:

This research explores racial identity development in children and the influence teachers and classrooms play in children's conceptualization of their racial identity. This research used drama therapy as a methodology to understand in what ways drama therapy techniques can be used to discover ways of talking about racial identity development with teachers in order to promote integration in our classrooms. Previous research has explored racial identity development in children in relation to the schooling system but does not ask how drama therapy techniques can be used to elicit these conversations with teachers. The research trajectory changed over the course of the research due to external influences, mainly the worldwide pandemic of Covid 19. This shifted the methodology resulting in drama therapy workshops, interviews and surveys being used to collect the data. Through the process of data collection, it was clear that working with racial dynamics in organizations is challenging, emphasizing the need for themes of this nature to be raised in South African schools. This research highlights the need for further studies into the role of drama therapy in relation to eliciting challenging conversations within the schooling system.

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Chapter 1: Introduction

1.1 Title

An exploration of the use of drama therapy to discover ways of talking about racial identity with teachers in order to promote integration in our classrooms.

1.2 Introduction

On the 6th of August 2017 Yonela Diko released an article addressing the issue of school segregation that is still prevalent in South Africa 23 years into democracy (Diko, 2017). Diko quotes a geography teacher from St John's College in Gauteng, saying to a black student that he [the black student] has almost reached the level of white intelligence (Diko, 2017). This is merely one example of a teacher enforcing the view that white culture equates to superiority. Most recently a primary school teacher was accused of separating children according to race. A high school was accused of progressing white pupils who had failed, while holding back black pupils who had also failed. There are numerous incidents of other stories of racist behavior, separatist language policies and instances of schools turning black students away claiming lack of capacity (Cilliers, 2019; Masuabi, 2018 ; Seleka, 2019).

The environment that the schools and particularly the teachers create holds power in the identity development of the learner. Children are in an environment where they are being taught, consciously and unconsciously, that a certain model of actions and behaviours will result in successful development. This can largely be associated with assimilation practices taking place in our schools (Mckinney, 2010). This results in our learners not being seen as individuals, but rather as children adapting to one model so as not to stand out. This lack of flexibility is limiting the identity of the children - particularly in relation to their racial identity development (Joorst, 2019). This research aims to explore this prospect in relation to finding ways of integration and empowerment in the classroom for the minority child. Through methods of integration, the model of superiority could be changed and re-molded as pupils engage with their own racial identity development.

But what does integration look like two decades into democracy? How has the role of the classroom changed in the development of our children? Based on structures in a school, teachers hold more power than the pupils, either directly inscribed in policies or indirectly exercised through education practices. The way the teacher uses this power can determine the extent to which the learners can speak back and engage with power relations. Teachers can play a pivotal role in mediating the process of racial identity development in relation to how they structure their classrooms. They are perfectly placed to start conversations around race and identity early in the learner's lives, using creative strategies to disrupt these narratives.

This research aims to explore these questions of how our teachers are influencing the development of our children, particularly in relation to their racial identity development. Integration within the classroom is complex, multi-layered and subjective when considering the different contexts of our schools. Considering this complexity, this research has focused on three main theories namely, Critical race theory (Ladson-Billings, 1998), anti-racist education (Mansfield & Kehoe, 1994) and Pedagogy of the Oppressed (Freire, 1993) to offer suggestions as to how an integrated classroom can be shaped to offer a safe space for pupils to explore their racial identity. This research holds the view that the process of integration is not referring to bringing 'those being marginalized inside the structure.' Rather the use of integration is referring to transforming the structure and not the people. This is where the role of the teacher comes into play as they are holding the boundaries of that structure. In understanding the sensitivity of this topic, using the core elements of Drama Therapy, these theories can be explored with teachers in a more tangible and manageable manner. Offering the space for embodied knowledge to be explored could allow for more experiential topics and suggestions to arise on how to integrate racial identity development into our classrooms.

1.3 Rationale:

As stated in the opening of this paper, Diko reminds us that segregation is still present in our schools today and we cannot negate the need for more integrated classrooms. Considering that children spend most of their time at school, the schools hold a responsibility towards providing an environment in which children can explore their multifaceted identity. Considering South

Africa's past of racial discrimination in particular, one's racial identity development plays a critical role in how one relates and interacts with the society around us.

In the light of this, we need to look at where children are learning and engaging with their conceptualization of race, in this case the focus will be on the classroom space and how a teacher can influence this process. Although this research acknowledges that the racial identity development takes place in the child, I believe that the most effective intervention for me to conduct would be through engaging with teacher learning. This is due to the schooling environment having an influence on how children intellectualize the meaning of community. Themes of relationships, equality, and democracy are connected to our understanding of community. The process of understanding these concepts is delicate and our teachers are one of the primary facilitators of this process. The teacher has a role in the processing of identity and therefore the environment created in the classroom could possibly shape the process of integration.

Through dismantling segregation in our schools, an opportunity is created for more integrated and empowering classrooms to emerge. How do we create these types of classrooms? What does this classroom look like two decades post-apartheid? The topic of politics and race within the classroom is a growing topic within South Africa. This research aims to contribute towards the conversations around how to make more inclusive environments in schools. This could offer a possible springboard that can be used within schools to open up honest conversations about racial identity development, particularly in relation to how teachers facilitate these topics. The use of Drama Therapy may offer a safe environment where identity can be explored. This research is significant in addressing the role our schools are playing in shaping our children of today. In understanding the school environment, it is important to understand the structure of the classroom and how this is influencing the development of our children.

The structure of a classroom includes many aspects. Acknowledging that there are many different perspectives on how to structure a classroom, this research will outline only a few,

bearing in mind that these are not absolutes. The following questions challenge how teachers are framing their classrooms:

- What books are we choosing to read to our children? Are we being intentional about which and why certain content is brought about by literature?
- What artwork do we display on our walls? Does the artwork accurately reflect our current society?
- How do we talk about our history? Do we speak about the difficult, negative and the positive aspects of our South African history?
- How do we language race in the classroom? As teachers, are we actively engaging in conversations about race instead of ignoring the topic?
- How are we using the power of authority as a teacher? As teachers are, we using the power of authority to the detriment of the child? Does this authority perpetuate current oppressive structures?

This research poses these questions to teachers when trying to understand what structuring a classroom entails. Through dialogue, teachers can challenge and reflect on how they are framing their classrooms in relation to some of the answers to the above questions. There may be no exact answer to all of the questions and some teachers might find some of the questions irrelevant, but the intention is to offer challenging questions on how we structure the environment our children are in.

1.4 Aim:

This research aimed to investigate the use of Drama Therapy interventions with primary school teachers in schools in Johannesburg Gauteng South Africa, to discover ways of talking about race in order to promote integration in the classroom. The intention of this research was to explore the possibility of using various Drama Therapy techniques, tailored to the context, to start an exploration into finding practical tools to promote integration in classrooms. Integration is a complex concept to define. Ager and Strang say it is a word used by many, but understood differently by most (Ager & Strang, 2008, 167). Because of the many aspects of integration, this research highlights the racial identity development of the child and its role in the classroom. From as young as six-years old, children have developed their own understandings of race and stereotypes and are not afraid to apply them to those around them

(Swanson, Cunningham, Youngblood & Spencer, 2009). Bearing in mind that the classroom is one of the primary places where children are engaging in relational interactions, how the environment handles these engagements with these intricate topics is vital to the child's identity development. The teacher plays a role in how these topics are explored. Therefore, this research aimed to discover ways teachers can create a more integrated environment for children to explore their racial identity development in relation to others around them.

1.5 Research questions:

1.5.1. Initial Research Questions

This research intended to use Drama Therapy as a Methodology to explore the following questions:

Main Question:

In what ways can drama therapy be used to discover ways of talking about racial identity development with primary school teachers in order to promote integration in our classrooms?

Sub-questions:

- In what ways can Drama Therapy tools and techniques be used to elicit conversations with primary school teachers around racial identity development and integrated classrooms within a schooling environment?
- How does the role of the teacher influence children's conceptualization of their racial identity in relation to integration?
- In what ways does the pupil's racial identity development influence the creation of a diverse, integrated classroom?

The research covered themes around racial identity development, focusing on its development in children. These themes included the stages of racial identity development, as well as the impact on the formation of the child's holistic identity. This research is aware of the multiple other races that are present in our South African context, but I chose to focus on two dominant races, namely white and black in order to contain the research. An understanding of the role

race plays in the classroom was explored in order to understand the role that racial dynamics play within the schooling system. The inquiry was then expanded into the concept of an integrated classroom. The relevance of an integrated classroom in South Africa is a common issue that was explored through the development of the research.

1.5.2 Research challenges and necessary changes to the Research Questions

This research encountered multiple challenges as the progression of the research took place. It is important to note that research may be met with multiple challenges resulting in the design of the research changing and adapting to the climate of the environment it is found in. The design of the methodology changed as the research progressed. The initial research proposal was to conduct multiple drama therapy workshops with junior school teachers in various schools. It so happened that only one drama therapy workshop was conducted with a group of junior school teachers. Following this workshop, the reluctance from schools to engage with racial issues and then the pandemic of Covid19 meant that the methods and focus needed to change. These unforeseen implications affected the trajectory of the research and the research questions changed as follows:

Research Question:

In what ways can junior school teachers engage with talking about racial identity development in order to promote integration in our classrooms?

Sub-questions:

- In what ways can Drama Therapy tools and techniques be used to elicit conversations with junior school teachers around racial identity development and integrated classrooms within a schooling environment?
- What issues do organizations working with racism in schools encounter?
- In what ways does the pupil's racial identity development influence the creation of a diverse, integrated classroom?

The research changed to a mixed methodological approach by including interviews and surveys to gather data as Covid19 meant that any embodied contact with groups was not possible. It

was important to review the climate and context of South Africa in order to understand the need for these changes. The following research report will explore the initial research (the workshop), the interview conducted and the survey, as well as the implications of conducting research of this nature in a changing climate of South Africa.

1.6 Methodology

This research was conducted through a qualitative methodology. The use of qualitative methodology allows for more personal, in-depth data to be collected that pertained to individual lived experiences. This research aimed to gain insights into the everyday experiences of the participants. This data was collected through the use of three methods described below. The principles of Drama Therapy guided the process of collecting data from all three methods which focused on collecting data from teachers' experiences of race in the classroom. These principles include Role play, Embodiment, Play and Empathy and Distancing. Role play is used as a vehicle to explore different aspects of one's persona in order to gain deeper insight into one's emotions and experiences. Role play encourages critical thinking skills, interpersonal effectiveness and allows for deep insight into one's personal experiences (Jones, 1996). The principle of Embodiment is interested in how the body holds insights that the client may not immediately be conscious of. Through the use of Embodiment, the body can release memories and knowledge the participants may not have access to. Embodiment is used as an alternative process to accessing knowledge. (Jones, 1996). Play allows clients to occupy a place between reality and fiction. Play activities often help create a safe space where participants can explore real life topics more deeply in the fictional world (Jones, 1996). The principle of Empathy and distancing allows for participants to be able to identify and engage with emotions while being kept at a safe distance to not become completely overwhelmed by these emotions (Jones, 1996). These four principles guided the data collection process. The first method collected data through conducting a Drama Therapy workshop with junior school teachers. The second method involved an interview with the director of a South African company that works with training teachers in how to engage with race and children. This interview offered insight into the process of working with schools in relation to wanting to conduct research on the topic of race. The final method used anonymous surveys with teachers to gain insight into real experiences from teachers in the classroom. This data was collected and analyzed in order to find threads that guided the discussion of the findings found in Chapter three.

