

ABSTRACT

This study explores the use of role play as an educational medium in order to enhance life skills amongst orphaned and abused teenagers living at a shelter in Berea, Johannesburg, South Africa.

Chapter One explores the research domain. The study advocates an Action Research approach for the case study that deals with life skill development. Life skills are those abilities that help promote mental well-being and competence in young people. Life skills, this study argues, empower young people to take positive action to protect themselves and promote health and positive social relationships within the context of HIV/Aids.

Chapter Two introduces Role Play as an educational medium and theoretical construct. This study argues that because of role play's experiential and participatory nature, it is the most appropriate methodology to apply in the development of life skills amongst vulnerable adolescents. Role play acts as a safe dramatic metaphor for young people to practice role adoption and role flexibility.

Chapter Three maps out the case study, and Chapter Four discusses the series of Role Play workshops implemented for this research. Chapter Five analyses the research data, draws conclusions and makes recommendations. The study argues that this methodological approach, based on Role Theory, consists of experiential and participatory role play methodologies that are effective amongst adolescents for the re-imagining of the self.

The study concludes that such methodologies should be consistently used in the educational activities run by institutions like orphanages, children's homes and shelters, particularly those concerned with vulnerable young people.

DECLARATION

I, the undersigned, hereby declare that this research report is my own work unless where appropriately acknowledged and that I have not previously submitted it at any university for a degree or examination.

Name of Candidate: Gift Tapiwa Marovatsanga

Signature:.....

Date: 30 September 2010

DEDICATION

To my family - immediate and extended!

ACKNOWLEDGEMENTS

Glory and honour to God the creator, for the precious gift of life, and for taking me this far-
Ebenezer.

I would like to acknowledge and greatly thank all the Drama for Life staff, Warren for the great vision, and all my lecturers and mentors for the job well done. To all my colleagues, thank you for the wonderful moments, the good times we shared and all the support. Remo, we come a long way- thank you brother man. Many thanks go to GTZ Zimbabwe for funding my studies, this has been a rare and precious opportunity.

Warren, I cannot possibly thank you enough for the great supervision, guidance, mentoring and making this research a possibility from day one till the very end, thank you ever so much. Sister Adelaide and everyone at the House Shelter, where else could I have done my research?

And the girls at the shelter, thank you for your consent, time, dedication and making yourselves available for this research to be a success.

Mom and Dad, my brothers and sisters, for being there for me, for the encouragement and for believing in me. Bervely, the love of my life, thank you dear for all the love and support.

All who have had positive influence in my life, I may not mention you by name , but you are all appreciated.

TABLE OF CONTENTS

Abstract.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of Contents.....	v

Chapter One :Introduction

1.0 Introduction.....	1
1.1 Area of Research.....	2
1.2 Research Questions.....	3
1.3 Rationale.....	3
1.4 Theoretical Framework.....	6
1.5 Literature Review.....	10
1.6 Research Methodology.....	13

Chapter Two : Role play-An Overview

2.0 Introduction.....	16
2.1 Role: A brief analysis.....	16
2.1.1 Role Creation.....	17
2.1.2 Role Taking.....	17
2.2. Role Play: General Overview.....	18
2.3 Identification, Recognition and Resonance.....	21
2.3.1 Identification.....	22

2.3.2 Recognition.....	22
2.3.3 Resonance.....	23
2.4 Approaches to Role play.....	23
2.4.1Mantle of the Expert.....	25
2.4.2 Role Doubling.....	25
2.4.3 Role Reversal.....	26
2.5 Role Play Model.....	27
2.5.1The learning Objectives.....	27
2.5.2 Choosing a Scenario.....	28
2.5.3 Roles and the role players.....	28
2.5.4 The Role Play Structure.....	29
2.5.4.1 Briefing.....	29
2.5.4.2 Interaction.....	30
2.5.4.3 The Forum.....	30
2.5.4.4 Debriefing.....	32
2.6 Assessment.....	33
2.7 Resources.....	34
2.8 Summary.....	34

Chapter Three

3.0 Introduction.....	36
3.1 ‘The House’ Intombi Shelter.....	36
3.2 ‘The House’: Brief History.....	37
3.3 Physical Location and its bearing.....	38

3.4 Mission and Vision.....	38
3.5 Aims and Objectives Activities and Programs.....	39
3.6 Activities and Programs.....	39
3.7 Principles.....	40
3.8 The Participants.....	40
3.9 Abuse Defined.....	45
3.10 The Contract.....	46
3.11 Conclusion.....	48

Chapter Four

4.0 Introduction.....	49
4.1 Workshop Sessions.....	49
4.2 Facilitation versus Teaching.....	50
4.3 The Life Skills Workshops.....	52
4.4 Achievements or developments.....	57
4.5 Constrains.....	61
4.6 Conclusion.....	67

Chapter Five:

5.0 Introduction.....	68
5.1 Summary of Research Findings.....	69
5.2 Recommendations.....	72
5.3 Further Research.....	74
5.4 Concluding Remarks.....	75

Bibliography.....76

Appendix A: Workshop Plans.....81

Appendix B: Consent Letters.....98

Appendix C: Participants Consent Form.....100

Appendix D: Journal Excerpts.....101