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Re-imagining the self : an exploration of the applied drama technique role play in the development of life skills amongst orphaned and abused teenage girls. The case study of orphaned teenagers at "The House" shelter, Berea, Johannesburg.

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Appendix A: Workshop Plans

Date: October 4 2009 **Workshop**: **1** **Running Time: +/- 60 minutes**

Subject/ Topic: Life Skills **Participants:** Teenage girls (The House Shelter 2009 Residence) **Facilitator**: Gift

Research Topic: **Re-imagining the Self: An exploration of the Applied Drama technique Role Play in the development of life skills amongst orphaned and abused teenage girls. The case study of orphaned teenagers at 'The House' Shelter, Berea, Johannesburg**.

Workshop Aims and Objectives: **Introductions to get to know each other. Creating a safe space for the participants to freely interact and engage in dialogue with their peers. Negotiating a set of governing regulations to guide us throughout the duration of the project (contract). To encourage everyone to fully participate and contribute during the process**.

Episode	Time	Activity	Motivation/Aim	Resources
Introductions	10 mins	All introduce ourselves, (just names)	-To get to know each other's names	
Warm up	20mins	Introduce names game ***'do you know my name,'*** a game with song and dance in which an individual participant sing the question do you know my name, and the rest respond saying No. The individual tells their name and the rest repeat after them, then he or she chooses someone to dance with as they sing and claim that 'Nobody shall touch, beat or kiss them because they will report that to their mother and father' And the	-Breaking the tension, building trust, and creating a safe space for everyone to participate and feel respected and valued -building a sense of belonging and self worth.	

		whole group takes turns to play		
Group ground rules	10 mins	Create a platform for participants to propose basic ground rules that they would like to observe during the course of the process. All rules must entirely be negotiated by the participants	-To create a conducive environment to communicate freely, and to respect each other. -to encourage participants to address their fears, or what they think are their threats.	Flip chart, marker.
Games	10mins	Play another names game, in which we all stand in a circle with our palms open. We pass on a simple greeting in the circle and say the next person's name. The greeting is just a simple tap in the next persons open palm and it goes in the whole circle.	-To encourage sharing, and saying or calling other participants' names.	
Reflection	10mins	General feedback on whatever the whole process has meant and reminded the participants about.	-To assess and evaluate the process. -To take note of problematic areas that need to be addressed, to take note of issues of concern that the participants may raise and to encourage the participants to develop a culture of analysing and criticising events.	

Date: October 12 2009 **Workshop**: **2** **Running Time: +/- 65 minutes**

Subject/ Topic: Life Skills **Participants:** Teenage girls (The House Shelter 2009 Residence) **Facilitator**: Gift

Research Topic: **Re-imagining the Self: An exploration of the Applied Drama technique Role Play in the development of life skills amongst orphaned and abused teenage girls. The case study of orphaned teenagers at 'The House' Shelter, Berea, Johannesburg**.

Workshop Aims and Objectives: **Self introspection, confidence building, trust building and creating a safe space for participants to interact with their peer. To get the participants to reflect on their inner self, their behaviour and attributes.**

Episode	Time	Activity	Motivation/Aim	Resources
Warm up	10 mins	Facilitate that volunteer(s) from amongst the girls lead the warm up.	To encourage active participation. To help participants gain confidence in articulating ideas within a group setting. Assess the group dynamics.	
Self Reflection exercise	15mins	The participants are given each a clean A4 sheet of paper and pens, pencils and crayons. The idea is to get them on one side to write in one column, what they think about themselves, and in another column, what they think other people say about them.	To afford the participants an opportunity to do a self check-introspection and assess their own behaviour and attributes.	Paper, pens, pencils and crayons

