WHAT A DIFFERENCE A PLAY MAKES:

AN EXAMINATION OF FACTORS INFLUENCING PERSONAL DEVELOPMENT BENEFITS THROUGH INVOLVEMENT IN EXTRACURRICULAR THEATRE

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Statement of Sources

This thesis contains no material published elsewhere or extracted in whole or in part from a thesis by which I have qualified for or been awarded another degree or diploma.

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Abstract

        The research investigates the personal development benefits to students of

involvement in a particular extracurricular activity (student theatre). It examines aspects

of student personal development that are promoted by involvement in this extracurricular

activity and discusses factors within the activity that encourage or promote these results.

It does this through its focus on participants' perceptions of what happens in the group, in

terms of personal development and events and actions that affected that personal

development.

        The extracurricular theatrical activity that is the focus of this study takes place

annually in a regional Catholic co-educational secondary college in Victoria, Australia. It

is a multi-age activity that involves students from Years 7 – 12. Participation is open to

all students and the activity is non-competitive.

        A detailed review of the literature covering the areas of extracurricular activity,

adolescent development and resilience is provided.

        The research is underpinned by an holistic enactivist world-view and makes use

of the constant comparison methodology of grounded theory to analyse the data it

obtains. The theoretical justification for this position is provided. The data were

obtained through semi-structured or guided interviews with long term participants in the

activity. The participants included students, ex-students, teachers and parents. The

participants' perspectives of the personal development that occurred through involvement

in the extracurricular activity were revealed through their voices, and were examined as

they described and reflected upon their experiences.

The interconnectedness of the personal development benefits and the factors that

enable them are highlighted. Conclusions about the significance of an increased

awareness of the complex inter-relatedness of the events that subscribe to the

enhancement of personal development are offered. Theory related to the elements that

contribute to the development of an environment that facilitates personal development

benefits is developed.

Most of all, however, my heartfelt gratitude, which words alone cannot express, goes to my wife, Carlyn. Without her courage, consistent support, encouragement and insistence that I "do something", not only would this thesis never have been completed, but my life would have been much the poorer.

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Acronyms used in this Thesis
   EAP - Extracurricular Activity Participation
   NIMH - National Institute of Mental Health
   KLA - Key Learning Area
   DHS - Department of Human Services
   GTM - Grounded Theory Method
   VCE - Victorian Certificate of Education

CHAPTER 1

ORIGINS OF THE RESEARCH

Introduction

The research reported in this thesis, investigated the personal development benefits to students of involvement in a particular extracurricular activity (student theatre). It examined aspects of student personal development that are promoted by involvement in this extracurricular activity and discusses factors within the activity that encourage or promote these results. From an enactivist perspective, it focussed on participants' perspectives of the relationships and interactions within the group, in terms of personal development benefits, and on elements that contributed to bringing about that personal development.

As the researcher is an integrated member of the activity that is the focus of the research, his connection to the extracurricular activity that is the focus of the research is briefly described. The context and history of the extracurricular activity is explained, and an explanation of the ways in which extracurricular activities have been understood, made use of, and functioned in schools, for much of the twentieth century, is given. Important terminology is defined and the foundational research questions described and explained, before the research literature associated with the research, the epistemological and methodological bases of the research, and the methods used in the application of the research are summarised.

Relevance of this Study to the Researcher

The participation of students in the extracurricular activity of student theatre has been a focus of the researcher's interest and involvement for some thirty years. In that time the experience of participation with students in several schools has indicated the ongoing enthusiasm of many of those who participated, as well as the often-expressed concerns of staff and parents that such involvement would have a deleterious effect on academic performance. There have also been many expressions of surprise when erstwhile poor academic performers or social isolates have performed beyond expectations in perceived social or ability levels.

The researcher's experience with a wide range of extra and co-curricular activities has been varied and extensive. Such experience includes the coaching of soccer teams and chess clubs, organising debutante presentation balls and assisting debating teams, planning extended camps and involvement in all aspects of student theatre from stage lighting to publicity. Like many teachers similarly involved, this participation was based not on any particular educational principle, nor as part of a specific school programme, but increasingly on the experiential evidence that such involvement made a difference, in fact many differences, to all of those who participated.

The researcher has been part of the extracurricular activity that is the focus of the present research, since its inception in 1995. As a consequence of conversations with concerned students, parents, and staff at that time, about their perceived lack of opportunities in the dramatic arts, he wrote the first pantomime and offered it to the

students, and the college, although at the time he was employed elsewhere. The initially

perceived potential difficulties of such a close association with the activity to be

researched and with the participants in it, and how they were resolved, are explained as

the theoretical framework of the research is developed in chapter three.

Historical and Physical Context

Since 1995, then, an annual Christmas pantomime has been performed in a

regional[1] Catholic coeducational secondary college in the state of Victoria, Australia. A

pantomime is a traditional English musical comedy based on well-known fairy stories

and folk tales such as *Cinderella* and *Jack and the Beanstalk* (Appendix A). It

incorporates broad visual humour, with dialogue and singing that appeals to both children

and adults, and includes a great deal of audience participation. The pantomimes in this

case were written by the researcher, specifically for students and with recognition given

to the limited staging facilities usually found in schools.

From the beginning, the pantomimes have had a niche audience appeal. That is,

the nature of the production, its humour, visual presence, music, general wholesomeness,

and even its timing, has been perceived as acceptable and appropriate to primary schools,

both Catholic and Government, with school communities often attending as a whole

school group, and travelling up to 50 kilometres to attend a performance. With the

passage of time, the pantomime has become an accepted and expected part of the end-of-

year programme at many primary schools, as well as in the secondary college and the

broader secondary college community. Examples of its acceptance may be seen in its use

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[1] In the Australian context, the term 'regional' is used to describe a significant centre of population that is located within an area of the state or country that is predominantly rural in nature. In this case the regional centre has a population of 30,000.

in college promotional material and in the "Panto Pack" publicity material that is now prepared and issued by the college's development officer (Appendix B). Annual total audiences in excess of 2000, over four matinees and one evening performance, have become a usual occurrence.

The school, whose annual pantomime was the focus of this study, operates on two campuses (Years 7 – 9 and Years 10 – 12[2]) and, after having a shrinking student base for much of the 1990's, now has a growing student population projected at 830 in 2005. At least 70 - 80 students from Year 7 to Year 12, six or seven staff and several parents usually have been significant participants in the annual production. These are people who have had an active role in the production beyond that of providing transport. The researcher has been part of this team since the pantomime's inception in 1995. Indeed, the researcher was responsible for its beginning as an extracurricular activity. Nonetheless, while the researcher's role has been significant, it has always been more precisely that of facilitator of a team rather than the traditional 'leader from the front'. As with the researcher, much of the student, staff and parental participation have been ongoing from year to year, often being maintained by students for the six years of formal schooling and even beyond. The perspectives of some of these students, parents, and staff participants, involved in these productions, are the foci of the research reported in this thesis.

Students have been involved in, and taken responsibility for, all areas of the production except final responsibility for direction, production and finance (Berk, 1992), and this range of participatory activity has been reflected in the participants in the

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[2] In Australia, students usually attend secondary school (secondary college) between their seventh and twelfth years of formal schooling. That is, between their twelfth and eighteenth birthdays, although school attendance is not compulsory past the age of fifteen.

research. All students were auditioned solely for acting parts, as it was considered that the voluntary expression of interest was sufficient justification for acceptance as a cast member. Other students have volunteered for backstage, set construction, make-up, and technical work such as lighting and sound. Voluntary parent and staff involvement, apart from the overall direction, has been generally in the areas of set construction and painting, costume making, publicity and, as it occurred in a country city, patient chauffeurs providing transport to and from the venue.

No effort has been made by the teacher-director to ascertain any student's academic performance or behavioural record, as these were regarded as irrelevant to the issue at hand. Several students involved in the "special needs"[3] programme at the school have become accepted and involved members of the pantomime team. This broadly based participation has differed from that maintained in certain American schools, where ability to be involved in extracurricular activity was determined by the student's grade point average (Berk, 1992). Unlike other extracurricular activities, such as the Rock Eisteddfod described in chapter 2 (Cocks, 2001), this activity has always been non-competitive; winning or losing has not been an element of involvement. An expression of interest and willingness to commit to the rehearsal schedule, rather than dramatic ability, has been considered sufficient for participation.

Rehearsals have usually taken place over a ten weeks period in the Australian spring. They have lasted from the middle of September to the end of November, almost the whole of the Victorian fourth and final term. Students have met twice a week, for approximately five hours for acting rehearsals, and once a week for music rehearsals. All

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[3] The 'special needs' programme is a school-based programme that seeks to integrate students with physical, intellectual or behavioural difficulties into the broader 'mainstream' school community.

rehearsals and set construction activities have taken place either after school or at weekends. The performances have taken place in the last week of November or the first week in December and matinee shows offered to all of the local primary schools, as well as evening shows for adults. Each pantomime performance has lasted about 90 minutes. The pantomimes have been self-funding and not dependent on the school for any part of their budget, although they have made use of school facilities. This, then, is the historical and physical environmental context in which the research activity and the experiences of the participants have been set.