1.7 Ethical Issues

This research is aware of the ethical implications of conducting research of a sensitive nature and aimed to respect the integrity of all parties involved. Considering the nature of the research, the researcher sought consent before engaging the participants in the process. Consent was gained from the school as well as the individual participants [Consent form attached in Appendix 1]. The participants are protected by the use of pseudonyms in the writing up of data. This research understands the sensitivity of the topic and ensured that the content offered by the participants will remain anonymous. The participants participated voluntarily and were given the choice to leave the process at any time if they felt the need to do so. The researcher ensured that the participants were put at no risk for any harm to be caused emotionally, mentally and/or physically. To protect the participants a registered psychologist was on call in case of any emotional disturbance. This research strives to ensure that it remains impartial by not manipulating any of the data collected.

The survey was created on a website named 'Monkey survey' where I created a survey with eight questions. The survey was generated into a link that was distributed via email to the relevant schools. The survey did not have any option of adding any personal information that may have indicated the identity of the person filling in the survey. The researcher was able to collect all the responses into one document. The survey was voluntary and the participants were able to leave out any questions they did not feel comfortable filling in. The data answers collected from the survey were not downloaded but remained within the domain of my login account on Monkey survey. The content shared by the participants remained anonymous throughout the data collection process and the writing up of the research report.

The interviews only included myself as the researcher and the interviewee. The interview was not recorded, yet notes were taken by myself. At the beginning of the interview the interviewee was given the option to only answer questions they felt comfortable answering. The interviewee was able to ask for any information shared in the interview to not be included in the writing up of the report. The interview took place with a company that works closely with

schools and addressing racial identity with teachers. The name of the interviewee and the company will remain confidential throughout the research.

1.8 Structure of research report

The following research report is structured into chapters that explore different aspects of the research. The first chapter has outlined the context this research is written from, locating the research questions and aim in the South African context. Chapter two expands on the important themes that pertain to the topic. These themes apply to the research questions and help lay a foundation of research that has previously been conducted. The topics are explored in relation to literature that gives details into the concepts that are introduced in the opening chapter. The third chapter details the methodology used to collect data. The methodology changed over the course of the research and this is detailed in the chapter. This explores the intended methodology as well as the mixed methodologies used to collect data. Despite the changes made in the methodology, there remained core Drama Therapy concepts that guided the process. These elements are detailed as the guiding principles for the data collection process. Chapter four presents the data collected. This chapter details the data collected from the workshop conducted with a group of junior school teachers as well as the data collected from an interview and a survey completed by a group of teachers. Chapter five explores and discusses the themes collected from the data presented in chapter four. This chapter fleshes out the different themes in relation to topics that appeared across the different collection methods. These are explored in relation to the intersectionality of the themes across multiple sectors as well as the ability of Drama Therapy to address these topics in a therapeutic realm. Chapter six concludes the research by consolidating the final themes as well as offering recommendations for further research.

This chapter has offered a framework for the direction of this investigation. This research is grounded in the South African schooling system, focusing on the racial identity development of children in the classroom. It is important to recognize racial identity in children in order for the child to be seen holistically. Racial tensions are becoming more prevalent in South African schools as students are coming forward, sharing their stories of racial dynamics in the schooling system. This highlights the growing need for conversations around race to be had with teachers.

This chapter has outlined the aim of this research to use drama therapy as a way of creating space for teachers to have conversations of racial identity development in children. The research questions aim to understand the use of drama therapy as a methodology to help teachers develop tools to better understand racial identity development in children as well as questioning the difficulties of conducting research in a political climate. These questions are explored in the boundaries of a mixed methodology approach and the ethical limitations to maintain the integrity of the data presented.

Chapter 2: Discussion of important themes:
Racial identity development and integrated classrooms

This chapter explores themes that are important to understand the framework within which this research locates itself. The following discusses the development of racial identity in a South African context. Racial identity within children is explored in relation to the classroom by understanding the role race plays in schools, as well as the vision of what an integrated classroom could be. The following literature review explores concepts around racial identity development in children, as well as how this development is being perceived by schools in South Africa. I examine the contribution of core theorists whose concepts will be used to help create a better understanding of how the teacher facilitates integration in the classroom.

2.1 Racial identity within children:

Children start developing their racial identity from as young as two years old, when they start absorbing social stereotypes, attitudes and biases about themselves and others. By the age of two, children can start showing discomfort or dislike towards people with a different skin colour, different language or physical disability (Swanson, Cunningham, Youngblood & Spencer, 2009). Around the age of four children start to develop labels for racial/ethnic identity. At this stage children start developing their own theories around why others are different to them (Swanson et al, 2009). By the age of five, children start to investigate why one is different from the other. This is informed by the socio-economic make-up of groups and institutions. These different forms of information tell them who is in leadership, who has access to certain resources and privileges among other social behaviour. These understandings affect how the child sees different groups and their own individual identity (Swanson et al, 2009). Through the ages of six to eight children start to develop their own feelings about human differences. The child starts to recognize the different aspects of themselves in relation to their identity. At this stage they start to voice their truths, stereotypes and biases that they have been taught as well as those they have developed for themselves (Swanson et al, 2009). By the age of ten children have solidified these attitudes and beliefs. This process is largely influenced by the environment the child finds themselves in. Considering that by the age of 5 children are attending school, one of the influencing environments is the classroom. Influencing

environments may include the household the child grows up in, the communities they engage with and the schooling environment they find themselves in.

2.2 Racial identity development:

Janet Helms (quoted by Tatum, 1992, 9), defines racial identity as:

> a sense of group or collective identity based on one's perception that he or she shares a common racial heritage with a particular racial group… racial identity development theory concerns the psychological implications of racial-group membership, that is belief systems that evolve in reaction to perceived differential racial-group membership (1990, 3).

In a society where, racial group membership is emphasized, it is important that the individual develops their own racial identity (Tatum, 1992). Black racial identity and White racial identity develop in different ways. (Although I recognize that there are other racial groups present in schools, it is beyond this research to investigate all races and ethnicities.) It is important to note that race itself is a social construct. W.E.B du Bois was the leading sociologist that developed what he called 'the race concept'. This was the beginnings of the understanding that race is not purely linked to biology but is instead a social construct created by society (Du Bois, ed. Green & Driver, 1978). This theory developed further into the school of thought that understands that people and societies created the concept of race. A social construct is an idea that has been created by people in society and thereafter accepted as true. The collective perspective held by people is maintained over a period of time (Shih,Bonam, Sanchez, & Peck, 2007). A social construct is created by people and not something that is inherently there or exists naturally. Therefore, it is stressed that the theories around racial identity development are subjective and in relation to certain contexts. The following racial identity development models offered below are merely suggestions in an ongoing conversation around race. This research has chosen to focus on the works of Cross and Helms as examples of the process of racial identity development.

Cross (Quoted by Tatum, 1992), developed a model of Black racial identity that was broken down into five phases. The first is known as the Pre-encounter. During this phase the individual

absorbs the beliefs and values of the dominant White culture, believing that being ‘’white is right’’ and ‘’black is wrong.’’ (Tatum, 1992). Unconsciously the black individual internalizes the negative stereotypes and seeks to be accepted by White individuals through subtly distancing themselves from other black individuals (Tatum, 1992). There is less emphasis on identifying with one’s racial-group membership as one believes it will not play a factor in one's success in society. There is a movement from the pre-encounter phase to the encounter phase when one is confronted with an incidence of racism. The black individual starts to recognize that they are being disadvantaged in society based on their race (Tatum, 1992). Through this realization the individual moves their focus from trying to be white to identifying with their own racial-group which is collectively being affected by racism (Tatum, 1992). The third stage is called the Immersion/ Emersion stage. This stage is characterized by one surrounding oneself with symbols of one’s own racial identity and overtly trying to minimize any representation of whiteness. Thomas Parham says ‘At this stage, everything of value in life must be Black or relevant to Blackness.’ (Tatum, 1992, 11). Individuals then enter into the Immersion stage where they actively seek ways to discover their own history and identity. The individual’s energy is less focused on anger towards White racial-groups and more focused on his own self-exploration (Tatum, 1992). Internalization marks the end of the process of Black Identity development. The individual is confident and comfortable in their black identity and is able to maintain meaningful relationships with White individuals (Tatum, 1992). These stages cannot be linked to ages, but considering the stages of racial identity development, the first stage begins in the individual’s early years.

Contrasting this, Helms offers us six stages that model the process of White racial identity development. The first stage is characterized by a lack of awareness of cultural and institutional racism. The individual is blind to their own White privilege. This stage includes individuals being fearful of people of colour based on stereotypes learned from external forces (Tatum, 1992). This results in white individuals limiting their interaction with those of colour. In some cases, white individuals may be involved in an experience that challenges their understanding of people of colour, marking the beginning of the disintegration stage (Tatum, 1992). The disintegration stage is marked by feelings of shame, guilt and anger as they become aware of racial issues around them. Individuals become aware of their white privilege and how other white people are still maintaining racist systems (Tatum, 1992). This stage can be marked with

denial as the individual attempts to find reasons for the presence of racism. White individuals experience social pressure from their own racial-group to accept the status-quo and not challenge racist systems. The white individual desires to be accepted by their racial-group and so their belief system is shaped to accept racism. This is known as the Reintegration stage. The guilt associated with the Disintegration stage is transformed into a new anger towards people of colour as the white individual starts to believe that those people who are disadvantaged, created their own misery (Tatum, 1992). The next stage is known as the Pseudo-Independent stage. The white individual abandons beliefs of White superiority, but unconsciously still engages in racist systems (Tatum, 1992). The individual is unable to separate themselves from their whiteness and so starts to find more comfortable ways of being white. This searching is known as the Immersion/Emersion stage. The individual finds different positive information about what it means to be white. White individuals find white allies of people of colour to learn from when trying to create their own identities (Tatum, 1992). The final stage is characterized by the internalization of their new sense of identity. This autonomy gives the individual a sense of empowerment as they feel they are confronting racism and oppression in their everyday life. 'White Autonomy may be described as racial self-actualization… it is best to think of it as an ongoing process …wherein the person is continually open to new information and new ways of thinking about racial and cultural variables.*'* (Helms, quoted by Tatum, 1992, 17).

Racial identity theory can be summarized as the discernment of how an individual understands how others perceive their race, as well as how one internally identifies in oneself. Racial identity development is concerned with patterns individuals go through when recognizing their racial identity. These patterns can vary from person to person but are more or less in line with different stages. These stages move between wanting to fit in and conforming to dominant norms to understanding one's own identities and those of others. This process is also accompanied by feelings of acceptance and joy.

2.3 Race in schools:

Jonathan D. Jansen offers a reflective essay in which he interrogates the progression of racial equality within our South African schools. What is interesting in this paper is how Jansen starts to understand how the ethos of the school influences the racial identities of the learners. In

order to understand this relationship, we need to decode the culture present in institutions. What could be deemed as irrelevant can have a profound effect on the environment created for the learners (Jansen, 2004). The conceptualization of race is reinforced in how the history of South Africa is being taught, how the teachers interact with each other. (Jansen, 2004). It comes down to who holds positions of power versus who is employed to clean the bathrooms. Emblems, songs and metaphors used within our schooling environments influence how conversations around our future South Africa take place (Jansen, 2004).

Mckinney conducted an ethnographic study examining the role of language and race within desegregated schools in South Africa. Mckinney's findings offer interesting insight into the development of racial identities within our schools today. The article is concerned with analyzing the role of language within South African schools and how this in turn influences the dynamics between different races (McKinney, 2007). There is a discrepancy between youth that attend private schools and those attending 'township schools' (sub-economic areas). Tensions rise as the aspirations of the youth are directly linked to one's proficiency in English. Those attending 'township schools' reject those who attend private schools, claiming that they are too white and therefore not 'black enough'. This othering that takes place between pupils that attend different schools has a direct relationship and influence in the development of one's racial identity (McKinney, 2007). There is a relationship between language and the development of one's identity. This relationship needs to be taken seriously as we work through how the language one speaks comes with conditions and consequences (Norton, 1997).

Literature into the conceptualization of race within the schooling environment is fundamental to this research as we delve deeper into identity development. Further literature will be examined to understand how one's environment has an effect on the process of self-discovery.