		N.B: Drawing is an option	This helps in assessing how the participants view themselves- their self-esteem and what they think of other people as well.	
River of life	20 mins	On the back of the same paper, the participants are to draw a river that symbolises the journey of their life form birth till now	To afford the participants an opportunity to look at their lives in retrospection. To give them a sense of how their past has influenced their present and how that may or may not shape the future.	
Reflection	10mins	Reflection on the two exercises. The facilitator will begin to introduce the idea of roles in this discussion as the participants reflect on the relationships between the self and the other.	-To encourage sharing, and cultivate a sense of trusting each other	
Warm down	10mins	In two even groups, the participants form an inner and an outer circle and the ones in the inner circle close their eyes and will themselves to fall back into the hands of those in the outer circle. The ones in the outer circle ensure that they support their peers and do not let them fall, then they exchange and do the same. We count down from ten to	-To re-emphasise on the importance of trusting each other, especially as people living in one community, needing to share our experiences	

		zero shaking hands then legs, and counting down from ten on each hand and leg.	with our peers -To end the day on a lighter note	

Date: October 16 2009 **Workshop**: **3** **Running Time: +/- 65 minutes**

Subject/ Topic: Life Skills **Participants:** Teenage girls (The House Shelter 2009 Residence) **Facilitator**: Gift

Research Topic: **Re-imagining the Self: An exploration of the Applied Drama technique Role Play in the development of life skills amongst orphaned and abused teenage girls. The case study of orphaned teenagers at 'The House' Shelter, Berea, Johannesburg**.

Workshop Aims and Objectives: **Exercising the imagination and introduction to improvisation. Introduce concept of role adoption through imagination. To engage the participants in short improvisational situations**

Episode	Time	Activity	Motivation/Aim	Resources
Warm up	10 mins	Ask the participants to lead us into warm up then passing on the ball at random across the circle and saying one's name. Then develop it to passing on the ball and saying the name of the person you got the ball from.	To make the participants feel important, and to encourage team work, sharing, respecting by calling people by their names and active participation. Warm up is to prepare us for the activity of the day and works as a way of bringing everyone into the same space.	Ball
Awakening the sense of imagination	10	Exploring space, imagining we are on holiday, we are late for an appointment, we are waiting for a friend, we missed the bus e.t.c	To prepare everyone for the role play activity of the day. Breaking the tension. To awaken the sense of imagination that makes it possible to adopt a role and play it	

Guiding the Imagination	10 mins	Imagining you were someone else that you admire, and you were in some place that you wish to visit on holiday, then you receive a message that your daughter or son has fallen seriously ill at home and has been hospitalised.	-To introduce the participants to role identification, adoption and role taking. And heightening the tension to challenge and stretch the participants' creativity.	
Introduce Improvisation	20mins	Improvisation- Improvise very short real life situations, as ourselves for example, tell your friend that her dog has been run over by a car, or that your brother has gone missing and everyone is searching for him. *__The facilitator gives roles, defines them briefly and the participants choose a situation they want the role players to be in. The role players improvise a short scene, when they finish, the whole group discusses the scenario. The participants define their own roles and situations then improvise scenarios.__	To explore the idea of human behavioural patterns, assessing the changes in behaviour and character as participants are exposed to different roles and situations	
Reflection	10mins	Reflection on the activities, how they made us feel, what they made us realise, what we discovered whilst doing the exercises.	-To assess and evaluate the process and to investigate on challenges, if any, that the participants faced in imagining being the other, role identification, role adoption and role taking.	

Date: November 14 2009 **Workshop**: **4** **Running Time: +/- 75 minutes**

Subject/ Topic: Life Skills **Participants:** Teenage girls (The House Shelter 2009 Residence) **Facilitator**: Gift

Research Topic: **Re-imagining the Self: An exploration of the Applied Drama technique Role Play in the development of life skills amongst orphaned and abused teenage girls. The case study of orphaned teenagers at 'The House' Shelter, Berea, Johannesburg**.