<div style="text-align:center">Specific Terminology</div>

<div style="text-align:center">Definitions</div>

In order to clarify the usage of certain terms, and to avoid the necessity of repetition, it is appropriate at this time to explain how the researcher understands the meaning of certain terms that are used frequently throughout this study. They are listed below.

Extracurricular Activity

The term extracurricular activity is used to describe an organised activity that is separated from the set, core, or explicit curriculum, occurs wholly or predominantly outside of normal school hours, and which has no direct connection with regular subject-based classroom learning. To be properly identified as extracurricular, all involvement must be entirely voluntary. That is, it must be the free choice of the student, staff

member, or any other participant, and as such, particularly in the context of a regional school where long distances may be involved, may be expected to involve a high degree of commitment and sacrifice from those who participate. This definition most accurately describes the nature of the activity that is the focus of this study.

Co-Curricular Activity

The term co-curricular activity is used to describe an activity that is in many ways similar to an extracurricular activity. A co-curricular activity is an organised activity which may be separate from the set, core or explicit curriculum, may occur wholly or predominantly outside of normal school hours and may have no direct connection with regular subject based classroom learning, but participation is not entirely voluntary. That is, student participants may be directed or encouraged to be involved and staff members directed to be involved as part of their duties, perhaps as specified in their employment contract. Using this definition, much that is now loosely termed extracurricular can be more accurately perceived as not fulfilling all of the requirements of the term, as the researcher has defined it.

Set or Explicit Curriculum

The set or explicit curriculum refers to the regularly time-tabled or scheduled subject based activities, taught on an organised basis during the teaching hours accepted as normal by the particular educational facility.

Personal Development Benefits

The term personal development benefits is used to encompass the positive changes that take place in a person's behaviours, relationships, perspectives, or attitudes as a result of their attempts to understand and respond to the environment of which they are a part.

Group

The general definition of group given by Forsyth (1983) as, "two or more individuals who influence each other through social interaction" (p.81) is accepted by the researcher.

These are the major terms that need to be clearly understood at this introductory point. Other terms will be explained and expanded upon as necessary when theory occurs.

Research Questions

An enactivist perspective, like any non-positivist position, rejects the notion of an objective reality that exists out there waiting to be discovered, and grounded theory demands that the researcher works from the collected data, as they are collected and compared, to arrive at theory development. The researcher began this study with a series of questions, modified as the research developed, rather than with a formal hypothesis that he set out to prove or disprove. It was hoped that these questions would lead to a

greater understanding of the participants' perspectives on how they changed as a result of involvement in this activity, and what happened during their involvement to facilitate this change. From the data provided in answering these questions, it was also hoped that, through the use of the grounded theory research approach, a multivariate conceptual theory might be developed.

The primary questions that the researcher asked were specific to the particular activity, and those who participated in it. There were two areas upon which the research questions focussed:

What aspects of student personal development, if any, emerged or were extended during involvement in the extracurricular activity of a musical theatre production at a particular regional Victorian secondary school?

Could the elements, events or actions, within the activity, that encouraged or promoted these results, be identified and their relationship with personal development benefits shown?

If the two primary questions could be answered, a third question would then, following the pattern of grounded theory, be asked:

What, if anything, could be extrapolated from the collected data, regarding the promotion of personal development benefits of other extracurricular activities in different contexts?

Students, Administrators, and Extracurricular Activities

A broad range of literature is reviewed in chapter two. In examining the literature relevant to the research, both before and throughout the research process, it became clear to the researcher that "relevant literature" meant going far beyond that which dealt directly with the extracurriculum. Thus, literature in such areas as adolescence, group identity, multiple intelligences, and resilience was also examined.

It became apparent that much of the research literature on the extracurriculum focuses on quantifiable outcomes gained from large scale surveys and questionnaires, and that the outcomes perceived as "useful" are usually determined by the administrators of the activities, or by the researchers themselves (Berk, 1992; Brown, 1999). The researcher also discovered that, unlike in the USA, in the broad Australian educational research landscape extracurricular activities had not loomed large. A study, now over twenty-five years old (Kapferer, 1978), was the only Australian study specifically focussed on the extracurriculum, that the researcher could initially discover. It was not until the beginning of the twenty-first century (Fullarton, 2002) that a major, longitudinal study, echoing the reports of earlier American studies, was completed. It was apparent that, historically, the approach to extracurricular activities and the perceived significance of those activities, in America and Australia, was substantially different. This meant that much of the literature on the extracurriculum described school environments, systems and even attitudes, which were considerably different from those that generally existed in the Australian situation.

Thus, much of the literature on the extracurriculum reviewed in chapter two describes and examines the American perspective. The work of Fullarton (2002) may indicate, however, that today in its approach to the extracurriculum, as in many other areas, Australia is following America's lead. Much of the literature reviewed promotes a functionalist and industrial approach to education, which not only understands education as the transmission of a body of knowledge, but also as a mechanism for social control and pre-determined pro-social attitudes (Berk, 1992; Brown, 1999).

In contrast, although a focus of the present research was on the personal development benefits often described in the research results, it was not concerned with their use as social control mechanisms. Thus, it was the participants' voices that were central to the research, as they discussed their perceptions of the benefits they saw as emerging in their lives, as a result of their involvement in the extracurricular activity. At the same time, the research examined their perspectives on what happened within the activity to bring about those benefits. In this way the present research differed substantially in its philosophical attitude and practical approach to the collection and understanding of data on the extracurriculum.

Other Research Literature

Human Development Theories and Adolescence

As the student participants in the extracurricular activity were all secondary college students, and therefore at various stages of adolescent development, the writings of major development theorists were reviewed. Particular attention was paid to their

understandings of the changes that happened to young people during this stage of their lives, with identity formation and peer group influence appearing as major factors. As the literature made clear the importance of social activities in adolescence, so a research activity that explored the particular nature of a specific activity increasingly seemed to the researcher to be of value. This appeared to be confirmed by Osterman (2000), who described the adolescent desire to belong to a group or community as a basic psychological need.

Resilience

As resilience may be broadly described as the development of competence in the face of hardship, where competence is defined as effective pro-social adaptation, its connection to the concerns of this research are apparent. Much of the resiliency literature reviewed by the researcher revealed the close connections between the concerns of this research, in terms of personal development benefits and beneficial conditions, and the concerns of those wishing to promote resilience in young people. In addition, the language used by resilience researchers, when they spoke of a dynamic model of complex inter-relatedness between the individual and their physical and social environment, was much more complementary to the enactivist position of the researcher. As it appeared that participation in supportive group activities could encourage the development of resilience and discourage at risk behaviours, especially amongst adolescents, a study that examined the elements that may help to bring about these changes was relevant and timely.

Enactivism and Grounded Theory

The theoretical position taken by the researcher, and his approach to the research task, are described and justified in chapter four. When the researcher began to examine the theoretical background that underpinned his approach to the research activity he was, in general terms, broadly based within a constructivist, symbolic interactionist world-view. As he examined this position, however, he became dissatisfied with the division that still essentially separated the knowing from the knowledgeable action, and the knowing person from their environment. An epistemology that removed this dichotomy and understood knowing and the knower as integrated parts of an holistic, co-emerging, co-evolving, contextualised action was that of enactivism. This position harmonised with the concerns of the researcher to examine the perspectives and perceptions of the research participants, as they reflected upon their involvement in a world of which they were an integral and essential part.

At first, however, such a world view appeared to be at odds with the use of grounded theory as a method of data collection and analysis and theory development, as grounded theory had been often labelled as emerging from a post-positivist position. This concern was exacerbated by the ongoing debate between Glaser, the co-founder of grounded theory (Glaser & Strauss, 1967), and constructivist grounded theorists such as Charmaz (2000). The researcher believed, however, that Glaser's insistence that all is data, and the enactivist position that all data are interpretation could and did co-exist, so

that a general theory could be drawn from the data provided by the participants in this
research.

Participants and Interviews

As the main concern of the researcher was to obtain participants' perceptions of
their involvement in the extracurricular activity, various methods of collecting the data
were considered. Additionally, as the activity had been in operation since 1995,
consideration was also given to which of the participants in the activity should be invited
to become participants in the research. A third factor to be considered, that at first
seemed to be an obstacle, was the researcher's close identification with the activity that
was to be the focus of the research. Prior to approaching potential participants
appropriate Ethics approval was obtained from the Human Research Ethics Committee of
the institution through which the research was conducted (Appendix C). Information
letters were then sent to possible participants and Consent Forms completed (Appendix
D). At this early stage, all data collection techniques that may have been used were
outlined.

Initially, then, a number of data collection approaches were considered and some
trialled. Rehearsal videotapes were discarded as they showed only on stage performances
and therefore depended on the researcher's interpretation of what was portrayed.
Individual journals were trialled during one rehearsal period but were poorly received by
the participants as they were seen as a 'school' type of intrusion. Difficulties with
transcription of group interviews, audio or video taped, arose from problems with speaker
identification and single participant dominance. Eventually individual, semi-structured,

conversational interviews were selected as the most appropriate and efficient methods of

obtaining the required data, although two parent interviews were conducted with both

parents, at their request. In addition, the decision was made to focus on past or

continuing student participants, who had been involved for at least three years, as they

presented as both the most informed and most involved in the activity. As a means of

checking their perceptions against those of other non-student participants, parents and

teachers who had an extended involvement in the activity were also interviewed. In

making use of their responses, identities have been protected by the use of pseudonyms.