2.4 Integrated classrooms:

What does an integrated classroom look like in a Post-Apartheid South Africa? For the purpose of this research, I have chosen to distinguish the transformed classroom based on theories that

dominated an "'old system'" ethos versus theories that are used to define an integrated classroom. I am aware that the view of an integrated classroom is subjective and can be interpreted in many ways. Therefore, I aim to offer one viewpoint that can be shifted and molded based on the context within which the reader is viewing the paper in. For the purpose of this report, I will provide a short explanation of the concepts around how the classroom is perceived now and then a further discussion of three main theories that will be used to define what an integrated classroom possibly could look like.

The process of assimilation occurs when one ethnic or culture group learns and takes on the behavioural patterns of the more dominant social group. This may present in the form of language, dress, values and so on. This often takes place on an individual level and then progresses to a structural level (Vandeyar, 2010) In line with this thinking, another perspective of teaching takes on the attitude of 'colour blindness'. This involves the teacher not perceiving their students in any light, attempting to drop any pretense or biases. This results in teachers negating structural racism and discrimination present in schools (Vandeyar, 2010). Multicultural education is aware of the differences of others and attempts to make all opportunities and access equal. The downfall of this school of thought is that it makes everyone equal in the group while failing to recognize why differences exist or how these differences came to be. This form of education sees multi-cultural diversity as a subject matter as opposed to finding ways of addressing inequality in our society (Ozturgut, 2011).

Contrasting all three of these schools of thoughts, critical race theory (Ladson, 1998), anti-racist education (Mansfield & Kehoe, 1994) and Pedagogy of the Oppressed (Freire, 1993) attempt to find ways to transform inequalities taking place in our classrooms, offering more dynamic and liberated forms of teaching.

Critical race theory offers a way in which race can be constructed through the lens of lived experience. The stories that we tell define how our race is performed and understood. Critical Race theory recognizes that the concept of race has moved beyond the biological into the metaphorical as a way of referring to and distinguishing the social forces that influence the ideology of racial categories (Ladson, 1998). Thinking of race purely through the understanding that it is a social construct takes away from the reality of individual stories.

Critical race theory begins with this notion and offers storytelling as a way of validating these experiences in a manner that names one's reality as truth. Giving voice to the storyteller serves as a healing process by being able to realize how one has been subjugated to oppression, thus allowing the storyteller to be freed from internalizing the opinions of the oppressor (Ladson, 1998). This theory critiques the education system in asking how education is reproducing and interrupting current societal practices. Critical race theory offers a suggestion of how storytelling can offer valuable knowledge in the classroom. Storytelling is a method used in drama therapy for similar reasons. In drama therapy, one can tell or enact all or parts of a story, either their own or fictional and then is able to reflect on the story to find meaning (Landy, 2007). The use of storytelling both in critical race theory and drama therapy gives strength to the teller in order for their narrative to be heard. This can be a powerful healing strategy.

The second theory is Anti-Racist Education. Anti-Racist Education is built on the basis that a Multi-cultural approach to education fails to recognize the deep political roots present in the classroom (Mansfield & Kehoe, 1994). Racism in the schooling system is viewed as more than a prejudice but an example of ongoing bias taking place in our society today. If schools want to challenge racism, they need to understand that education is political in how it prepares students to become active agents in society (Mansfield & Kehoe, 1994). The classroom is one of the first places where the pupils are exposed to the lived experience of race being presented in many situations. Anti-racism Education aims to challenge white privilege in order for race relations to be explored and reconstructed, in order for whiteness to not be seen as the standard. Anti-racist education is angled towards changing social realities as opposed to purely correcting racism (Mansfield & Kehoe, 1994). This approach to the classroom offers a platform where students are challenged to be active engaging citizens in our South African society. Anti-racism education aims to reconstruct how racism is addressed in the classroom from an active perspective.

The third theory focuses on Paulo Freire. Paulo Freire offers a different insight into how our students are being taught through a model he terms 'Pedagogy of the Oppressed'. Freire critiqued the narrative character of schools in relation to the power the teacher holds in the classroom (Freire, 1993) According to Freire, the teacher is deemed as the one who holds all

the knowledge, while the students are purely depositories that are there to be filled. Often the teacher's view on reality is static and the knowledge being taught is considered to be alien and separate from the student's reality. This way of educating has resulted in students losing their creativity and consciousness, leaving them detached from their lived experiences (Freire, 1993) Having the students detached from their reality results in there being no room for transformation of the world we live in. Opposed to the teacher being the depositor, Freire argues that including dialogue in the classroom will create a more dynamic and engaging way of teaching. Allowing the students the space to engage in dialogue about the world around them acts as a form of liberation (Freire, 1993) This liberation is underpinned by love, hope and humanity in an attempt to transform the ever-changing society around us. Pupils can practice critical thinking, seeing reality as a process that is not static and therefore open to transformation. Giving students the freedom to master their own thinking will result in more active members of society, willing to engage in dialogues around transformation (Freire, 1993)

These three schools of thought will be the foundation on which a definition of an integrated classroom shall be built. Incorporating critical theories allows for a dynamic, holistic definition to be used in the research. This research explores the role of racial identity development in relation to an integrated classroom. By contrasting the structure of a traditional classroom and an integrated classroom, I aim to show the value of using critical thinking in creating a classroom environment that is conducive to learners being able to explore their racial identity. Critical race theory offers a foundation of storytelling as a way to allow for different narratives to be heard. The method of storytelling supports the argument of using drama therapy as a way of exploring the topic of racial dynamics in the classroom. The use of Anti-racist education offers the foundation of witnessing the other. The ability to see the other without judgment only increases the space for racial identities to be explored in a safe manner. Paulo Freire's school of thought encourages different thinking strategies that can challenge the current thought process in the classroom. This research supports the idea that the thought process of teachers and of students needs to be challenged in order for change to occur. These three schools of thoughts ground the research in a manner that is action based.

Chapter 3: Methodology

The following chapter outlines the methodology used to collect data for the research. The chapter outlines the different methods used to obtain data from teachers and experts in the field. I explore how the research methodology changed over the course of the data collection process. While the methodology changed, there were key drama therapy elements, namely role play, embodiment and play, were used to guide the process of data collection. These elements remained core when developing different methodologies. This research has used mixed methodologies to investigate the research questions. Originally this research was focused on Practice as research as explained below. The methodology had to change for the reasons outlined in chapter one, include a literature survey, interviews and online questionnaires. I was able to conduct one practical workshop and thereafter had to use methodologies to include two interviews with experts in the field and online surveys responded to by a variety of junior school teachers. The following demonstrates the core qualities of the mixed methodologies.

I chose to conduct this research through a qualitative method. Qualitative research aims to use a naturalistic approach that seeks to understand a phenomenon in a specific context. This approach explores research in a 'real world setting' as the data unfolds naturally through the research (Golafshani, 2003). Qualitative research can help explain a social phenomenon by analysing the experiences of individuals and groups. This can be related to everyday or professional practice. Qualitative research also relates to analyzing documents or similar traces of evidence (Kopple, R & Telles, J.L. A, 2021). I chose this research methodology in order to develop deeper understandings around the themes expressed in the research questions, as the research aims to understand the lived experiences of teachers in the classroom working with children and their racial identity development. Practice as Research was to be the guiding methodology to allow the researcher to constantly shape and re-work the sessions planned to suit the themes offered by the teachers and that emerge during the processes. Practice based research relies on the practice being the leading force towards creating new knowledge. This form of process involves the identification of research questions and problems but compared to other research methods the research generated has a significant focus on the creative action of knowledge (Sullivan, 2009). As opposed to using knowledge to create practice, Practice

based research uses the practice to create the knowledge. This is primarily done through an embodied process (Sullivan, 2009). A collaborative element with participants allows for the process to be shaped and molded as the intervention is carried out resulting in new knowledge being created that may not necessarily have been text based (Sullivan, 2009). Based on this understanding, this research was to be conducted using Drama Therapy as the form of method. As happened only one workshop could be held.

This research method had to change due to reasons outlined in chapter five. The research methodology changed from using embodied processes to engaging in reviewing texts that related to the changing environment of South Africa, conducted with experts in the field and online surveys responded to by junior school teachers.

3.1 Interviews

Interviews are an effective method for collecting data in qualitative social research. I conducted an interview with a respected expert in the field of racial dynamics. The interviewee owns a company that operates in South Africa, working in education and business fields who conduct workshops exploring the racial dynamics of environments with the intention of developing tools and effective strategies to address racial inequalities in schools and corporate companies. Kwale (1983, quoted by Anyan, 2013, 1) explains the intention of interviews as 'to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena.' This research used an interview to capture lived experiences of people actively working in the field. The interview was semi-structured with guiding questions that led to deeper discussions. The interview was analysed in order to find common themes that related to the practical experience of engaging in this topic.

3.2 Surveys

Due to the national COVID-19 lockdown in South Africa, contact was limited between persons for multiple reasons. This hindered my ability to engage in practical contact methodologies. In order to gain insights from teachers, the researcher conducted online, anonymous surveys with over 15 junior schools in South Africa. A survey is used to measure characteristics of a sample

population. I approached using surveys from a qualitative perspective. Jansen outlines this as "The qualitative type of survey does not aim to establish frequencies, means or other parameters but at determining the diversity of some topic of interest within a given population." (Jansen, 2010, 3). The survey aimed to establish a variety of themes experienced by South African teachers. The survey consisted of 8 questions that covered themes of experiences, attitudes, feelings and suggestions for facilitating racial dynamics in the classroom. The answers remain anonymous and were collected online by the researcher. Anonymity allowed for raw, honest answers as there were no consequences in relation to being associated with a school. From the answers collected, the researcher found themes that appeared multiple times and common experiences to use as data for the discussion. These themes were found by finding recurring words or feelings that appeared multiple times in the data. These themes were derived from cross-examining all the forms of data collected from the other methods to find commonalities. These similarities enabled the researcher to derive meaning from the experiences and feelings shared by the participants.

3.3 Drama Therapy perspective:

In preparation for the research a literature review was conducted on texts pertaining to different elements of Drama therapy, namely Embodiment, Role play and play, which I considered the most appropriate tools for interrogating the research questions. The research gathered relevant literature in order to identify variables such as structural frameworks in classrooms, the lived experience of teachers and the role of racial dynamics in a schooling environment. These variables were further analysed in order to identify relationships between the theory, concepts and practice. This research used both within-study literature analysis and between-study literature analysis techniques. Within-study literature analysis focuses on analysing the contents of a specific piece of work while between-study analysis consists of comparing and contrasting information from multiple sources (Onwuegbuzie, Leech & Collins, 2012). Both approaches are important in order to adequately contextualize findings in the relevant literature. I was aware of the importance of ensuring that representation and legitimation were upheld during the retrieving of the sources. This was done by ensuring the authors were trustworthy and the texts were from credible sources. This was helped by cross checking information from multiple sources to confirm the accuracy of the information. Findings from the literature review were correlated with findings from other methodologies in order to find

commonalities between theory and practice. For example, if a consistent theme appeared such as the feeling of shame, literature into the feeling of shame was examined in order to understand the lived experience of the teachers in a framework. This is helpful when finding ways to understand and process the feeling of shame and how someone can process it. This applied to all themes that appeared in the practical interventions.

Despite the change in approach dramatherapy, roleplay, embodiment, play, empathy and distancing remained important underpinning concepts which influenced my approach to the research and are thus explained below.

3.3.1 Drama therapy:

> Dramatherapy is the intentional and systematic use of drama/theatre processes to achieve psychological growth and change. The tools are derived from theatre, the goals are rooted in psychotherapy (Emunah, 1994: 3).