Workshop Aims and Objectives: **Role play through freeze frame, tableaux and improvisation. Introduce concept of role using magazine cut out images as role models. To engage the participants in moment-to-moment role play scenarios.**

Episode	Time	Activity	Motivation/Aim	Resources
Warm up	10 mins	Stretching, physical- Counting and shaking game, Participants propose a warm up exercise of their own and we do it, then we all play the Machine game, in which everyone is part of one huge machine, and they come in one at a time to build on to what has already been built, and do movements and sounds at the same time	To prepare everyone for the role play activity of the day. Breaking the tension. The machine game works in reinforcing the concept of team work and improvisation that works in role play as well.	
Focus	10mins	Introduce one word story as a way of collective storytelling and getting the participants to focus and concentrate.	Reinforcing the idea of equality and cultivate a strong sense of belonging and self worth.-Introduce a way of collective	

			storytelling	
Freeze frame	20 mins	Introduce freeze frame as a way of initiating role play. In freeze frame, two volunteers get in the circle, are given a relationship and situation and they role play. As they role play, another participant from the circle shouts freeze, and the participants in the role play freeze in their current positions and one of them is replaced by that participant who freezes them. The participant who comes in takes on the posture of the former, and then initiate dialogue with the remaining partner but they change the subject, situation and relationship instantly, without having to pre-empty or explain themselves.	-To challenge the participants to be actively involved in creating and taking up instant roles, and deal with the unexpected all the time.	
Status Role play	15mins	Introduce the participants to a role play exercise that involves the playing of roles whose status keep alternating form high to low depending on the given circumstances. The exercise is similar to freeze frame but only different in that here the participants in role have to keep changing status. The facilitator can be calling out for them to change status or clapping hands, but when played frequently, this begins to happen naturally. **N.B: All role play activity takes the methodology of briefing,**	-To expose the participants to roles that puts them in juxtaposed positions of being powerful and being vulnerable at the same time and assess how they relate to such roles.	

		interaction, forum and debriefing. The facilitator will give explanations and instruction to the participants. After this, he enrols them then they interact in role. After the role play, the whole group discusses the role play in an open forum and new role players may re play the scenario offering new options. After this the group reflects on the process again.		
Reflection	20mins	Reflection on what challenges the participants faced in taking up instant roles, what fascinates them in the role play exercise, what they find easy and/or difficult and what roles they enjoyed playing and why?	-To assess and evaluate the process, and to assess the impact of status and instant role play on the participants	

Date: November 21 2009 **Workshop**: **5** **Running Time: +/- 70 minutes**

Subject/ Topic: Life Skills **Participants:** Teenage girls (The House Shelter 2009 Residence) **Facilitator**: Gift

Research Topic: **Re-imagining the Self: An exploration of the Applied Drama technique Role Play in the development of life skills amongst orphaned and abused teenage girls. The case study of orphaned teenagers at 'The House' Shelter, Berea, Johannesburg**.

Workshop Aims and Objectives: **To role play through simulating role models. Introduce concept of role using magazine cut out images as role models. To engage the participants in moment-to-moment role play scenarios**

Episode	Time	Activity	Motivation/Aim	Resources
Warm up	5 mins	Stretching, physical- Participants propose a warm up exercise of their own and we all do it together.	-To prepare everyone for the role play activity of the day. Breaking the tension.	
Concentration and focus	10mins	-Introduce one word story as a way of collective storytelling and getting the participants to focus and concentrate.	-To help the participants in concentrating and in focusing on the day's activity. -To emphasise the idea of collective story-telling and team work	

Image work	15 mins	Facilitator distributes a couple of images of people cut out from magazines and newspapers and asks the participants to have a look at them and each of them will be asked to identify images that they like. Participants will be asked to choose one image with a person they would like to be their role model and really examine that image.	-To afford the participants a chance to the participants to identify with, and relate to people other than themselves and to recognise similarities and differences between themselves and other people. -To enable the participants to find the 'particular within the universal' to look into themselves in relation to others, offering them an opportunity for reflection which is a basis for education	Newspaper cuttings and Photographs
Enrolling	10mins	The facilitators asks the participants to give their "role model" a name, and as we walk and explore the space, the facilitator guides the participants into role, by asking them to imagine their role model's character, how they talk, how they walk and behave.	-Enrolling the participants offers them an opportunity to use their sense of recall-visual and sensory, and employ their sense of imagination as they 'step into their role models' shoes'	
Moment-to-moment role play	10mins	As the participants step into in role, the facilitator will guide them into interacting with other characters in the same space, beginning by simply asking them to greet the person they come across in the space,	-Creating an imaginary world , enrolling the participants into human characters other than themselves and building	