The third concern, that of the researcher's identification with the activity, was

solved in two ways. As the researcher came to understand that such a concern was based

on a perspective that encouraged a dichotomous, subject-object world view that he

increasingly questioned, so this concern over a lack of objectivity was replaced by the

recognition that his role as fellow participant placed him in the unique position of already

being on the inside of the activity he was now approaching as researcher.

All of these issues and concerns are discussed analytically in chapter four, which

sets out the research design.

<center>The Focus and Purpose of the Research</center>

The focus of this study was to examine the dynamics of a specific group, in an

attempt to discover the ways in which personal, interpersonal, and social relationships,

developed and changed during participation in a specific extracurricular activity. This

meant attempting to discover such things as:

<center>15</center>

- the ways in which relationships were built over time

- the development of a recognition of ownership of a joint project

- the acceptance of personal and joint responsibility

- making, acknowledging and overcoming mistakes

- responses to criticism

- development of a sense of place, within the group

- encouragement between and from peers

- the relationship between age, experience and responsibility

- the role of significant others, beyond the peer group

- the importance of voluntary commitment

- the ways in which problems arose and were (or were not) resolved.

While this was not considered an exhaustive or prescriptive list, it was indicative of the direction it was expected that this study would take. Indeed, many of the items mentioned above, formed the basis of the interview guides constructed, but eventually little used, by the researcher, to facilitate the interview process.

The purpose of this research was to discover those aspects of personal development that were promoted by extracurricular activity participation in a specific musical theatre production, an annual college pantomime, and to examine participants' perspectives on and perceptions of their experiences that may have contributed to those personal development benefits. The data obtained as part of the research process

revealed an insight into the broad importance of the role played by involvement in this specific activity, in enabling the development of a range of personal and social benefits for those involved. It also enabled a discussion of the elements necessary to facilitate the development of these benefits of student involvement in this particular activity, and of extracurricular activities in general. As it is only in these early years of the twenty-first century that more research in this area has begun to focus on the participant voice (mostly in the USA), this study, particularly as it takes place in the Australian context, makes a significant contribution to this area.

<center>Importance of the Research</center>

The research reported in this thesis, is both important and significant in a number of ways. It makes valuable contributions to an education-connected activity that has been under researched in the Australian context. It contributes to what is becoming known about the effects of this activity from a participant perspective, it adds to the work on the development of resilience, and it contributes in the area of theory by integrating enactivism and grounded theory.

As the review of the literature on the extracurriculum in chapter two makes clear, in contrast to the USA, it is only in the early years of the twenty first century that research on the extracurriculum has begun to make a belated appearance in Australia. Today, Australian colleges frequently make reference to their extracurricular activities, in various areas, in their promotional materials[4]. This implies that they perceive that such

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[4] While specific internet web sites are not listed here, a brief surveillance of school home pages provides ample evidence to support this claim.

activities provide benefits to their participants and for the colleges. Yet there is little research that speaks specifically to the Australian situation which examines that presumption, or how the extracurriculum functions in the Australian context. Given the substantial differences between the American and Australian approaches to education in general and the extracurriculum in particular, more research that speaks specifically to the Australian situation is, perhaps, overdue.

Unlike much of the research that has taken place in the USA, and more recently in Australia, this research thesis used a case study approach to focus on the participants' voices. As they reported and reflected on their perceptions of their involvement in the extracurricular activity, that was the focus of the study, it was the participants' understandings of the significance of the activity that were of primary importance. Thus, the research in this thesis contributes to a newly emerging and developing approach to research in the area of the extracurriculum, as the research refocuses or redirects itself into the participants' world of the extracurricular activity itself.

A review of the literature on resilience indicated that participation in supportive group activities could encourage the development of resilience and discourage at risk behaviours, especially amongst adolescents. Thus, a study that examines the elements that helps to bring about these changes by entering the participants' world, rather than simply observing it, is appropriate.

The research approach undertaken by the researcher differed substantially from more traditional examinations of the extracurriculum. In its philosophical attitude and practical approach to the collection and understanding of data on the extracurriculum, it not only made use of the now broadly accepted grounded theory methodology, but

interpreted the data that are the basis of grounded theory from a new and challenging perspective, that of enactivism. In so doing it made a new contribution to the ongoing debate about the nature of grounded theory and its relationship with other theoretical perspectives.

Conclusion

In this chapter the personal, environmental and theoretical origins of this research thesis have been introduced. In the following chapters these elements are developed and contextualised within the research framework. Chapter two begins this process, as it examines and reviews a range of literature, which was initiated by the researcher as he began to examine the extant literature on the extracurriculum, and that which later emerged as pertinent to the research process as it proceeded.

CHAPTER 2

LITERATURE REVIEW

Introduction

The major concerns of this study, using grounded theory as its methodology, are

to discover and examine the personal developmental changes that student participants'

experience as the result of their involvement in a particular extracurricular activity, and

the elements, actions and events that contribute to that development. While certain areas

of literature forming the background to the research questions were initially reviewed,

summarised and critiqued, in keeping with the grounded theory approach the literature

review contained in this chapter was developed, reviewed and refined as analysis of the

data unfolded. As a result of the grounded theory approach, much of the literature

reviewed has emerged alongside, and consequential to, the interview and analysis

process, and in response to comments made and issues raised by the participants

themselves.

Areas of Literature Covered in this Chapter

Of particular interest to this study is the literature and research that directly

examines the phenomenon of the extracurriculum. This literature contextualises the

location of the present study within the broader body of work in this area. It also

indicates the relevance of this type of qualitative study, that allows the participant's voice

to be directly heard, to the development of theory on the role or significance of extracurricular activity to participants in the school environment. At the same time, as all student participants are in secondary college, a second area of research to be reviewed is that which concerned adolescence. As the student participants in the extracurricular activity and this study are, or were, all students between Years 7 and Years 12 in a regional Victorian secondary college, and the focus of the study is centred upon development, an examination of the work of developmental psychology into what happens to the young person as they process through adolescence was thought to be fundamental. In conjunction with the review of work in this area, research on multiple and emotional intelligence is also examined, as a result of participants' comments that indicated that research on different intelligences may be of assistance in interpreting and understanding their responses to participation in the activity.

A final major area of work reviewed in this chapter is that of research into the concept of resilience, and in particular the connection between this research and the implementation of protective behaviours' strategies in schools. Research in this area was examined in response to participants' comments that referred to alienation, disconnection, lack of social acceptance, low self-image and similar at risk factors, that they perceived were ameliorated or modified by involvement in the extracurricular activity. School organisation and curriculum emphasis, and its relationship to the role of schools in the development of protective behaviours, is a particular focus of the review of the research in this area.

American Studies on the Extracurriculum

Who Participates, and What are the Benefits?

Berk (1992) presents a detailed overview of the historical story of extracurricular

activity participation and perceptions of its purpose throughout the twentieth century in

the United States of America, presenting a critical review and analysis of the research

literature, particularly since the 1960's. She begins by claiming that defining the

extracurriculum is difficult, and outlines a number of ways in which responses to

perceived problems with this term have been made. However, her claim that "the prefix

'extra' implies a set of pursuits apart from and unrelated to the curriculum, as well as

something of peripheral importance." (Berk, 1992, p. 1002) can be challenged, as such a

claim allows only a narrow understanding of the meaning of "extra", which is also

capable of being understood in terms of "extension" (as in extrapolate) or "beyond" (as in

extra-atmospheric) or, at the very least, the more neutral "additional" (Fowler & Fowler,

1964). This is not to deny that a perception of the extracurriculum as peripheral to the

explicit curriculum may have prevailed in many instances (McNeal Jr, 1998).

Nonetheless, Berk identifies four useful elements that may generally apply to

extracurricular activities: they are social rather than cognitive, they are student driven,

they are usually outside of school hours and participation is voluntary (Berk, 1992, p.

1002). All of these elements are present in the school theatrical production that is the

focus of the present study.

Berk (1992) also demonstrates that in the early twentieth century, extracurricular

activities were implemented as mechanisms for positive social control and pro-social

attitudes, and were put into operation as a response to the results of urbanisation and industrialisation in the USA. This has a familiar ring to it in terms of the functionalist approaches to education generally (Kapferer, 1978; Misgeld, 1985) that have developed since the 1970's, but which are challenged by critical theorists such as Misgeld (1985) who argues that education has become "part of an organised system to subvert the critical powers of insight and imagination" (p. 80), and Habermas (McCarthy, 1978). It may well be, of course, that it is this industrial approach, that sees education as training for citizenship and employment, that has under girded the provision of much of compulsory education in the twentieth century (Berk, 1992). That it has been equally applied to extracurricular activity as a further control mechanism of the young, should therefore be no cause for surprise.