Drama Therapy uses drama with the intention of healing. Drama Therapy employs drama elements to reflect on and therefore transform experiences, to express and work through feelings of challenge or well-being (Jones, 2007). 'Clients make use of the content of drama activities, the process of creating enactments, and the relationships formed between those taking part in the work within a therapeutic framework.' (Jones, 2007, 8). Through this process the client creates a connection between their inner world, the life experience and the activity within the Drama Therapy session. Drama Therapy aims to find new resolutions, an emotional relief, new perspectives or a change in behaviour (Jones, 2007). Drama Therapy can take place with groups or individuals in the care of a Drama Therapist who facilitates the process.

Drama Therapy is multidisciplinary as it has roots both in psychology and Drama (Emunah, 1994). Phil Jones, a leading Drama Therapist, offers two perceptions on the uniqueness of Drama Therapy. Jones believes that drama allows people the opportunity to actively engage in the world around them as opposed to purely mirroring reality (Jones, 1996). Engaging on a deeper level offers opportunities for change and new knowledge, of the self and world, to arise. Jones also believes in the healing power of drama. The uniqueness of the therapy offers a deep space for healing to take place (Jones, 1996). At its core, Drama Therapy aims to bring about therapeutic change. The key word to highlight is change. Using Drama Therapy as a method allows for the participants to gain deeper insight into the topic under investigation. Drama

Therapy uses activities as a starting point for therapy. The use of distancing and metaphor allows for personal narratives and realities to arise in a non-confrontational manner within the therapy space (Jennings, 1997). The therapist and client are able to use fantasy and metaphors to distance the client from the immediate experience. Distancing allows for involvement from the client that is aimed towards thought, reflection and new perspectives (Jones, 2007). This allows for the client to engage with the material offered from a different perspective. Finding this different perspective offers space for reflection and thought. For example, for someone who feels emotionally overwhelmed, by offering a distanced dramatic context they can work through real life activities in a manner that creates different perspectives and ways of dealing with their feelings (Jones, 2007).

This research paper has chosen to focus on two core elements of Drama Therapy offered by Phil Jones. Namely: Role play and embodiment. Although there are other core concepts of Drama therapy, this research has chosen these two as essential components of any process working towards making change in race relations. This research decided to focus on these two elements as they are directly linked to the use of the body. The use of the body helps the participants to engage with their lived experiences of racial dynamics. By allowing the body to tap into finding these experiences, the participants and therapist are able to find ways of working through those experiences. For example, a participant may be hesitant to directly verbally share their experiences of racial dynamics, yet working with role play they may be able to act out these experiences in a safe and distanced environment. The following expands on the use of role play and embodiment.

3.3.2 Role Play

Human beings enact different roles in all aspects of life. The understanding of roles has been extended outside of the theatre in order to analyse social interactions (Jones, 1996). Moreno was one of the first core theorists to break down the concept into three main types of role - namely somatic, social and psychodynamic (Jones, 1996). Somatic roles include all essential activities for basic living such as eating, sleeping, social roles include those in the family and occupational spheres. Psychodynamic roles explore the fantasy and internal life of individuals (Jones, 1996). Moreno offers an explanation for how all aspects of one's personality are performed in society. Within Drama Therapy, a role is used as a vehicle to explore different

aspects of one's persona in order to gain deeper insight. The use of Role play offers three important elements to the group method.

Elements:

1. Critical thinking skills: 'Creative drama attends to identifying the elements of story, analyzing the problems involved, and considering alternative solutions.' (Jones, 1996, 81). Engaging in role play through creative play allows for the participants to explore the use of critical thinking skills.

2. Interpersonal effectiveness: 'With this opportunity, plus feedback from others, participants consider other ways of more effectively responding and set up opportunities to try out these new responses.'(Jones, 1996, 83). The process of role play allows participants to engage in the fantasy world and then step back and reflect. Reflection allows for responses to be malleable in order for better interpersonal connections to be explored.

3. Gaining insight and application: (task orientated). Role play focuses less on the motivation behind actions and behaviours and rather focuses on acknowledging the behaviours and replacing them with more effective tactics (Jones, 1996, 157). Role play focuses on task orientation and the development of skills in order to find practical tools that the participants can implement in everyday interactions.

Role play has important links to Psychodrama and sociodrama that deepen the therapist's facilitation of this technique. Psychodrama is a method used with groups to explore problems through improvisation and enactment as if the scene is taking place in that current moment (Jones, 1996). Moreno maintains that Psychodrama can explore the truth about people through dramatic methods (Moreno, 1946). Psychodrama uses an experiential approach to allow participants to investigate interpersonal and group relations. These techniques promote skills of communication, self-awareness and problem-solving. The creative laboratory state created by Psychodrama techniques help in creating a contained environment in which the participants feel safe to explore sensitive topics (Jones, 1996). Psychodrama differs from Role Play as the subject, or actor is asked to challenge themselves to take on 'the role' of themselves, while the

other participants take on different role-players in the story they choose to play out. This decreases distancing in the process, opening up the participants to be more vulnerable. The therapist needs to handle this process with care and caution. Psychodrama techniques can feed into the use of Role Play as the therapist gauges the trust the group holds (Moreno, 1946).

Sociodrama focuses on our social roles and what as a group we have in common. Psychodrama focuses on the particulars of the individual, Sociodrama extends this exploration into understanding one's general social role (Moreno, 1946). Sociodrama allows participants to investigate their own unique nuances of the social roles they play. The focus is on finding the commonalities between different people, discovering how factors such as cultures and systems influence a situation, finding how the unique particulars of an individual's lives are similar to those around them (Jones, 1996). It is important that the techniques used in a Sociodrama process are tailored to suit the culture and social dynamics of the particular group. Considering the context of the research, aspects of Sociodrama will feed into the process of Role Play in order to contain and respect the context of each participant, while finding collective themes (Moreno, 1946).

3.3.3 Embodiment:

Embodiment within Drama Therapy is concerned with how the individual relates through their body in the process of developing identity and in communication. The body functions as the primary form of communication between the self and others (Jones, 2007). The therapeutic potentials in the body can offer insight and perception. The body holds insights that the client cannot see until through conscious embodiment the body releases these memories. Considering the nature of this research, using embodiment could possibly help to find alternatives and insight into the process of racial identity development by accessing knowledge and memories that may not be immediately conscious to the individual. Jones navigates the different personal, social and political influences on the body. One's social identity is formed through the body as the individual develops certain behaviours and expressions in relation to others (Jones, 2007). De Jaegher (2013) outlines how embodiment is linked to one's ability to make sense of the world and this affects how the individual connects with the world and those in it. Not only does the individual need to make sense of the world, but also within a social context, the individual

needs to make participatory sense making (De Jaegher, 2013). Participatory sense making is the process of the individual gaining insight into the world through action. This means the individual is not a witness to understanding the world but rather actively involved in making sense of their environment. Through this participatory sense making, the individual is able to understand social interaction. This social interaction plays a vital role in daily interactions. These daily interactions include how teachers are interacting with their pupils. Through the process of understanding one's embodiment, further insight into one's social identity can be understood.

The process of using embodiment within a therapeutic process includes three different role players. The first is the therapist who takes on the role of the director. The director is the first witness and can mirror the client, allowing the client to see themselves through the therapist. The second is the client themselves. The client may play out their story as themselves or explore it through the fictional world. The final player is the audience, the other participants. The purpose of the audience is to offer a link back into the community, bringing the client out of isolation. Sheila Rubin uses the embodiment of life stories to move people through the process of shame in order for healing to take place. Rubin says 'The experience of seeing oneself through another's eyes can be deeply shaming or profoundly healing.' (Rubin, 2016, 129). Using the body can bring up painful and shameful experiences therefore it is important that the process is contained. Containment is developed through support and trust. Trust is a very complex process and therefore needs time and effort. Rubin typically conducts group processes over eight to twelve weeks (Rubin, 2016). This research aimed to use embodiment as a method to access inner stories and identities in a contained, safe space.

This research focused on using the two above mentioned methods as core elements when conducting the process through workshops. It is important to note that other techniques may be used to introduce the concepts and help make the participants more familiar with engaging in Drama Therapy. Two sub-core techniques were used to aid the development of the processes through the workshops. Namely; play and Drama therapeutic distancing and empathy. These methods are intertwined with the use of Role-play and embodiment. These techniques are elaborated on briefly below.

3.3.4 Play

Play within Drama therapy allows clients to enter into a state that has a malleable relationship with time, space and boundaries. This space holds its own rules, allowing the participants to occupy a place between reality and fiction (Jones, 1996). Playing does not necessarily mean humorous encounters but rather is characterised by spontaneity and creativity. Play activities often help create a safe, playful space where participants can explore real life topics more deeply in a fictional world. The flexible attitude in the play space allows for reality to become malleable and therefore changeable (Emunah, 1994). Allowing participants' space to play with reality, offers opportunities for change as attitudes and consequences are approached with freedom (Jones, 1996). Considering the research question of finding ways of integration, giving participants the space to explore and interpret through play may bring about new ideas and inspirations.

3.3.5 Drama therapeutic Empathy and distancing

Within a drama therapy session, the development of empathy is delicate but extremely necessary. Empathy involves bonds being created where participants are able to identify and engage with the emotions being shared (Jones, 1996). This identification results in a deep engagement with the material. Distancing on the other hand refers to the process of not allowing the participants to become completely immersed in the emotions arising during the process (Jones, 1996). Distancing allows participants the opportunity to step back and have an objective view on the material being brought up in the session. This enables more thought, perspective and reflection to take place (Jones, 1996). This does not mean the client disengages, but rather is able to view the material from a different perspective. Having the participants engage in both empathy and distancing allows for both subjective and objective thoughts to arise, making the process dynamic.

Based on these core concepts, I planned a practical embodied intervention to run over 4weeks with a group of junior school teachers from a school in Johannesburg, Gauteng in order to retrieve research data. However, I was only able to conduct one such workshop as explained. This was due to reasons that were not foreseen. The first reason pertained to the reluctance of

schools to engage in topics of race within the classroom environment. The second reason was due to the outbreak of Covid 19. This pandemic limited all access to schools and therefore limited the contact on school campuses and in-face workshops could not take place. I directed that initial workshop in the capacity of a training Drama Therapist. The research method was designed to elicit and interrogate conversations around the themes of racial identity development, classroom environments, integration and the role of the teacher in their student's identity development. The workshops were planned to be continually molded and re-shaped based on the material that was brought up by the previous sessions. Core themes would have been elicited from the sessions and systematically analyzed by the researcher, with the intention to propose possible interventions or methods for future research. In order to evaluate the research, the teachers were interviewed before the process and after the single session to explore any feedback. It was originally planned to note possible changes of implementations they included in their classrooms post the process.

Chapter 4: Presentation of findings

This chapter will explore the findings gathered from the workshop, interviews and the short survey. I consider each method of gathering the data separately and include a description of each intervention as well as reflections on the process of gathering the data.

4.1 Workshop data

The following is an account of the workshop I facilitated in the capacity of a training Drama Therapist with 42 junior school teachers. The workshop was conducted at a private school in Johannesburg, South Africa. The group's demographics included all women who ranged from the ages of 20-60 years of age. All participants were white except for three teachers of colour. All participants were teachers who worked at the school. Due to a request from the school, the name of the school will not be mentioned and the session was not recorded. The session aimed to create a safe space for the participants to explore themes related to racial identity development in children in their own classrooms. The aim was not to enter the process with preconceived ideas of what the teachers may offer in the session, but rather to create a structure that allowed for expression and discussion to take place. The objective of the session was to understand the lived experiences of teachers in relation to racial identity development in children in their classrooms. The process aimed to gather an understanding of experiences in the classroom as well as exploring different responses to those situations.

The process was planned as follows:

a. The group would be orientated by the facilitator in terms of how the process would take place and the logistics such as times and consent forms. The group would then be invited to take part in a mapping exercise where each participant would be given the opportunity to map their history of their ancestors on a map on the floor. The participants will be welcome to share their history. This activity grounds the group in an understanding that we all come from different backgrounds and experiences. This may help build empathy when engaging in the rest of the process.

b. The second activity aimed to elicit core themes in the group around racial identity development in children in the classroom through using a game strategy.