Reflection		then give them a series of situations which require them to react in the moment, for example; imagine that it is heavily raining and you want to go to for a very important meeting starting in 10 minutes	belief. -To engage the participants in real life situations that allow them an opportunity to identify with the characters or recognize them and to question their interactions.	
		-moment-to-moment role play scenarios	- to challenge the participants into thinking and reacting like someone- other than themselves, and to experiment with a number of human behaviours and emotions	
		-Changing situations and the given circumstances in the role-play **The Life Skills theme is explored in depth through this exercise. The facilitator will change the role play situations to address different skills such as empathy, communication, managing stressful situations, dealing with emotions e.t.c.**	- a way of creating tension to push the participants out of their comfort zone and make them face real challenges and attempt to deal with them in character accordingly introducing role flexibility,	
Reflection	20mins	-The facilitator will guide the participants in reflecting on the process. Participants will give feedback on reasons for the choices they made	-To assess and evaluate the process.	Crayons and

		in choosing role models- whether they have any similarities and /or differences with the model they chose, how they felt as they were playing their role models. Drawing is an option		pencils, Paper.

Date: November 26 2009 **Workshop**: **6** **Running Time: +/- 120 mins**

Subject/ Topic: Life Skills **Participants:** Teenage girls (The House Shelter 2009 Residence) **Facilitator**: Gift

Research Topic: **Re-imagining the Self: An exploration of the Applied Drama technique Role Play in the development of life skills amongst orphaned and abused teenage girls. The case study of orphaned teenagers at 'The House' Shelter, Berea, Johannesburg**.

Workshop Aims and Objectives: **Role play scenarios that address life skills such as managing stress, communication skills, leadership and responsibility.**

Episode	Time	Activity	Motivation/Aim	Resources
Warm up	10 mins	Stretching, physical- Participants propose a warm up exercise of their own and we all do it together.	-To prepare everyone for the role play activity of the day. Breaking the tension.	
Briefing	15mins	Participants will familiarize themselves with the role play, select or be assigned roles and prepare for their role by imagining the situation and role they will be representing. Only the necessary details pertaining to the role and the role play scenario are given to the participant at this stage. If there are any rules set to be observed during the role play, they are also given and/ or established at this point. The participants have the freedom to think creatively and imagine how they would take on the role and interact with the other		

		role(s).		
Interaction	20 mins	Participants act in their roles, networking, and lobbying with other participants to achieve their agendas. The main point of this stage is for role players to present their agenda to other participants and formulate relationships within the provided guidelines. The interaction is a series of face-to-face improvised scenarios reflecting how the situation could develop in reality. Depending on the rules set to be followed, the role players can find a way of ending their interactions or the facilitator may ask them to stop.	-To afford the participants a chance to the participants to identify with, and relate to people other than themselves and to recognise similarities and differences between themselves and other people.	
Forum	20mins	Get feedback from 'spect-actors'. Discussion on possibilities.	To enable the participants to find the 'particular within the universal' to look into themselves in relation to others, offering them an opportunity for reflection which is a basis for education	
Debriefing	20mins	Reflect on the role plays. Identify the themes raised.		
Reflection and Closure	45mins	-The facilitator will guide the participants in reflecting on the process. Participants will give feedback on the whole workshop series activities, beginning with the day's activities. The facilitator will	-To assess and evaluate the process.	Crayons and

		ensure that there is a closure to the process, thanking and acknowledging the participants. The participants will have an opportunity to talk about their feelings, emotions, and reflect on the process and how it affected them as individuals. Drawing is an option		pencils, Paper.