Nonetheless, it may also be argued that some of the products of involvement in extracurricular activity, such as teamwork and co-operativeness, have a positive merit independent of their utilitarian value. At the same time, an examination of the claim made concerning the connection between the decline in extracurricular activity participation and the integration of previously extracurricular activities into the formal and explicit curriculum could be useful in the Australian environment. This is in spite of the fact that Australian schools seem to bear little similarity to their American counterparts. This may well be because, as Berk's review illustrates (Berk, 1992), American schools have been actively and directly involved in the organisation of the extracurriculum as a regulated and integrated part of school life throughout the twentieth century. Holland and Andre (1985) reflect this focus in their review of the literature pertaining to extracurricular participation from the late 1950's to the early 1980's. They,

however, like many other writers about the extracurriculum (Mahoney & Cairns, 1997; McNeal, 1998; Silliker & Quirk, 1997), fail to closely define exactly what they mean by this term. They seem to assume that any activity that is associated with a school, but which is not part of the explicit school time curriculum, may be included under this term. Thus, extracurricular becomes, almost by default, an umbrella term for any school based activity, regardless of how many or how few restrictions or requirements are placed upon those who wish to participate in this activity by the formal school administrative body. At the same time, as will be demonstrated, much of the research that has followed the publication of their work does seem to have largely concentrated on demonstrating, "causal relationships between participation and desirable characteristics", rather than taking up their call for "additional research into the *processes* by which participation may influence students' lives." [italics added] (Holland and Andre, 1987, p. 437).

Remaining the Extracurriculum?

If extracurricular activities are more than simply mechanisms for social control and developing attitudes suitable for the workplace, what is to be gained by retaining them as extracurricular rather than integrating them into the core or co-curriculum? If the extracurriculum is to continue, how is to be organised and administered? Answers to these questions are directly related to the roles and responsibilities that student participants may assume as a result of their involvement.

Berk (1992) claims that in America there has always been "substantial variation in how the extracurriculum is administered" (p. 1009), but does make a brief reference to the need for consideration of the balance between adult authority and student control.

This relationship between adult and student is also a significant consideration in the context of the present study.

According to Berk, in the USA up to 1992 "The largest body of research on the extracurriculum has been directed at identifying factors that influence adolescents' voluntary entrance into activities." (p. 1012), and the importance of sex differences in extracurricular activities participation has also been emphasised. The work of McNeal Jr. (1998) revealed the preponderance of female participation in all areas of extracurricular activity except athletics. Much of the research in the years since Berk's paper was published, however, appears to have concentrated more on examining the relationship between participation in extracurricular activity and desirable student characteristics as determined by the sponsoring institution, their purpose being to attempt to provide the causal connection that Holland and Andre (1987) claimed had not, up to then, been demonstrated. This study, however, seeks to establish the connection between extracurricular activities and personal development benefits as identified by the students involved. In this way it adds a new dimension to research that has already been undertaken.

A study of five types of extracurricular activity participation (Eccles & Barber, 1999) revealed that, in the area of the Performing Arts, continual participation by students between Grades 10 and 12 resulted in fewer risky behaviours (the study focussed on drinking, school absenteeism and drug taking) than by those who were not involved. Other findings related to the Performing Arts revealed an increased liking of school, higher academic performance, based on Grade Point Average, and greater probability of attending college. However, in none of these studies is any indication given or suggested

as to why or how these things occur. It is in this area that the present study, by focusing

on the behaviours and perceptions of the participants themselves, is intended to cast some

light. This study, therefore, in focusing on elements that encourage the personal

development benefits for the students involved in extracurricular activities, indicates why

and how the changes noted in other studies may occur.

A brief report on the study of a high school soccer team (Silliker & Quirk, 1997)

also supported the connection between extracurricular activity participation and higher

academic performance and, significantly, showed students obtained a higher Grade Point

Average during the soccer season. Guest and Schneider (2003), however, in examining

school and community contexts in relation to extracurricular involvement, showed that

there was a strong correlation between high extracurricular participation in sports and

lower academic expectation by schools, whilst involvement in non sports extracurricular

activities was consistently associated with higher academic achievement and expectation.

Thus, three broad outcomes are generally perceived as positive and giving value

to the wider extracurriculum. These are higher performance levels, developing school

culture and values development (McNeal Jr, 1998). Berk (1992) argues that the evidence

shows that a combination of student characteristics and contextual factors (p. 1023)

together influence extracurricular activity participation. This should not be surprising, as

it is a generally accepted truism of much developmental psychology. In the literature that

is reviewed in this chapter, the language of resilience research that speaks of the complex

interrelationship between the innate attributes of the individual and the environment in

which they exist (Edwards, 2000; National Institute of Mental Health (NIMH), 1999)

reinforces this focus.

Two of the individual characteristics and ecological variables influencing participation appear to be higher socio-economic standing and greater academic ability (McNeal Jr, 1998). At the same time, while participation in extracurricular activities is not equally available to all students and social context influences the nature of involvement (Guest & Schneider, 2003), it does seem that while some extracurricular activities may accentuate socio-economic divisions and there is a pervading inequality of involvement in extracurricular activity in American schools, overall participation in extracurricular activity is connected to a decreased rate of early school drop out in both male and female students (Guest & Schneider, 2003). Thus, extracurricular involvement may be included as one factor that helps to re-attach these disengaged students to the school environment (Mahoney & Cairns, 1997), a further argument for the significance of this study.

A longitudinal study (Jordan & Nettles, 1999) examines the connection between a range of adolescent out-of-school activities and their effect on school attachment. It concludes that extended involvement in positive structured activities increases the likelihood that students will show greater school engagement, improve academic achievement and have more positive perceptions of life opportunities. In another longitudinal study, that examines whether participation in extracurricular activities is associated with a long-term reduction in anti-social behaviour, Mahoney (2000) concludes that such an association can be seen to exist as long as the individual's social network is part of that extracurricular activity. As part of that conclusion, Mahoney (2000) comments that "The issue seems to be what the adolescent is participating in and with whom. . . . The willingness of the individual to participate, the success he or she

achieves in the endeavor, and the support received from peers may be critical features of the process." (p. 513).

It is apparent then, that involvement in the extracurriculum is generally perceived as having positive results for the individual and the society of which the individual is a part. The present study makes a connection with these studies as it details and reveals some of the personal changes that take place in the individual as a result of what happens as the individual participates in the extra curricular activity. Thus, through the participant's description of and reflection upon their own experiences, a number of the salient features of participation, which may eventually lead to the results described above, may be identified.

Extracurricular Involvement, School Connection, and Problem Behaviour

The concept of school engagement via extracurricular activity participation, and their effect upon youth problem behaviour in the USA, is a subject directly examined by Brown (1999). He examines how extracurricular activity participation (EAP) encourages pro-social behaviour and tests the hypothesis that the impact of EAP is mediated by a youth's sense of connection to the school. However, the use of Multiple Regression Analysis, his major tool, does not fully support the school connection mediation model, although it does reveal that EAP and school connection are connected to a decreased likelihood of youth problem behaviour to a significant degree. Like much of the research reviewed, the ultimate purpose of this work is to examine the connection between EAP and youth problem behaviour. In supporting his justification of EAP for its pro-social influence, it is interesting that he mentions the review of Holland and Andre (1987) and

other research, and criticises it for methodological flaws, but makes no reference to the later Berk review of 1992.

While Brown's thesis relates only peripherally to the present study, his definition of connection as "an individual's psychosocial understanding of his/her link to a social institution" (Brown, 1999, p. 2) is of relevance to the present study. This is, however, only in terms of the ways in which a sense of connection is made to the social institution created by the extracurricular activity itself. The connection, described by many participants in the research described and analysed in this study, is to the "panto family", and independent of any other connection to the broader school institution. The second chapter of the thesis, the literature review, is a detailed study of the research on EAP and problem behaviours and a range of connection theories. A regular pattern that first describes and then criticises the literature is followed.

A result of the analysis of various control theories, is that they "converge on the premise that an individual's understanding of a social connection can impact his/her behavior" (Brown, 1999, p. 37). However, perhaps a more important comment for this researcher is Brown's claim that there has been little empirical research that examines factors which may lead to a sense of social connection. A review of several library catalogues and online databases appears to indicate that the research in this area has been predominately of a theoretical nature. This is a gap that the present research may address, at least in part, by providing the participants an opportunity to speak for themselves.

Of more concern, however, may be the closing statement of this chapter, which reveals what may be a debatable agenda, i.e. to make use of extracurricular activity

participation as part of a programme to encourage students to "behave more consistently with adult – conventional values." (Brown, 1999, p. 44). This may help to understand what Brown means when he says that one aim of his study is to "refine the definition of what is an *effective* extra curricular activity." [italics added] (Brown, 1999, p 45) and directly relates to those early twentieth century perceptions, recently re-emerged, and challenged by critical theorists, which see the extracurriculum as a means of social control and for the development of useful economic citizens. Nonetheless, Brown's construct of school connection as composed of the psycho-social elements of power, commitment, belief and belonging relates well to the research on adolescent and group development discussed below, and to the present study.