The objective of this game is to find key struggles or barriers teachers are experiencing. This allows not only for core themes or experiences to arise but also commonalities across classrooms. The game involves participants anonymously writing down a statement/ word/ question or symbol that is pertinent to them when the word 'race' is mentioned. Through a process of continuous switching, the different pieces of paper are swapped around. On a signal from the facilitator, participants stop switching and engage in a conversation with the person closest to them about the two separate ideas written on the pieces of paper they are holding, bearing in mind it is possible it is not their own. Between the pair the two statements are numerically ranked based on the weight the duo places on them. From here the process begins again at the continuous switching stage. The entire process is repeated 7 times and on the last turn the scores on each statement are tallied. This game allows for the group to gauge what is deemed more important over other themes, allowing the process to be streamlined.

c. The next activity allowed the participants to engage in role play. Once the themes are elicited, the participants are encouraged to act out scenes of practical lived experiences in relation to the theme. While acting out these scenes to the group, participants are invited to step into the scene to change the responses, creating different endings. This changing allows for exploration of other possible outcomes and narratives. The use of role play aimed to allow participants to step out of the role as a teacher and into other roles that may not be their own. This enhances the participants ability to explore different forms of knowledge and allows the group to see different perspectives.

d. Following the exploration of experiences in the role play, the first reflection process would be talk based. This offers the opportunity for connections to be made, feelings to be expressed as well as responses to be challenged in order for deeper thinking to be evoked. It is important that the participants make the connections between the role play of scenes and the understanding of these responses in real life.

e. The session would end with a creative reflection where the participants are invited to reflect on their experiences through drawing. The participants may share

their reflection with the group. The facilitator would close the session with a conclusion, ensuring the group felt safe to leave.

The following is a reflection based on what arose during the workshop:

At the beginning of the workshop there was great resistance from the participants to start engaging with the conversation around race. Certain participants stumbled over their words as they tried to find their footing in how to express their own opinions. The workshop began with a game (described above) used to elicit themes present in the group.

The four main areas of interest for the participants were: racist parents, pronunciation of names, uncomfortable conversations around history and backlash from parents.

The predominant theme was the teacher's hesitancy to pronounce names accurately. Teachers shared different instances they had experienced where they felt uncomfortable with pronouncing children's names. One experience involved a teacher battling to pronounce the ‘click’ in a child’s name. She openly shared that the child instantly said she can refer to him by this nickname that was easier to say. Other teachers shared similar stories of finding comfort in calling children by their shorthand names. The honesty shared in these stories allowed for the beginnings of trust to develop within the group. However, the honesty of stories was sometimes questioned through group discussion and reasoning. For example, a participant shared her struggle to pronounce a certain name and expressed her embarrassment at not being able to do so. Following this she stated that the child preferred being called by his nickname and therefore felt no need to continue learning his name. Through further conversation and examples, most participants agreed that it was important to learn the correct pronunciation of names. Certain staff members suggested that they could help teach those struggling with pronunciation in safe environments. This suggestion was received with gratitude as two participants acted out a scenario of how this could practically take place.

Following this engagement, the topic of history arose. There was a general consensus around the difficulty of teaching South African history to junior school children - with particular reference to foundation phase. Most participants felt it was inappropriate to speak about South

African history pre-democracy. One participant expressed her distress when exploring the intention behind ‘Mandela day’. Participants felt it was not necessary to speak about where Nelson Mandela had come from but rather spoke about what he did while president. This story was echoed by many other participants who agreed with participant X’s thought process. The majority of the participants agreed that they believed the children in junior school are too young, (referring to children between the ages of five to ten years of age), to conceptualize the topic and therefore it is important to make the topic palatable for the children. I had planned to use role play at this point to further explore the topic. However, the participants were very hesitant to act out the scenes they had discussed with the group. The group shared that they felt more comfortable talking about their scenes than acting them out. As a facilitator I decided to allow for the discussion to take place versus asking the group to act it out. On reflection it is clear that the level of trust needed to engage in role play had not been established in the group and therefore the activity was met with hesitancy. In future it is important to create a safe environment as early as possible where the participants trust each other enough to engage in activities outside of their comfort zone.

Thirdly, the topic around teachers' engagement with parents arose. All participants agreed that communication with parents of children in their class is becoming more political than ever. Considering the political climate of South Africa, the way teachers engage with social consciousness is imperative. Instances in the media demonstrate teachers being put in compromising positions for decisions made consciously or unconsciously in the classroom. A participant raised a concern of how placing children in certain seating arrangements can influence the perceptions of parents. The participant shared an incident where she had placed children coincidently ranging colour alternatively and a parent commented that she [the teacher] was watching her back based on recent instances of segregation in the country. The participant was protective and defensive of the way she presented the encounter through discussion, feeling the need to constantly validate that she sees her classroom through a colour blind lens. This individual sharing dovetailed into many participants sharing their own colour blind teaching techniques. Another participant shared ‘It wouldn’t matter if there were 10 black or 10 white students in my class.’ This comment was rebutted by another participant saying ‘well I think it should matter.’ This response rippled murmuring through the group. This comment prompted an additional comment from the participant who shared that she felt it is

inappropriate when black students laugh at white students when the white students are attempting to speak isiZulu. This statement was backed up by a participant by saying that white students do not laugh at black students when the black students are speaking Afrikaans. This sparked a deep emotional reaction in one of the participants. This participant felt very strongly that teachers cannot equate the two situations of teasing as equal. In South African history Black children were taught that they needed to speak 'good English' in order to be successful. This permeated into the Black child's understanding of success, cultivating the idea that an English accent made one superior. She continued by sharing her own struggle of having to change her accent to fit the mold in order to be seen as intelligent in South African society. This led into a discussion around the changing of accents in order to fit certain criteria. Through conversation the participants explored the theme of oppression through speech. Participants fleshed out the history of education and indicated how history is still influencing our understanding of success. This allowed for the participant to explain her stance that isiZulu is a language black children are claiming as their own and therefore teasing those around them that are not fluent. This demonstrated a pivotal point in the process of this participant claiming space in the process and making her voice heard. This conversation allowed for an understanding that the history of education in South African is still influencing our current education system. These conversations took place through discussion. Once again, the participants did not feel comfortable to engage in the methodology of role play and therefore resorted to discussion in order to process the issues. I realized that the participants need to be involved in embodied exercises from the beginning of a session in order for this to become the medium of expression acceptable to them.

There were three black participants present at the process all with varying accents. Participant S shared her story of the privilege she experiences having a 'white' accent. Another black participant in the room had an isiZulu accent which she stated openly during the process. The contrast in accents played a role in how the conversation around history influencing education played out. When the suggestion of Role-playing certain instances was raised, most of the participants refused to engage in the activity. Do the accents of the participants influence the participant's engagement with Role Play? Does Role Play elicit stereotypes? The intention behind role play is to allow the participant to explore aspects of themselves outside of what they present. Engaging in the conversation around Race brought up strong feelings and possibly

the participants may have felt that acting them out in role play was too daunting. At this point in the process, the group had not built enough trust to engage with the vulnerability that is associated with role play and I realized that the group needed more time to build a sense of safety before delving into further activities.

At this point in the process, I intervened, asking the teachers to pause for a moment and reflect on their own life and racial experiences. The group sat in silence for about 5 minutes. During this time, some participants started to cry and find consolidation with participants around them. I then asked for each participant to share three words that related to the process, without any explanation. The general feeling of gratitude and respect was present in the room. The process ended and participants were able to leave.

As a facilitator, I left the process with mixed emotions, feeling that I had not done the participants and the process justice in terms of trusting my own inner therapist. In reflecting on the process there were high points and low points as well as learning points to consider for future workshops. A high point of the process was the feeling that a shift took place in the participants. The initial engagement with the topic in the group was hesitant and reserved. I felt the participants build in their ability to share their honest opinions and experiences with the intention of learning and engaging in the topic with an open mind. This felt hopeful in showing the safe space drama therapy created for the group. A low point in the process was the lack of using the methodology to its full potential for the benefit of the workshop. As a facilitator, I was hesitant to trust the methodology of role play based on the response from the participants. On reflection, there is a possibility that further encouraging the group to take place in the role play may have led to deeper engagement. As a learning point for future workshops, it would be important to create a feeling of trust amongst the participants and the facilitator to allow for deeper participation with the topic. Creating a space of trust allows for the participants to trust the process of using methodologies such as role play, making the participants feel more comfortable. The process was helpful in gathering themes and lived experiences in order to further understand the process of racial identity development of children in the classroom. This workshop model could be further developed and improved to create a more structured and holistic approach. It is noted that it would be beneficial to have numerous workshops running

over a few weeks as opposed to conducting one workshop. This would offer more time for the group dynamic of trust to be built, allowing for deeper engagement to take place.

Themes from the workshop will be discussed alongside the following data in chapter five.

4.2 Kopanya

The following is a summary of an interview I conducted with the director of The Kopanya Institute. Kopanya was started with facilitators and artists that had a passion for social change. The company runs from two offices in Johannesburg and Cape town, offering facilitating and training sessions to connect individuals to themselves and others through collective and individual histories. This is approached in a manner that is empowering and not aimed at being overwhelming. The three main courses they offer include, Conversations around Race and Racism: an online course for Leadership and Management Teams. The second course is a course on individual healing called Of Skin, Soul, and Soil: A Healing Space for People of Colour. The company offers a session aimed at understanding racism in a spiritual and social aspect called Being Fully Human: Dismantling Race and Racism in Conscious Communities. The final course they offer focuses on how someone can approach the topic of race and racism with young children called Talking to Kids about Race and Racism. All courses are aimed at opening up space for conversations around race and racism in a manner that is contained and safe in order for healing and change to take place.

Kopanya Institute has conducted multiple interventions on the topic of racial development in children in various schools across the country. Kopanya Institute is deeply committed to making their courses and workshops accessible to the public by making their fees reasonable. The leaders of Kopanya conduct public workshops that take place online over a series of weeks. These workshops are available for anyone who would like to join. Once Kopanya started conducting online courses, the Institute started to create a network that branched into the educational sector. Heads of schools and staff members took part and then referred Kopanya to schools for teacher workshops. Other forms of advertising took place on public platforms such as Facebook where schooling administration could bring the idea forward to the heads of schools. The interviewee based their success in conducting workshops in schools to a good

network and using public platforms. There was a clear link between the credibility of one's network that informed whether further schools would participate in workshops. The core of Kopanya's work focuses on doing embodied work that does not rely on intellectual knowledge, making their work relatable and accessible to the self.

The first portion of the interview focused on the ability for external companies to enter into the education system with the purpose of tackling the topic of race. The interviewee shared that it is difficult to get schools to take on research for multiple reasons. There was a clear indication that this is not due to the lack of commitment from the teachers to participate. Teachers are often aware of the critical need for these conversations to take place and are willing to engage in the workshops. The interviewee respected the commitment of the teachers but recognized the immense time pressure that is evident in the schooling environment. Often teachers have pressures coming from multiple sources such as the parents, the schooling body and their own personal life. These pressures can become a melting pot of stress, leaving teachers often drained and overworked, adding to the fatigue of participating in added activities such as workshops. The interviewee reinforced that the leadership of the school needs to be deeply committed to transformation in order for effective interventions to take place.

