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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

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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.