Harrison and Narayan (2003), in a large study based on survey responses from over 50,000 ninth grade students in the USA, specifically focus on participation in team sport and other extracurricular activities, and its relationship to higher levels of psychosocial function and healthy behaviour, in comparison to non participants in any or all of these activities. In spite of the fact that they make little reference to the extensive range of literature that has examined the extracurricular situation, and that has been reviewed here, they observe that, in general, extracurricular involvement is associated with a developed sense of connectedness in both interpersonal relationships and pro social action. There is also an increased likelihood of health enhancing rather than health harming behaviours.

Berk (1992), in claiming that a unique feature of the extracurriculum, which may help to explain its popularity amongst the American adult population, is the opportunity it gives "for active involvement, . . . in a wide variety of shared pursuits that duplicate on a

smaller scale meaningful activities in the wider society" (p.1023), shows that Brown's concerns are part of a long-standing historical focus on the function of extracurricular activity being to fulfil adult, rather than student, needs. She then examines the research in some detail according to its predominant concern or focus. Again, as in much of the research reviewed here, the meaningfulness of the activity is defined or decided by adults rather than the students.

While much of this section is of background relevance to the present research, one area that is of direct relevance is that which details the research on the role of extracurricular activity participation on the development of a sense of self-esteem and self-identity. The reference made to the work of Erikson (1964), in relation to self-identity and adolescence, is an area that will be examined below in greater detail. While developmental psychologists such as Erikson have written extensively on adolescent personal development issues, it is significant for this study that in the reviewed literature concerned with extracurricular activities, prior to the year 2000, only one study, detailing the findings of a 1964 study on extracurricular activity, makes reference, in just a single paragraph, to students' personally expressed self perceptions of their developing confidence and achievement of what they perceived to be worthwhile moral and cultural values.

Fredericks, Alfeld-Liro, Hruda, Eccles, Patrick and Ryan (2002) focus on adolescence as a period of positive rather than negative development. Their work examines student involvement in a range of extracurricular activities in the arts and athletics in terms of commitment to those activities. By allowing the participants to speak for themselves, they are able to more effectively explore the adolescents' own

constructs of the meaning and significance of their participation. Such a study has useful parallels to the present study, particularly because of its use of a qualitative method and semi-structured interviews; it is also significant because it raises two important elements, organised competition and ability levels, as reasons for quitting, elements that are not present in the present study.

The work of Dworkin, Larson and Hansen (2003), based on a phenomenological perspective, also points to a lack of research on the processes that take place during and as result of these extracurricular activities, that allow or encourage development to occur. The present study, then, appears to be similar in its concerns and methodology to what appears to be an emerging research approach to the extracurriculum in America. A few recent Australian studies take a similar line.

The Extracurriculum in Australia

According to Kapferer (1978), who examines extracurricular participation in three South Australian schools, it is the functionalist rationale that understands the extracurriculum solely as a means of developing attitudes suitable for the work place, which is perceived as the origins of an observable reduction in extracurricular activities. In more recent times it has been argued that just such a utilitarian philosophy, which sees arts education only as a tool towards achieving other more important ends, is alive and well in present Key Learning Area (KLA) documents (Holden, 2003). KLA's are eight areas of learning defined in the National Curriculum Statements and Profiles for Australian Schools. In Victoria the course of study based on this document is called the Curriculum and Standards Framework and is, at the time of writing, under review with

the aim of developing a "new framework of 'essential learning' for all Victorian schools in both government and non-government sectors." (Victorian Curriculum and Assessment Authority, 2004). The fundamental assumption of the approach taken by these documents appears to be that there is both a body of knowledge and a collection of skills that exist to be transmitted from the teacher to the student.

Nonetheless, the perceived significance of extracurricular activity involvement by official sources may be seen in the references to the extracurriculum in a research project that investigates the educational needs of boys, commissioned by the Commonwealth Department of Education, Science and Training (Lingard, Martino, Mills and Bahr, 2002), and a submission concerned with the education of gifted and talented children (Submission for Inquiry into the Education of Gifted and Talented Students, n. d.), that recommends that Commonwealth funds should be provided for extracurricular extension programmes for these students.

A dissertation submitted as part of an M.Ed. thesis, (Cocks, 2001), that is based on a symbolic interactionist perspective, and makes use of the grounded theory methodology to discover stakeholders' perspectives of the Rock Eisteddfod Challenge, makes use of participants' responses that show a process or movement towards such things as the improved performance, or greater school identity results described by other researchers (Eccles & Barber, 1999; Fullarton, 2002; Silliker & Quirk, 1997). The Rock Eisteddfod Challenge is a privately run, government supported, activity. It operates nation wide within Australia but is managed and presented to schools on a state by state basis as part of a "fun without drugs message". It offers students the opportunity to take responsibility for a live music and dance performance and is focussed around major

regional centres and capital cities. As with the Fredericks et al study (2002), an element that looms large in this study of the Rock Eisteddfod Challenge and stays unquestioned, that is not present in the present study, is that of the role of formal competition.

As in the USA, a concern about student connection to, or engagement with school, or more accurately what to do about student disconnection and disengagement with school, has given rise to a large scale study on behalf of the Australian Council of Educational Research (Fullarton, 2002). Many of the findings of this study echo the findings of earlier American studies, which pointed to a range of positive outcomes for students involved in extracurricular activity. Particularly mentioned are those findings that relate to the connection with at risk students, including greater positive relatedness to and identification with the formal school environment. These positive outcomes again echo the concerns of the research on resilience and protective behaviours, as they reflect the achievement of much that is seen as promoting greater resilience among school students.

Australia and the USA Compared - Attitudes to the Extracurriculum

Berk (1992) makes abundantly clear the differences in the approach to extracurricular activity between Australia and the USA, where the debate over whether the opportunity to participate in extracurricular activities is a right or a privilege has been taken to the Supreme Court. While it may be unlikely that Australian State governments would introduce minimum academic eligibility requirements for extracurricular participation, as has been done in most states in the USA, anecdotal experience would suggest that some Australian teachers would not adversely receive such an approach.

There is a significant difference between the American and Australian experience in the provision of opportunities for extracurricular activity participation. Could it be said of the Australian experience, for example, that "the extracurriculum continues to thrive as a prime context at the secondary level for nurturing prosocial values and behaviour, individual interests and talents, and worthwhile use of leisure time." (Berk, 1992, p. 1035)? Although, of course, what may be perceived as worthwhile, and by whom, could be open to debate (Misgeld, 1985).

At the same time the focus of much of the American research on the extracurriculum emphasises the American concern for civic responsibility in its citizens, a concern that has been less apparent in the Australian context. In a sense the focus and concern of this study is representative of that difference. Its purpose is not to examine broad outcomes or results but to centre on the individual's development, and the individual's perspective on and perception of that development, as the activity progresses and the individual reflects upon it.

Human Development, Adolescence, Groups, and Types of Intelligences

Human Development Theory

In general terms, personal development has been defined for the purposes of this study to encompass the changes that take place in a person's behaviours, relationships or attitudes as a result of their attempts to understand and respond to the environment of which they are a part. Its particular application to the student participants in this

extracurricular activity, who are all adolescents, necessitates a review of the major aspects of that period in the human life cycle.

The human development theories of Sigmund Freud (1923/1962), Erik Erikson (1964), Jean Piaget (1970), Lawrence Kohlberg (1984), and Carol Gilligan (1982) are significant to this research in so far as they facilitate an understanding of the needs and motivating forces that influence the adolescent student. While it is preferable to make direct use of the authors' own writings, a detailed discussion about, and synthesis of, the first five theorists' ideologies is provided by Bae (1999). A shortcoming of this work is that it depends mainly on secondary rather than original sources, but it does, nonetheless, raise some important issues for the present study. Its examination of how emotions affect learning, and the importance of emotionally based student centred strategies in the class room, leads to a discussion of the work of Daniel Goleman (1996a & 1996b) and the concepts of emotional intelligence, multiple intelligences (Gardner, Goleman & Csikszentmikalyi, 1998) and flow theory (Csikszentmikalyi, 1992; Gardner, Goleman & Csikszentmikalyi, 1998).

Bae (1999) summarises and compares Freud's psychosexual understanding of mental development, explained by the major systems of personality which he described as the id, the ego and the superego, with Erikson's Eight Stages of Development Theory, with its focus on social interactions. Lawrence Kohlberg's Moral Development Theory is introduced, and described as an expansion of Piaget's Theory of Cognitive Development. As most students involved in the present study are at least twelve years old, Bae's summary of the various theories on this life stage is relevant. Thus, for Freud a mentally healthy adolescent has an ego that is able to balance the compromise between social

demands and internal instincts, while for Erikson it is at this time that the person

challenges their developed identity through experimentation with other roles. As this can

often be a period of both internal and external conflict, particularly within an education

system that emphasises the development of skills and knowledge in an often-competitive

framework, a supportive peer group such as that offered through extracurricular activity

participation is at the very least, beneficial. For Piaget (1970) and Kohlberg (1984) this

period is a time of the development of higher moral standards, described by Kohlberg as

the Conventional Morality and Post-Conventional Morality stages.