The interviewee then shared the difficulties and struggles of conducting workshops around race with teachers. There was a clear theme of the role politics plays in schools. These politics are not necessarily what teachers have been trained to deal with. The teacher is expected to educate and train the learners of a country. This includes dealing with occurrences within the classroom that may involve the children and their learning. The interviewee expressed that teachers are now engaging in aspects that are outside this realm. For example, she shared how some teachers have to navigate who gets invited to certain birthday parties. Another example is managing parent dynamics in the case of divorce. These extra pressures are outside the immediate expectations of a teaching role and place extra strain on teachers. This leaves teachers often navigating situations that they are not prepared for. Within the context of conducting workshops about race in the classrooms, teachers are often hesitant to share their thoughts for fear of being shamed. Many white teachers have shared their reservations to participate in workshops that are not solely information based, with the fear of saying the 'wrong' thing and

being labelled as racist or discriminatory. On the other side, there are teachers of colour who do not want to participate in workshops for other reasons. Teachers of colour often express a deep fatigue they feel of being in the schooling system on a day-to-day basis. Teachers of colour may have had their own experiences of racism at school and have attempted to counteract this. Having external people come in and conduct workshops only highlights the work they have already been doing, and in some ways discrediting it. The interviewee showed the contrast of teachers having deep fear and anxiety and shame to share during workshops, and on the other side, teachers feeling deep fatigue from being in the schooling system. Although many positives can come about from workshops, the interviewee mentioned that they as a company have struggled to quantify the impact of their work. She debated over how much of professional development actually ends up being integrated back into the teachers' daily work.

The interviewee shared the embodied method the company uses as a way of accessing knowledge from the body. The company uses methods that ground the participants in their bodies in order to use embodied knowledge to gain insight into the lived experiences of the teachers. The use of embodiment allows for unconscious knowledge to be brought to consciousness as a way of discovering new ways of seeing situations. (Jones, 2007). The company uses exercises where the participants actively use their bodies such as movement exercises to free the body to share any feelings that arise. When conducting online sessions, the interviewee shared that the facilitators continually asked the participants to be conscious of how their bodies were feeling during the process. This entailed noticing if anything changed in how their body felt, or if they felt any emotions arise in their body such as anxiety being felt in one's stomach. The interviewee explained that this approach offered richer and deeper insights into how teachers feel when working in the schooling system as well as giving the participants the opportunity to heal from hurt experiences. In their experience, using an embodied approach was often met with resistance, but once overcome the process was beneficial for the participants. As mentioned through the conversation, the interviewee had shared the relationship between politics and the role of the teacher. Jones echoes that one's social identity is formed through the body as the individual develops certain behaviours and expressions in relations to others (Jones, 2007). This shows the link between the use of the body and

understanding the political influence on the individual. The interviewee reiterated the importance of using the embodied approach when exploring themes of race in schools.

The interview can be summarized into three main points; the difficulty of being able to enter into schools in order to conduct workshops, the ability to use networking to gain exposure and the layered nuances of conducting workshops with teachers from multiple races and backgrounds.

4.3 Survey

Due to the National lockdown, I was unable to conduct any further contact research. An anonymous online survey was created and distributed to private junior schools in the Gauteng and Kwa-Zulu Natal regions. The survey asked questions around teachers' opinions of racial identity development in children, any experiences of racial dynamics the teacher may have experienced as well as their opinion of possibly participating in Drama Therapy workshops and their possible effectiveness. The link was distributed to over twenty-one schools and twenty teachers responded. Due to the survey being anonymous, there is no knowing from which school or area the teachers' responses are from.

The survey data showed that all respondents agreed that racial identity development played a role in the development of a child. There was a focus on the confidence that comes with the pride of knowing oneself fully. Respondents acknowledged that there were ties between the child's race and their socio-economic status. This link expanded into the opportunities offered to those of different races. Based on the responses, the opportunities offered to different races, are viewed differently by different racial groups. This was modelled in responses in the link between the effect of one's history on one's identity development. Certain responses demonstrated the clear connection between the child's development in relation to the primary caregiver. The worldview of the caregiver influences how a child views their world and ultimately their identity. The general theme was that racial identity development played a role in the confidence and perspectives of the child. The responses showed that children who had developed a healthy understanding and acceptance of their race were able to portray more ease in expressing themselves and their world views. Children with an understanding of their racial identity are seen to be more comfortable in their identity and their ability to portray this to the rest of the world.

The survey data showed that twelve out of the twenty respondents had had an experience of racial dynamics in the schooling environment. This is demonstrated in the teachers' awareness of the imbalance of representation of races in the learners and the staff. This imbalance therefore does not accurately reflect the population of the country, influencing the students' points of reference when approaching conversations in the classroom. For example, children of colour tend to not know the same nursery rhymes as their white counterparts. The teacher reflected that the differing reference points are important to note when creating themed worksheets for children in lower grades. One teacher noted that having majority white staff in positions of power heightens the divide between the staff and students. The respondents experience of this is in how those in authority label students who are of colour. Four of the respondents noted the influence of political and historical context on their experience of racial dynamics in the classroom. One teacher shared how the linguistic and sociological modelling of political leaders causes a fault line that serves to inform how children interpret events in the classroom. The example given was the manner in which conflict is managed in the classroom. When students were faced with a feeling of being challenged, she saw how the immediate response would be that of aggression and violence. In her opinion this is students mirroring their community's response to conflict and this behaviour being informed by how political leaders respond to being challenged. This was echoed by another respondent stating that tensions in the classroom are paralleled by happenings on a political level. Two respondents shared their witnessing of black children struggling with feelings of being inferior and marginalized. They noticed these children experiencing assimilation to fit in with their peers. Both respondents shared that they felt the feelings of inferiority are inherited from their parents. Another two respondents stated that the learners are far more defensive about racial dynamics than the teachers are and the impact of race is often brought into the classroom. Many respondents commented on how through all ages children seemed to naturally gravitate towards others of the same race and/or language.

In response to a question around the necessity of recognizing race in the classroom, the respondents varied in their opinions. Nine respondents shared different reasons for the importance of recognition of race in the classroom, while the rest of the respondents felt it was unnecessary or did not relate to the purpose of education. Those who felt strongly about acknowledging race in the classroom equated the need to celebrate different backgrounds, leading to confidence development and affirmation in the learners. Three respondents felt it is imperative to acknowledge disadvantages and account for historical and cultural differences.

This recognition leads to healthy dialogue and ultimately empathy development in learners. Other respondents felt that there are appropriate times to acknowledge race in the classroom whether in relation to class content or if an issue arises with the learners. There needs to be a level of trust and comfort from both the learners and teacher in order for constructive conversations to take place. The remainder of the respondents stated they felt it was unnecessary to bring race into the classroom.

Four respondents shared noteworthy moments of racial dynamics they had experienced. The first respondent experienced multiple instances with parents of colour surrounding the issue of learning difficulties and punishment. The respondent stated that in her experience, most parents of colour were very resistant to understanding if their child had a learning difficulty, often shaming the teacher for their child's poor performance in school. The respondent equated this to the lack of accurate information about and the stigma associated with learning difficulties with parents of colour. The second respondent shared their experience of the lack of empathy associated with understanding the lived experiences of others. The respondent shared instances where learners were unable to accurately understand the impact of South African's history and its relevance to inequality today. The third respondent commented that children are beginning to notice racial dynamics more and more and from younger and younger ages. The respondent has had instances of children bringing questions around diversity to staff members, leaving staff members to manage the questions with respect and accuracy for the appropriate age of the child. The fourth respondent shared multiple instances of teachers using the incorrect names for learners. The respondent noted that this is a universal problem for teachers who either use the incorrect name for children of colour, or constantly mispronounce names without bothering to learn the correct pronunciation. The respondent noted that most teachers resorted to creating nicknames instead of saying the child's full name.

Eight responses of the 20 respondents agreed that the political climate of our country has an influence on the dynamics in the classroom. This was experienced particularly at times of elections and social protest taking place in the country. Respondents shared how political happenings increase the tension in terms of conversations taking place in the classroom. Different opinions from the learners can increase the intensity of the dynamics in a classroom. The lack of equity in our community is perpetuated by the schooling system and who has access to quality education. The COVID 19 pandemic is contributing to the divide between children who are able to continue attending school, advancing their education and those who are stifled

by not being able to go to school. Respondents who engage in subjects that are related to the economy, such as Economic Strategic Management (E.M.S) and business studies which begin from grade 6 through into high school, shared that the political and economic climate of the country have a big influence on how certain sections of the curriculum are taught. Some respondents shared that inflamed tensions in the country can influence the learners and the parents in how they respond to the classroom and teachers. This may be based on how the political tensions directly influence the schooling system, or the impact on parents causing stress and tension. In response to this question, there was a clear sense that a deep level of trust needs to be built between the students and teachers in order for these conversations to take place. The teacher needs to be open to having these conversations as well as responding appropriately for the age group of the learners.

In response to the final few questions, nineteen out of the twenty respondents felt they would benefit from workshops developing tools to help improve their ability to navigate racial identity development in their learners. There was a sense that most of the respondents felt they were not adequately equipped to manage the racial identity development of the learners in a constructive, accurate manner. There is a need to be able to talk about the nuances and question our lived experiences and feelings around our own racial identity development. One respondent shared that they were not comfortable as they felt their own biases would seep into how they approached the topic. Many respondents would engage in workshops in order to better their abilities as teachers to support their learners. Despite most of the respondents feeling the need for workshops, almost all the respondents did not agree to participating in an embodied drama process. Most of the respondents voted that they would not take part in a drama therapy workshop using embodied methods to work through the topic of racial dynamics in schools. Those that said they would not take place in an embodied process did not share why they felt that way. This leaves little space to understand why the respondents would not take part in an embodied process.

The survey data demonstrates a qualitative representation of teachers' experiences of racial dynamics in the classroom. This can be summarized into the main points; teachers agreeing with the need to recognize racial identity development in learners, the recognition of political and social factors influencing the classroom and a need to develop further skills to equip themselves for these dynamics for the benefit of the children.

This chapter has presented the data collected from three different methodologies. The main themes from the workshop revolved around the experiences of teachers and racial identity development in the classroom. The experiences shared by the teachers and the commonalities they shared allowed for themes to arise. These themes did not sit in isolation but rather found similarities across multiple experiences with different teachers. The interview data added insight into the challenges that come with conducting workshops. This data showed that there are multiple layers as to the possible hesitancy of schools to partake in workshops. This data showed that networking offers a platform to gain trust from the schools leadership. By having reliable sources validate the possible workshops, it increases the credibility of the company or person proposing the workshops. The final data collection from the survey showed the interest from teachers to understand the process of racial identity development in learners. This survey showed that these teachers recognized the importance of racial identity development in children and wanted to gain tools on how to further develop skills to help this process. The data from these three sources vary in thematic content, yet speak back to the lived experiences of professionals engaging in the education system with learners.

Chapter five: Discussion of findings

This chapter will explore the different themes that came up during the data collection process and attempt to suggest how a drama therapist might respond to them through the use of drama therapy approaches and strategies. By this means I can reflect on my own understanding of my training despite not being able to carry out the drama therapy sessions as planned.

The three main themes that will be explored are shame development, the influence of politics on the classroom and the difficulties of conducting research. The understanding of shame development is explored in depth with the understanding of how the therapeutic process can help combat this development. I suggest that drama therapy strategies are a suitable means of intervention and that reduction of shame in teachers will allow for more appropriate engagement with racial issues in the classroom. Considering the data collected, there was a clear theme of the influence of the socio-political climate of South Africa on the classroom. This is examined in terms of understanding the role of history as well as the influence of socio-political attitudes towards accents in the classroom. The final theme explores the difficulty in conducting research in schools at a politically volatile time due to impact of the elections on the ability to conduct research in schools surrounding the sensitivity of the topic of race. These three themes were found across the mixed methods of data collection.

5.1 Shame development:

A common theme that underlined many of the concerns expressed by teachers was that of 'shame'- the feeling of shame, the experience of shame and the internalization of shame. In order to understand the feeling of shame, it is important to grasp the development and dynamics of shame. There are different theories around shame development, in this research I have chosen to focus on Kaufman's work. Kaufman (1974) offers a comprehensive explanation of one's identity in relation to shame. He further explores the role of therapy in dismantling this internalization. The following will expand on Kaufman's work as well as drawing parallels to his therapy methods and Drama Therapy techniques.

