

## **Abstract**

Based on theories from: Educational or Process Drama, Improvisational Theatre, Drama Therapy and Psychology; this thesis is an in depth exploration of a methodology for educational drama that can be used to examine values. This method proposes a system that will assist participants to discover and assess their own attitudes and bring them into dialogue with other value systems.

The theoretical focus of this thesis was drawn from selected theorists: Boal, Izzo, Landy, Vogler and Heathcote amongst others; which contributed to the establishment of a practical methodology that provides a process of self discovery through improvisational drama and role-play. The dichotomous relationship between art and nature (perceived reality), allows the participant to engage in the discourse of self evaluation and social conscientisation.

The methodology is based on the narrative structure of myth and the archetypes that populate mythic landscapes. Myths relate the journey of a hero, who undergoes personal growth as the result of a change of perspective. This occurs during the hero's journey from her ordinary world to a special world where adventure and danger awaits. The hero must find the elixir that will heal her own wounds and the wounds of her community. The archetypes play a unique role in helping the hero to face her own desires, values and attitudes and to test these values in the heat of physical battle or emotional turmoil.

With Participatory Action Research as main methodology, the thesis used questionnaires, interviews, journal entries and dramatic workshops for data gathering.

The longitudinal nature of this exploration took place over a period of two years and the cohort group comprised of adolescent girls and boys, aged 14 to 16 years.

The research found that the method was very successful for inciting critical discussion and moral debate. In the safety of the dramatic context, the cohort group gained new understanding about the conflict between the good of the community versus the individual's desires. Consequently they were able to come to terms with those desires that influence their behaviour and talk about these in relation to other values.

Keywords:

Values interrogation, educational drama, process drama, drama therapy, drama journeys, improvisation, role-play, social conscientisation, *Temenos*, dramatic play, educational play, archetypes, psychological transference, meaning making process, practical methodology, dichotomy.