Gilligan's Care Model (1982), developed to counter the perceived male bias of

Kohlberg's Justice Model (1984), distinguishes between male and female responses to

moral problems. As the majority of students involved in theatrical performance

extracurricular activities are female, an awareness of Gilligan's model is a convenient

and appropriate moderator to the Kohlberg model. Several studies (Eccles & Barber,

1999; Eder & Kinney, 1995) have shown gender based differential responses in and to a

variety of extracurricular activities.

All of the developmental models described above arise from the Western

perspective that emphasises individuality and autonomy. A study examining self

construal and the development of individuality across a range of students in a variety of

Indian schools, indicates that individuality is mediated by socio-economic levels and by

gender, and emphasises the importance of social context in the development of the

individual (Gibbons & Reddy, 1999). Three useful definitions of different types of

identity are given: personal identity refers to one's private conception of the self and

subjective feelings of continuity and uniqueness. Social identity reflects an individual's

public image as presented through social roles and relationships. Collective identity represents a more communal factor emphasising cultural aspects of self-concept. Although the experiences that have helped to create the personal, social and collective identities of the participants in the present study may be substantially different from those of Indian students, the effects of socio-economics, gender and social context, and the participant's place within and contribution to that environment, may validly be assumed to be significant in their development of an holistic sense of self.

Links between peer group and identity formation and activity involvement in the USA (i.e. social identity) have also been explored (Eccles & Barber, 1999). In adolescence, identification with, and membership of a particular peer group helps to determine both what the young person does with their time, and exposes them to a certain set of norms and values, thus tending to shape their ongoing direction. Yet the adolescent's desire to belong to a group is based on a range of factors, not the least of which is that of emotion.

Adolescence

Adolescence is a time of change and instability, a time of internal and external conflict in a young person's life, as new identities are 'tried on for size' (Erikson, 1964). It is a time when social activities become more important in the shaping of adolescent thinking (Keating, 1990), as the individual becomes increasingly able to balance between social demands and internal instincts that are more dominant in childhood. Indeed, the development of self-control has been related to social and academic performance in late adolescence (Baumeister & Exline, 2000).

In adolescence, peer group membership becomes important as it determines the ways in which time will be used and the norms and values that will be more readily adopted (Battistich & Hom, 1997; Eder & Kinney, 1995; Jordan & Nettles, 1999). This peer group membership facilitates the development of a more collaborative approach to interpersonal relations, as relationships to significant others become increasingly complex and important, and as their success or failure is interpreted as a measure of personal social competence (or incompetence) (Jordan & Nettles, 1999; Savin-Williams & Berndt, 1990; Wheelan, 1994). Thus, loyalty and intimacy are inextricably linked to perceptions of self-esteem and self-identity, particularly in common age groupings (Dworkin, Larson & Hanson, 2003; Henderson & Dweck, 1990)

Thus, when an adolescent experiences poor interpersonal relationships or social rejection, low self-esteem and even depression often results (Nunley, n.d.). Depression is a chronic and recurrent psychological disorder that is under-diagnosed in adolescents (Blackman, 1995; Evans, Van Velsor & Schumacher, 2002; Marcotte, Alain & Gosselin, 1999). It affects all aspects of adolescent life, including such things as increasing difficulty at school and anti social behaviour, frequently because the adolescents perceive themselves and their experiences in extremely negative terms (Evans, Van Velsor & Schumacher, 2002; McGrath, 2003).

How an adolescent reacts to traumatic experiences is affected by a number of factors such as self-efficacy, age and gender. In the 14 –16 year age group, girls are generally less positive about their coping skills and there is greater evidence of depressive symptoms (Frydenberg & Lewis, 2000; Marcotte, Alain & Gosselin, 1999). As schools are in a significant position to facilitate adolescent emotional wellbeing,

activities that promote a realistic and positive self perception, through the development of appropriate understanding and skills, should be encouraged (McGrath, 2003).

As relationships develop in importance and change in nature, so too moral issues are approached at a less concrete level than that of childhood (Kohlberg, 1984; Piaget, 1970). Additionally, as Gilligan (1982) makes clear, gender difference influences the nature of the moral response as, in association with socio-economic and cultural factors, it also affects individuality.

These are some of the essential elements of the adolescent period that illuminate the responses of the participants in the extracurricular activity being studied, as all those students involved are passing through this frequently disruptive time of life. The work of Czikszentmikalyi (1992), Goleman, (1996a, 1996b) Gardner, Goleman and Czikszentmikalyi (1998) and Shernoff, Czikszentmikalyi, Schneider and Shernoff (2003) is of relevance here and provides an important backdrop to this study.

Emotional Intelligence

If emotions are indeed the key to learning (Gardner, Goleman & Csikszentmikalyi, 1998; Goleman, 1996a, 1996b, 1998; Vail, 1994), then an understanding of the development of the modern human brain and how it functions (Damasio, 1994) is necessary if our emotions are to be controlled and positively directed. As emotions can be destructive if uncontrolled, an awareness of the working of emotional intelligence leads to greater self-control and thereby greater social and emotional stability.

Emotional intelligence is concerned with the faculties of understanding, expressing and regulating in one-self and others, and the application of emotion in thinking and reasoning (Damasio, 1994; Goleman, 1996b). The basic skill in the productive use of emotional intelligence is impulse control. Thus, an understanding of emotional intelligence assists in the development of self and social awareness, as well as motivation and empathy. Goleman, (1996a) indicates a strong correlation between emotions and learning.

Czikszentmikalyi, the author of "Flow" theory (Czikszentmikalyi , 1992; Gardner, Goleman & Czikszentmikalyi, 1998), which may be briefly described as a multidimensional approach which aims to create a desire in students to unpack the given information, claims that learning outside of school produces more instances of "flow" than in school learning. "Flow" is used to describe what happens when the student becomes so "wrapped up" in the activity that concentration, interest and enjoyment coalesce as a single experience (Shernoff, Czikszentmikalyi, Schneider & Shernoff, 2003). If "flow" is to be totally focussed on the present task, then its presence in extracurricular activity participation could, at certain times, almost be considered as a given. In examining student personal development through participation in the annual school pantomime extracurricular activity, the existence of "flow" is significant with regard to personal application to the task given or taken on by the individual in a social situation.

Friendship, Self Control and Inter-Personal Relationships

It is in adolescence that for many young people close personal friendships become important connectors in their development towards emotional and psychological maturity. Thus, at this time, the role of peer friendship, as a source of support and influence, also takes on greater significance as adolescents gradually develop and reinforce collaborative methods of approaching interpersonal relationships (Elliott & Feldman, 1990; Selman, Beardslee, Schultz, Krupa & Podorefsky, 1986).

Significant change in the nature of friendship also takes place in adolescence, as the demands for loyalty and intimacy become of primary importance. Intimacy, which promotes the development of such things as self-esteem and a sense of self-identity, is therefore of central importance for healthy interpersonal relationships and in the development of one's sense of self as an individual. It has been frequently assumed that amongst adolescents, behaviours and social skills which enable the growth of intimacy are best able to be developed in the situation of common age groupings (Savin-Williams & Berndt, 1990). As the present study involves the interaction of students from Years Seven to Twelve (i.e. aged thirteen to eighteen), this assumption is being tested.

As adolescents move through adolescence, so their methods of dealing with and relating to significant others becomes more complex, and their success or failure in doing this is a measure of their social competence (Selman et al, 1986). Thus, adolescence may well be considered as a pivotal stage of life. Yet, in spite of this, it seems that before the 1990's little research had actually focussed on the direct observation of adolescent behaviour (Henderson & Dweck, 1990), although there is some evidence to suggest that the words and actions of adolescents do not always correlate (Selman et al, 1986).

Nonetheless, if the adolescent experience of social activities is fundamental to the shaping of their thinking (Keating, 1990), then the social and collective, as well as educational, opportunities they experience are vital.

An interesting insight into one aspect of adolescent behaviour is research on self-control, where self-control is understood as a conscious and deliberate overriding of, and acting against, personal preference or impulse (Baumeister & Exline, 2000). In this regard it connects to the work of Gardner on emotional intelligence (Gardner, 1996a), while its use of the language of morality and religion also connects to the work of Kohlberg (1984) and Fowler (1961).

It is contended that self-control is of primary individual and societal importance because, as the "master virtue", it has the potential to reduce those problems which result from a lack of self-control, and these are legion (Baumeister & Exline, 2000). Not only are the Seven Deadly Sins of the medieval church shown to be based in the lack of self-control, as they all have to do with deficiencies of one sort or another that can be shown to be founded upon this shortcoming (Schimmel, 1992), so also the Four Cardinal Virtues of Thomas Aquinas are shown to centre upon, or at least play a significant part in, the maintenance of self-control.

Baumeister and Exline (2000) also argue that self-control can be understood through the analogy of a muscle. As a muscle is strengthened through regular use and training without over-exertion, in a similar way may self-control be strengthened. In support of this analogy there is some evidence to suggest that children who showed higher measurements of self-control were better performers, both socially and academically, in late adolescence and as young adults (Baumeister & Exline, 2000). This

is of significance for the present study as the high demands of participation in the activity

necessitate the development of a considerable degree of self-control, while at the same

time encouraging improvisation and impulsive responses to staged situations.