5.1.1 Shame, identity and dynamics of change**:**

The beginning of the feeling of shame occurs when an individual is exposed in a certain situation and the exposure results in an affect. There may be one incidence that suddenly focuses the attention on ourselves in relation to others, eliciting the need to hide from the event. This moment can bind the feeling of shame to an external affecter.

The second stage of shame is experienced in relationships. If one is engaging and caring in any form of interpersonal relationship, shame is inevitable. When engaging with others, bonds deepen over time developing the feelings of trust, vulnerability and openness. This connection is known as an interpersonal bridge. An emotional severing of this bridge is the starting point of a shame inducing process. Breaking the connection results in the individual having shame induced upon them. Failing to accurately communicate in this instance can further the experience of shame (Kaufman: 1974)

The third stage of shame development is when the individual is able to feel shame autonomously. Developmental theory of shame is based on the additional concept of internalization. Once shame has been experienced, the individual is able to internalize shame independently, integrating shame into their personality. This way the self becomes able to activate and experience shame without any external inducing events. This takes place through 3 distinct processes (Kaufman: 1974)

1. Periods of emotional pain puts one in situations of vulnerability which may lead to internalization. The individual may induce shame and therefore internalize it as a core-affect-belief which helps shape our sense of identity.
2. The second process is identifying with a shaming parent. How one is treated through childhood will largely affect one's perception of how to treat oneself in adulthood.
3. The third process is the development of specific affect-shame and need shame binds within the personality. During childhood, if the child has an emotional incident and the parent responds with shame or shaming to this direct emotion, an internalized affect-shame bind results. This binding will later control the expressions of the adult (Kaufman: 1974)

Affect-belief binds are not limited to an external situation but can be provoked. The awareness of this process recedes from consciousness and the feeling of shame can be experienced in an isolated situation with no external provoking. The development of shame within the context of teaching, is in relation to the internalization of shame and our unequal society. Some of the data shows that the teachers are hesitant to engage in topics of race in the classroom due to the feeling of shame. A therapeutic approach can help with dismantling the construct of shame (Kaufman: 1974)

Resolving internalizing shame is a slow and painful process due to the intense fear of being exposed and vulnerable. Some clients will resort to defense strategies to avoid confronting the internalization of shame. The aim of therapy is for the client to feel humanized, restoring self-assurance. Shame is rarely accessible in one's consciousness and is often masked therefore it is important to use techniques that engage the unconscious of the client. Drama therapy is based on the idea that participating in drama allows for connections to the unconscious to be made and consequently emotional processing to take place (Jones, 1996). The feeling of internalized shame can be worked through in bringing the unconscious forward in a safe environment. Drama therapy offers multiple techniques in order to do this. For example, embodiment allows for the client to use their body to communicate unconsciously. Dramatic projection and symbols are two other techniques that allow for the client to process reality through their unconscious thoughts. Solomon, quoted by Phil Jones (Jones, 1996: 119), sums up the use of drama therapy using one's unconscious as 'It must be sufficiently removed from reality so that unconscious motivations can find gratification without the anxiety and hazard attendant upon actual gratification' (Solomon cited in Jones, 1996: 267). This quote demonstrates the ability of Drama therapy to uncover unconscious material in a safe and controlled way that allows for the material to be recognized and processed.

5.1.2. Therapeutic process:

The internalisation of shame is personal and the client may feel vulnerable; therefore it is imperative that trust is built within the therapeutic space. The feeling of shame needs to be approached with care and validation. When the client feels validated the feeling of exposure is reduced and the client is able to become aware of internalized emotions. Through validation

the expression of shame will not be shamed again (Kaufman: 1974) Once the client is aware of internalized feelings of shame, the therapeutic process is able to delve into the original inducing events that lead to internalization. Understanding if the client had any parental rejecting or shameful experiences during childhood can be very helpful when confronting the internalization of guilt (Kaufman: 1974)

Affect-shame and need-shame need to be broken down in order for the client to understand the source and therefore dissolve the connection. This process of breaking these bindings encourages the client to step out of their comfort zone in order to engage in new and frightening experiences that they would have initially shied away from (Kaufman: 1974) The client is able to live out experiences in order to re-story the narrative they hold. The technique of 'Narradrama' allows for participants to use creativity, imagination and role-play to re-examine or redefine their social descriptions and internal narratives (Dunne, 2009). The ability to participate in fictional depictions of lived experiences allows for clients to move beyond the problem-saturated depictions and recreate their own narrative of the situation.

The next stage of therapy is the process of making the conscious link between shame and strategies of defense. Strategies of defense are used to protect the self against further exposure in order to avoid the feeling of shame. The aim of therapy is not to eliminate the feeling of shame or the experience of shame but rather to learn new ways that are adaptive in order to be able to constructively handle similar situations one may encounter (Kaufman: 1974) Within Drama Therapy, role playing is used as an expressive form to explore material in therapy. "Role taking or role playing refers to processes such as someone playing themselves, or an imaginary character or a person taken from life experience within a roleplay or improvisation." (Jones, 2007, 94). Role play could be used as a technique to explore the feeling of shame by removing the direct contact to the feeling, allowing for the client to experiment with alternative ways of managing situations. A core belief of Role theory is that humans are inherently role takers. Human beings have an unlearnt ability to imagine oneself as another, demonstrating the natural ability to role play (Landy, 2009). By a client naturally taking on roles, they are able to experience the world through different lenses, broadening their role repertoire and responses when encountering certain emotions. Through role play the client is able to express feelings

without the fear of becoming overwhelmed and to reflect on the experience without being shut off (Landy, 2009). Considering the delicate nature of the feeling of shame, role playing offers a safe environment to experiment with situations inducing shame and allowing for reflection on alternative strategies to combat the emotion.

The therapist plays a key role in facilitating the clients, finding the connection between expressing uncomfortable or difficult feelings and the source of these feelings. In the case of the client autonomously activating feelings of shame following events, the therapist helps enable the client to learn how to effectively cope with finding the source of the feeling as opposed to internalizing the effect of feeling shame in that instance (Kaufman: 1974) The therapeutic process aims to help the client recognize, intervene consciously and terminate the internal spiral of feeling shamed. The client is able to turn attention to something visually involved in the world in order to break the shame spiral. Being able to recognize and intervene gives the client active control as he is able to find new ways of understanding his own experiences. Within Drama Therapy, the therapist is sometimes referred to as ‘a guide’. The guide is a transitional figure that acts as a bridge for the client in whatever way possible (Landy, 2009). The primary function of the guide is integration. As mentioned above, the therapist helps the client find connections between feelings and experience. Drama Therapy offers the therapist as a guide to help the client find their own path.

Through the process of therapy, the client may hope to develop more of a tolerance to the internalization of shame. The capacity to reaffirm oneself and evolve a separate identity mutually enhance each other. The process of affirming oneself is finding the uniqueness of oneself in order to tolerate the feeling of shame and learning to cope with the feeling without the process of internalization (Kaufman: 1974). Resolving the feeling of shame can lead to teachers feeling more empowered in their approach to race in the classroom due to the conversations not inducing the feeling of guilt. Freeing the teacher of shame could lead to more openness and freedom in the classroom.

5.2 Influence of socio-political attitudes in the classroom:

5.2.1 When do we start talking about history to children?

There is concern around the appropriate age to start introducing history to children in junior school (Piper, 2019). In response to this concern, a qualitative study was conducted in the United States of America by Rebekah E. Piper (2019) on 'Navigating Black identity Development and the power of Interactive Multicultural Read Aloud with Elementary-Aged Children.' Piper's work offers an excellent reference point for understanding children's conceptualization of history and its effects. This research is of particular interest as it parallels the conceptual framework posed by my own research, namely critical race and critical pedagogy theory as well as a similar Black identity development model. This research will be explored as a reference point for teachers who were concerned with the appropriateness of racial dynamics in children.

In summary, Piper's work examines how Racial Identity Development is influenced by the interactions learners have with teachers and the curriculum offered in schools. Piper uses the same framework of critical race theory and critical pedagogy as this paper offers to understand how three elementary-age Black children view their own identities (Piper, 2019). Piper explores this through the use of a literacy program and the critical literature used to influence children's black identity. The research advocates that in order for these practices to be effective, teachers need support through professional development and preservice teacher preparation (Piper, 2019). It is important to note that this research was conducted in the United States of America, however my research can draw similarities in order for application in a South African context.

Piper firstly examines the structure of the educational system. She states that the race of those in leadership is in a position of power to be able to label and classify the students. This is mirrored in the data collected in this research of respondents feeling that those in higher positions do not accurately represent the students (Piper, 2019). Piper takes this further in saying that even the curriculum is often not in line with the needs of the students. 'When teachers lack understanding of diversity issues it can negatively affect the educational success of their students.' (Piper, 2019, 2). It is important that the teachers are dedicated to the need for diversity in all aspects of the education system.

Following the collection of data, the presentation of findings in Piper's research demonstrates the effectiveness of engaging young learners in understanding their racial identity development. The children in the research were able to conceptualize the history of their country and able to accurately express their ideas and thoughts on the topic (Piper, 2019). Having the dynamic conversations gave the children the freedom to question and grapple with topics in a safe and appropriate manner. This shows that children from a young age are able to critically engage in the world around them (Piper, 2019). The children in the research were able to see similarities and differences between people because they were exposed to critical literature that was tailored to be age appropriate.

The result of Piper's (2019) qualitative research shows the positive impact diversity in literacy has on the racial identity development in elementary children. The critical books offered to the children created various opportunities to connect at different levels in relation to the history of America. Piper suggests building a classroom culture that supports students but integrating critical pedagogy into the traditional curricula to help improve the racial identity development of the learners. The participants were able to develop an age-appropriate critical agency and the children were able to view themselves in a positive light.

Piper's research shows the ability to use literature as a tool to connect students to historical and real-life events. Research shows that critical literacy empowers children to question texts given to them that are age appropriate. As Piper suggests, teachers need to examine their own identity, acknowledge their possible biases and their influence on their students. Once this has been established, educators can approach critical literacy with children, allowing them to question the text without the teacher being uncertain on how to converse with the children around racial dynamics.

As a way of encouraging diversity in the classroom, drama therapy can offer ways such as role reversal to explore such themes. In drama therapy a client can represent themselves in multiple

forms. The client can take on the role of themselves or of someone else that is contained in a dramatic framework. The client can also take on more abstract roles such as a feeling. The ability for a participant to take on different roles allows for them to depict something or someone else. The ability to take on other roles allows for the client to experience what it would feel like to be someone else with a different experience of life in a dramatized representation. This process can develop empathy and can contribute to the development of a client's ability to relate to someone else. This creates opportunities for the client to explore and transform issues experienced by the client in a manner that is empathetic.

5.2.2 Accents

Another theme that is present in the data on the influence of socio-political attitudes is the topic of accents. It is important to understand the role accents play in the classroom and the dynamics they may bring. This stretches from having an accent, to the pronunciation of words and names with a certain accent. Mckinney (2007) conducted research looking at the role of race and English in South African desegregated schools. This research focused on the role of language in the construction of youth identities. Mckinney explored the role of English specifically and the different forms of English classification. The different nuances within the English language showed the ability of the youth to attach prestige to the variety of English accents. This was not limited to race but extended to the position and class of the person speaking English.

My research mirrors some of the concerns around accents raised in the data. Mckinney's findings support the concerns around the role of accents in the classroom. Mckinney’s data demonstrates a clear link between the varieties of accents and the judgments made by school going children. There is a considerable gap between English medium schools and bilingual and mother tongue schools. This gap is perpetuated by parents sending children to English medium schools in order to alleviate their ‘ethnic’ accent. This is influenced by political, economic and educational beliefs. Due to South African’s educational history, English accent and proficiency has a link to the assumption that one is well educated. This shows how schools are important sites for social reproduction. In summary, the English accents offer cultural and linguistic capital in South Africa. Mckinney’s research is important to note as it demonstrates the influence of politics in the classroom. Data from the workshop shows the influence of accents,

not only on the children but on the teachers. Although Mckinney's research was conducted over ten years ago, we can see that the inferences made are still having an impact in our classrooms today. The role of the English accent links directly into the pronunciation of names. This was raised multiple times within the data as the English accent defines how English should be spoken (Mckinney, 2007).