The work of Tuettemann (1999) in Western Australia, focuses on the nature of

heterosexual couple relationships in the home, and the way this impacts on student

performance. It is important to the present study because it provides constructs that may

relate to a much wider range of interpersonal relationships. That is, "it has the capacity to

illuminate interactions between individuals in teacher-teacher, teacher-student and

student-student relationships." (Tuetteman, 1999). It is also important because, unlike

much of the literature reviewed so far, it details the use of the research methodology of

grounded theory, and that is the methodology that is the tool of the present study.

The Concept of Group and the Need to Belong

As has become clear, social interaction, membership of peer groups and intimacy

with significant others is of central importance to the emotional well being of the

developing adolescent. Yet it has been the general practice in the West to focus on the

individual rather than the group. There is, then, a perceived need to learn about how

groups influence the ways in which the individual thinks and behaves.

There is some evidence to suggest that individual behaviour is shaped more by the

group than that the group is shaped by the individual. Yet, in the studies of groups that

have been made, any reference to a group stage dealing with trust, and the development

of interpersonal relationships has been often omitted (Wheelan, 1994). According to

Wheelan's understanding of organisations and sub groups, those participating in a

specific extracurricular activity would be functioning as a sub group of the school organisation. In her review of research into students' feelings of acceptance within a school community, Osterman (2000) defines that sense of community as a feeling of belongingness that is understood to be a basic psychological need. The three questions that she addresses, while not centred upon the extracurriculum, are of central import to the present study. They are: "is this experience of belongingness important in an educational setting? Do students currently experience school as community? And how do schools influence students' sense of community?" (Osterman, 2000, p.323).

In summing up the varying definitions of community, Osterman (2000) describes it as both a spatial and social entity that comes into existence as people come together and experience a reciprocated sense of belongingness and relatedness. This, however, she points out, has not been the primary concern of schools, which have all too frequently been concerned with individualism and competition rather than developing collaboration and community (Osterman, 2000).

In a study mentioned by Holden (2003), it is reported that Grunstein (2001) examined students from schools in the State of New South Wales, Australia, involved in the Rock Eisteddfod Challenge against those who were not involved, in terms of resiliency. She concluded that involvement in this activity not only brought students together, but also had some effect in reducing substance use behaviours. This echoed the conclusions reached by much American research; that extracurricular activity involvement reduced at risk behaviours.

If relatedness is indeed a basic and essential psychological need, it can only be met through the experience of belongingness or the sense of community. Thus the

provision of a situational context, such as an extracurricular activity, that is meaningful to

its participants, and which facilitates the development of such experiences, is not only

essential in the educational environment but, where it exists, worthy of study. The

provision of a meaningful extracurricular activity, whose meaningfulness is determined

by its participants, is demonstrably important. A positive attribution by those involved,

to the development of more positive self-image and self-esteem as a result of that

participation, is reinforced by much of the literature that examines the development of the

concept of resiliency.

Resilience

Problems of Definition

A number of descriptors have been variously used to identify, describe or create

constructs of what is now generally termed resilience, and the various factors associated

with it (Kaplan, 1999). While there appears to have been, and still remains, some

disagreement about a single meaning that may be applied to resiliency, it seems that, at

least broadly speaking, it can now be defined in a generally accepted way, as the

manifestation of competence in the face of hardship, where competence is defined as

effective pro-social adaptation (Masten & Coatsworth, 1998). Norman Garmezy (1996),

one of the foundational researchers in the field, seems to accept such a definition when he

says, "I think 'competence' is really the term for a variety of adaptive behaviours and I

think that resilience is manifest competence despite exposure to significant stressors."

(Rolf & Glantz, 1999, p. 9). Garmezy (1996) claims that "resilience is a contextual and

inferential construct." (p. 283) and indicates the two fundamental factors in resilience which, although connected, are not the same. It appears that it is as a result of the complex inter-relatedness or complementariness of the individual and their physical and social environment in a dynamic model of behaviour that these difficulties in developing a model of resilience satisfactory to all have arisen.

Thus it is necessary to discover how researchers, when they talk of resilience, are using the term. On the one hand they may use it to describe the quality or innate ability within high risk children that enables them to rise above, or at least not to succumb to, the negative environment of which they find themselves a part (Finlay, 1994; Hauser, Vieyra, Jacobson & Wertieb, 1985). Alternatively, they may be using it to describe the influence of external factors that also may improve or enhance the ability of a child to attain a positive life outcome, in spite of a negative environment that may lead to an expectation of a similar outcome for its child inhabitant. That is, in discussing resiliency it is always necessary to be clear whether what is being discussed is "resiliency as the cause of the outcome" (a result of the innate factor), or whether it is "resiliency as the outcome" (a result of outside intervention). It may be, perhaps, as appears to be the case in more recent literature on the subject (Deveson, 2004; Edwards, 2000; National Institute of Mental Health (NIMH), 1999), that it is understood to be a complex inter-relationship or interaction of them both. Yet even though such an attempt may be urged, and a dynamic model preferred, it still appears that in some quarters at least "there is no agreed-upon definition of resilience." (Laurson & Birmingham, 2003). Nonetheless, Deveson's position that "resilience arises from a myriad of interactions within and between organisms and their environment," (Deveson, 2004), when interpreted in conjunction

with the definition of Masten & Coatsworth (1998), does seem to offer the most comprehensive understanding of the term.

Being At Risk

Children at risk often express their vulnerability through poor school performance or low levels of connectedness to school, especially when the school has inadequate or poorly applied rules or policies and inconsistent administrative support. They also reveal poor self-image and self-esteem, and frequently become alienated or non-productive citizens (Department of Human Services (DHS), Vic, 2000; Elias, Weissberg, Hawkins & Perry, et. al. 1996; Gore & Eckinrode, 1996). Levels of risk can be increased by a number of external factors. Elements such as a negative movement in the social or economic situation, negative changes due to population movement, negative media health messages, a reduction in interaction with a positive adult role model, and negative treatment of ethnic minorities (Elias & Weissberg et al, 1996) may all contribute to heightened risk levels.   A number of these factors have also been ascribed to students' non-participation in extracurricular activities (Mahoney & Cairns, 1997).

Changes in the school environment also serve to affect risk factors, especially in students who are entering adolescence at the same time. As adolescents seek greater autonomy from parents, and therefore are in greater need of positive reinforcement from other adults such as teachers, junior secondary college emphasis frequently becomes less personal and more focused on academic performance (NIMH, 1999; Osterman, 2000).

In the State of Victoria in Australia, it is estimated that up to 20% of young people between the ages of 12 and 18 engage in at least one serious problem behaviour

such as the use of alcohol (46%) or tobacco (24%) (DHS, 2000), and mental health problems, particularly youth suicide (attempted and successful), are increasing (Abbott-Chapman & Denholm, 2001). In the USA, suicide was the third leading cause of death amongst 10 – 19 year olds in 1997 (Borowsky, Ireland & Resnick, 2001). An English survey, making use of a Communities that Care programme, indicates that students in Years 10 and 11 appear to be most engaged in risky behaviours (Beinart, Anderson, Lee & Utting, 2002). Bullying, however, is the most prevalent negative social experience in Australian schools, and in the broader Australian school context a link between poor co-operative working skills and bullying and victimisation has been demonstrated (Rigby, Cox & Black, 1997).

The findings of the DHS study (2000) also indicates that action to change the individual's exposure and ability to respond to risk can not only reduce the expression of anti-social behaviour, but also the mental health problems that the behaviour manifests. Given, however, the social and cultural uncertainty, and lack of permanence or security, in the adult world, it should be no surprise that this is reflected in the lives and fears of young people, who are disengaged or disconnected from structures that no longer offer security, but seem increasingly insecure and impermanent. As Abbott-Chapman and Denholm (2001) suggest, perhaps it is the underpinning values, and how those values are learnt, that needs to be dealt with first.

External Protective Factors

Whether or not the focus is on the innate or the external, or the inter-connectedness of them both, it is apparent that the greater the number of what have come

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to be called protective factors, that exist in children's lives, the greater the resilience they are likely to display (Howard & Johnson, 1998). These protective factors can be enhanced and risk factors reduced, by offering support that either changes the impact of the risk event, by modifying the individual's perception of the situation, or reduces the exposure to risk, by changing the situation (Wolkow & Ferguson, 2001).

Finlay (1994) appears to understand resiliency fundamentally as an innate factor, but then continues to examine ways in which positive external or protective factors in school, family and community can foster and develop that resiliency. She identifies three key factors that serve to enhance this development. They are: a caring, supportive relationship with even one other person, clearly articulated high expectations, and opportunities to be a meaningful participator in and contributor to the social environment of which one is a part. Benard (1995a) also reflects on the importance of these factors and argues that in schools a school wide caring ethos, that is part of a "way of being" rather than programmatic, creates opportunities for inter-relatedness between all members of the school community. Werner's foundational longitudinal study (Werner, 1992) also found, amongst other things, that it is the informal and personalised interventions that are most effective. Ways to organise and put into action protective factors need then to be specific to both the individual and their environment (Howard & Johnson, 1998). Benard (1995a) emphasises the importance of activities that develop student strengths by creating interactive opportunities that encourage co-operation, sharing responsibility and encourage feelings of belonging. She gives examples of young people describing school as a transforming experience, as a family, a home, a community and even as a sanctuary (Benard, 1995b). Rak and Lewis (1996) see such welcoming environments outside the

home as crucial because they place value on each child. Edwards (2000) contests that schools should act as moral communities that work to foster resiliency and should be places that value membership, encourage rational enquiry, allow freedom to work out personal agendas and operate within a truly democratic framework

An extensive study of 24 American elementary schools (Battistich & Hom, 1997) concluded that the social context of a school was indeed related to a wide range of student attitudes, motives and behaviours and could therefore be understood as an important factor in determining the developmental outcomes of children. A school functioning as a caring community could either increase the advantages of a low risk background or counteract the effects of a high-risk environment.