Drama Therapy may offer a way of exploring the topic of accents in a manner that honors differences. Drama uses the spoken medium which entails the use of accents. In a drama therapy session, participants can take on different characters that may have an array of accents. Within the safety of the fantasy world, participants are able to explore different characters through the use of role play. Taking on different roles may allow for participants to explore speaking in different accents in a manner that is respectful while allowing them to practice correct pronunciation in a safe environment. Drama Therapy offers the space to explore ways of seeing different perspectives of the world.

5.3 The difficulties of conducting research:

On the 8th of May 2019 the national and provincial elections took place in South Africa. South Africans had the opportunity to nationally vote for a political party to be represented in the National assembly. Citizens also voted provincially for parties to be represented in the provincial legislature. These elections take place every four years in order to give South African's a voice in who is representing them in different political assemblies (National and Provincial elections 2019, 2019). It is important to note the different public and personal tensions that were taking place in the country during the lead up to and post the elections.

Since 1994, the African National Congress (ANC) has been the leading party in the country but tensions rose post the step down of the previous president Jacob Zuma. The ANC were under pressure to revitalize the trust of people due to the multiple corruption scandals (Burke, 2019). ANC supporters' strong affiliation to the party was dwindling due to multiple disappointments regarding long term promises made that were not fulfilled. The anti-apartheid credentials of the party resonate less with younger citizens as they look for more concrete

changes to base their vote on (Burke, 2019). This placed a lot of expectations on the newly elected leader Cyril Ramaphosa to instill faith in the ANC.

The second leading party, the Democratic Alliance (DA), had its own tensions. 2019 was the first year that the party's predicted vote and actual vote share did not increase in number (Writer, 2019). The party lost their leading politician, Mmusi Maimane, due to conflicts around the ideology of the party. Maimane made statements that the DA refuses to treat all races equally in the election process but rather prioritizes certain races over others (Writer, 2019; Burke, 2019). This demonstrated a political 'identity' criseis. Losing Maimane as the party's figure head placed immense pressure on the leadership to defend their credibility. During the tense time of elections, the Democratic Alliance tried to shake the assumption of voting along racial lines. This heightened tension in the election leadup (Burke, 2019)

The South African outlook during the election period was one of hope for change and a desire for a better country. The theme of change ran through most of the political parties' campaigns. This demonstrates the deep need for public reform to take place (Runciman & Paret, 2019). Elections allow citizens the opportunity to change the course of the country and therefore many people's vote was informed by the desire to change social inequalities. In 2019 there was an announcement of the Gini index showing South Africa as being one of the most unequal countries in the world indicating diminishing social cohesion. This raised many questions around land reformations and the inequality in land distribution (Runciman & Paret, 2019; Burke, 2019) All these aspects show a strong theme for change in the political running of the country.

In the short survey conducted by this research, a question was posed to the teacher participants around the influence of elections and politics on the classroom. Twelve out of the eighteen respondents agreed that the political happenings in the country influence the dynamics of the classroom in different ways. A teacher quoted "The inflamed tensions at a political level have been reflected at school. The racial tension now is considerably worse than it was 10 years ago." This demonstrates the rising tension at a political level has influence on the racial

dynamics within the classroom.' Another teacher is quoted saying "The country's political climate has an impact on the classroom as the mood of the country is felt by the learners and is brought into the classroom in the form of stress levels and tensions." This qualitative survey illustrates that there is a possible trend between the political action in the country and racial dynamics in the classroom.

This short summary of the tensions rising in the country correlates with the timeline of approaching schools for this research. This time proved to be taxing on all sectors of government as the expectations of change and reform grew. It is important to note that schools are a part of a bigger system that is informed by the government. This research was suggested to school's during the election period, a time that affected every single South African citizen. Although there is no evidence to prove this, my belief is that the stress the country and systems were under during this time, contributed to the pushback and resistance to engaging in research workshops surrounding the conversation of race.

In response to understanding the sensitivity of the tensions in our country, Drama therapy can offer a distanced space where vulnerable issues can be addressed with less arousal of emotion. Dramatic play provides opportunities to experience and experiment with different identities and other parts of the self which are not always explore (Emunah, 1994). This dramatic play is not limited to exploring just the self but also exploring others via role reversal. For example, in a drama therapy workshop tackling the topic of race and politics the participants may be encouraged to take on the roles of other races and explore what it would feel like to be in another person's shoes. Role reversal can offer internal self-reflective perspective that gives a wider knowledge about a situation (Landy, 1990). Landy stresses the importance of using role in drama therapy by suggesting that roles are containers of our thoughts and feelings in our imaginary and social worlds (Emunah, 1994). Playing different roles allows the participant the opportunity to accept different parts of ourselves as well as exploring the world through another's eyes in a safe and contained platform. Role taking becomes a distancing mechanism which facilitates expression aimed to alleviate intensity of feeling and encourage rational reflective engagement (Landy, 1996). Role play and dramatic play can take the participants into a fantastical context to experience injustice, intolerance and oppression safely. Solutions to such problems can be explored and experimented with while playing in a world of

possibilities. Drama therapy can therefore create a positive space for finding solutions and empathy as opposed to purely focusing on the injustices taking place.

This chapter has shown three aspects from the themes gathered from the data. The first aspect of shame needs to be considered when working with teachers on this topic. It is important to understand the development of shame and how the use of therapy could help reduce the impact of shame on the teachers' ability to grapple with the topic of racial dynamics. This research suggests that by working through the shame experienced by teachers, teachers will be able to shed themselves of the feeling in order to be ready to find ways of helping students with their racial identity development in the classroom. It is important that the teacher feels confident and secure in their own racial identity before being able to help learners with their own development. The second theme explores the impact of politics on the classroom. It is important to understand the context that the teacher and the learners find themselves in and how external factors may influence the learning dynamics in the classroom. This research shows how teachers are aware of external factors that may influence the teachers' confidence to work through topics such as race and history in the classroom comfortably. Through the ability to work through the teachers own identity development, it will create space for more confidence to be built when approaching topics of race in the classroom. The final theme explores the influence of the political climate of South Africa on the ability to conduct research. The tensions that may appear in the country may have an influence on how a school may receive the invitation to conduct workshops around the sensitive topic of race. As seen in the data, it is necessary for the management of a school to be committed to changing the system in order for researchers to be able to conduct research. This is a difficult challenge to manage, as this is out of the researcher's control. Therefore, it is important for the researcher to be aware and cognisant of the impact external factors may have on the ability to conduct research of sensitive subjects.

Chapter 6: Conclusion and recommendations

Although unexpected, this research was able to explore the impact of external factors that may hinder the process of conducting research. This manifested in multiple ways, impacting the initial aim of the research. Within the process of gathering data, it was clear that there were hindrances that prevented the research practitioner from being able to conduct multiple workshops. Through investigation and conversation, it was made clear that this is not unusual for work in line with themes of racial dynamics, particularly in organizations. Considering the history of South Africa, it can be assumed that the approach to racial identity development needs to be handled with respect and sensitivity. The data collected demonstrated the impact political and social factors have on the classroom. The leadership in educational systems may be hesitant to engage in work that is assumed to be attached to a political nuance. Therefore, this research proposes that further honest conversations with the leadership of schools on the necessity for this work to be done needs to be had in the interest of South African children.

The minimal exposure of Drama Therapy in South Africa may also play a role in the possible hesitancy and resistant approach externally to this research. Makanya conducted research in 2014 focusing on the missing links in the Drama Therapy perspectives in a South African context. Makanya suggests there are differences in practices from the western world in an African context, therefore leading to the misunderstanding of the application of Drama Therapy in South Africa (Makanya, 2014). This reiterates the need for more exposure on Drama Therapy in the South Africa context. Leane Meiring reiterates this understanding. In the Young African Magazine her work in communities is quoted as "She has regularly done her work without pay, as there is little recognition of the healing and humanizing power of Drama Therapy and little funding for it as a result." (Young African magazine, 2019, https://www.mandelarhodes.org/ideas/leane-meiring-drama-therapist/). With further awareness of Drama Therapy in South Africa, the methodology may become more trustworthy when proposing research to organizations.

Despite the challenges faced, this research has shown the need for conversations around racial dynamics in the classroom with teachers. There is a recognition from teachers for the need for racial awareness to take place in schools. This shows that continuing with this work is seen in a positive light. During the process of conducting this research, South Africa exploded in terms

of students sharing their experiences of racism in the schooling system. Racism in the country's schools was revealed and shared on a public platform. 'YouSilenceWeAmplify' is an Instagram account that has over 10 000 followers and hundreds of posts recounting traumatic racial experiences from students (King, 2020). This platform offered a safe space for people of colour to share experiences of racism within the schooling system. This led to students asking for amendments that range from the treatment of ground and cleaning staff to hair policies and systems for reporting racist instances (Payne, 2020). These online protests led to the Independent Schools Association of Southern Africa (ISASA) developing guides to effective transformation and diversity in schools. These guidelines address diversity through institutional, legal and personal perspectives (ISASA, 2020). The action taken by ISASA demonstrates the need for open conversations around racial dynamics in schools. This research proposes that there is benefit in furthering work with teachers and racial identity development of learners. The development of research into this field will only benefit the children of South Africa.

In reflecting on the choice of drama therapy as a methodology to help create spaces for conversation around racism in schools, it is important to consider how effective it is. This research was able to conduct one workshop. Within that workshop, the method of drama therapy was used yet was also not trusted fully by the facilitator. As noted in the research, the development of trust had not been established in order for the group to fully trust the process of drama therapy. This research believes that the methodology can be evocative and therefore participants may be hesitant to engage with the drama methodologies with a fear of being vulnerable in relation to the sensitive topic of race. In light of this, a workshop intervention that stretched over multiple sessions would allow for trust to be built in the group and therefore a more comfortable environment to explore for participants to engage in activities such as role play. The facilitator and participants need to trust the process in order for healing and change to take place. This research offers the recommendation that drama therapy can be an effective methodology in combating racism in schools, yet needs to be considered as a long-term intervention as opposed to a once off session. This would allow for meaningful change to take place.

Although this research was able to offer some insight and data into the topic, there were limitations. The findings of this study can be seen in light of limitations of sample size, lack of prior research and self-reported data. The sample size of this research can be seen as a limitation

due to the size not accurately reflecting an accurate depiction of the South African population. This research was conducted as a qualitative study yet it is important to note that the sample size may not depict a holistic view of teachers in private schools in South Africa. This limitation can be overcome by conducting further research with multiple groups to accurately represent the sample group. The second limitation is the lack of prior research conducted in South Africa on the topic. There is research that has been conducted outside of South Africa yet may not be applicable to the African context. There is limited data regarding drama therapy practice in South Africa. This limits the scope of South African practice to inform the methodology in this research. This limitation can be overcome as more research into drama therapy practice in South Africa is conducted. The third limitation is the use of self-reported data. Due to the workshop and interviews not being recorded due to requests from the participants the data gathered was self-reported from the researcher. Human error on reporting data may have a slight influence on the data. This may be seen as a limitation. Although there are limitations, this research has opened a gap into understanding racial dynamics in the South African schooling system.

In conclusion, although the research trajectory changed over the course of the research, there were multiple avenues that offered insight into how racial dynamics are being explored in the South African schooling system. Drama therapy could be used as a tool to help support teachers in finding ways to help facilitate racial identity development in learners. This research believes that using drama therapy as a methodology is effective when used over a period of time as opposed to a once off session. This is due to the need to develop trust with the participants before exploring possibly sensitive topics. It is due to this reason that this research would need to be further explored using longer interventions with teachers. It is my hope that this work will be further developed to help the children of South Africa better understand their own identity in the new world we are living in.

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