Proactive Responses in Schools

Proactive protective behaviour models in schools include young people in school programmes, offer a broad range of educational opportunities, reinforce appropriate situationalised behaviours, promote both academic and social success and encourage shared responsibility. Schools that nurture both academic achievement and a sense of connectedness among students as valued members of a positive, safe and caring community, go some way to being protectively effective in the development of resilience (Borowsky, Ireland & Resnick, 2001). Thus, schools that seek out opportunities for meaningful and engaging participation, provide encouraging interpersonal situations that promote development and a sense of appreciation, set clearly defined and specific boundaries posited on accepted social norms, teach successful personal and social life skills, and set expectations that engender hope, confidence and optimism, are promoters

of resilience (Oddone, 2002). This sounds very much like earned self-esteem theory (McGrath, 2003) that argues that real or earned self-esteem occurs only after the positive accomplishment of a valued task or when there is recognition of personally or socially responsible action. Opportunities for such accomplishment are open to all participants in the extracurricular activity being studied.

In practical terms, it has often been found that a caring teacher has been the caring adult when an otherwise at risk student has succeeded against the odds. Involvement in extracurricular activities, especially those that promote caring and emotional support, has also assisted these students to believe that their lives have meaning, and that they have some control of their life pattern (Laursen & Birmingham, 2003).

Conclusion

In much of the research associated with student participation in activities outside or beyond the boundaries of the formal curriculum or time-tabled classroom framework, it is apparent that there has been little attempt to define just what it is that makes these activities extracurricular. At the same time, there also seems to have been little attempt to distinguish the difference between the extracurriculum and the co-curriculum. Often these terms appear to have been used synonymously and interchangeably. Nonetheless, although it can be shown that much of what is loosely called extracurricular is more accurately co-curricular, because of its lack of voluntariness from all involved parties and its organisational integration into the broader school administration, there are many indications of the positive results of such involvement beyond the strictures of the formal

classroom or hierarchies of school organisation.   The present study examines the perceptions of the student participants, neither to verify the findings of previous studies, nor to detail the positive results (e.g. increased school attachment, improved self-image, improved social skills) that the participants may describe. The purpose of this study is to examine their perceptions of such development as it happened, through their reflections on what happened to them during the time of their participation, to enable the development of a theory grounded in the data thus obtained. While much of the literature on the extracurriculum reviewed here does indicate that one may generally expect positive end results from participation in such activities, in very little of it are the voices of the participants allowed to make themselves heard. This study is a small part of rectifying that situation.

The literature focussed on resilience reveals major protective factors in the development of resilience can be enhanced by a caring school. A school that organises itself to operate as a caring community, and ensures that it offers opportunities for students to have positive social interaction with peers and adults, presents a stability and security that may often be lacking in a wider world, that no longer appears as secure as it may have once seemed. Yet even in a school organised in this way, it seems evident that the most effective relationships and enhancing situations emerge not from formal programmes, but from the caring individual, frequently a teacher, who is not confined to the classroom. An activity such as that being studied provides an informal, caring and sharing environment that provides opportunities for its participants to develop and adapt in a secure, non threatening but demanding (in the sense of high expectations) situation. Thus an element of this study, as it pertains to the personal development of the student

participants, will also be relevant to the concept of, and opportunity to develop, resilience, and how the student participants become better able to cope with their world.

All of the student participants in this study are adolescents. There are students from Year 7 to Year 12. This means that they range from early to middle or late adolescence. Given that, as has been demonstrated, adolescence is a volatile time when identities are being challenged and relationships tested, that the activity being studied here brings together a wide range of adolescents into a frequently demanding arena of social interaction and mutual dependence is significant. Many of the extracurricular activities reviewed in the literature generally encompassed much narrower age ranges, unlike the literature on resiliency that generally took a more cross age approach. This may prove to be of particular relevance to this study, as may its lack of competition, in terms of membership and against other outside bodies, as competition seems to have been a negative factor in some cases (Eccles & Barber, 1999; Eder & Kinney, 1995).

Finally, it is apparent that in the past the organisational motivation for getting students involved in extracurricular activity has frequently been based on a desire by adults to produce their models of useful and productive citizens from these students. This is a view that is based on an industrial model of education and a transmission mode of teaching, a model and mode that still underlies much of what is still being developed in curriculum frameworks especially, but not only, in the USA. That the extracurriculum remains outside or, as Berk (1992) put it, on the periphery, may be essential. A vital element of the extracurriculum and of the participants in this study is not that they will become the better or more useful citizens that someone wants them to become, but that they are able to choose for themselves what they perceive as valuable in their worlds.

CHAPTER 3

THE RESEARCH DESIGN

Introduction

The purpose of the research reported in this thesis is to abstract theory from the

data provided by the responses of the participants. This is done in order to arrive at an

understanding of what occurs during the activity, that facilitates the resulting personal

and social development attested to by much of the research in this area (Fullarton, 2002;

Berk, 1992), and that has been explored in the preceding chapter. This chapter delineates

and describes the connections between the basic elements that underpin the research

design, and shows how the framework within which the method of interviews, analysed

through the constant comparison methodology of grounded theory, was positioned

(Crotty, 1998).

In the development of this chapter two elements arose as central and at first

apparently potentially mutually exclusive. First, dissatisfaction with the completeness of

the constructivist position eventually led the researcher to the theory of knowing called

enactivism (Begg, 2000; Davis & Sumara, 1997; Maturana & Varela, 1992) which, like

constructivism, has links with the complementary perspectives of phenomenology,

hermeneutics and symbolic interactionism. Second, grounded theory methodology,

particularly the Glaser type rather than the Straus variation, has been often identified with

more objectivist and positivist perspectives (Goulding, 1999; Kinach, 1995), and Glaser

(1999, 2002; Glaser & Holten, 2004) has attacked constructivist approaches (Charmaz,

2000) as a destructive remodelling of grounded theory. The enactivist perspective appeared, then, to move the researcher further away from the grounded theory model that was the intended methodology for the analysis of data.

In attempting to overcome this problem the researcher accepted Glaser's dictum that all is data, and that grounded theory is just a method for generating theory from data. Enactivism, then, simply changes the perspective on the data, rather than the analysis of them, and the focus remains on the generating of theory and not on description alone. Thus, the researcher has made it clear that the data that are analysed in an attempt to identify and develop a theory grounded in those data, are obtained through a process of shared and co-constructed meaning making. The use and the purpose of the methodology do not change, in spite of the fact that the researcher's perception of data may be different from Glaser's. Figure 1 presents an overview of the path taken by the researcher in this chapter.

Epistemology | Theoretical Perspective | Methodology | Method

Epistemology

Constructivism
Knowledge is individually constructed based on socially and contextualised learning

Constructionism

Reality is socially constructed through human interaction with their world

Enactivism

Knowing is an holistic, ecological, co-evolving contextual action

Theoretical Perspective

Phenomenology

The descriptive study of the individual conscious experience from the perspective of that individual

Hermeneutic Phenomenology

All experienced phenomena are interpreted through the action of the experiencer

Symbolic Interactionism

Reality is experienced individually, and meaning results from interaction with the 'objects' of that experience

Methodology

Grounded Theory

A methodology that enables the researcher to move from the systematic collection of data to the generation of a multivariate conceptual theory. Theory emerges from data through a process of constant comparison.

Method

Case Study

A detailed, in depth description of a particular phenomenon

Qualitative Interview

Attempts to see the participant's world view. Allows the participant's voice to be heard, the interviewer to modify questioning and the participant to introduce new material

Figure 1. Overview of the Research Design

In taking the path outlined in Figure 1, the researcher was aware of the potential difficulties that arose from his dual roles of 'researcher' and 'teacher-director'. Thus, in the researcher's approach to the interviews he was aware of his potential to unduly influence the process of meaning making or to be unduly selective in the interpretation and analysis of that meaning making. At the same time, the researcher was also aware that his meaning making, and the meaning making of the participants, arose from an interaction that occurred not only within the interview situation but also from all their previous interactions. It was as a response to such concerns that the researcher made use

of an interview approach that allowed the interviewee to 'take the lead' and made the researcher more 'listener' than interviewer. In addition, a large number of the participants were either adults or senior students and, as such, were sufficiently confident to address those issues they considered important without the help or hindrance of the researcher. In practical terms, then, the researcher's opportunity to unduly influence the meaning making taking place within the interview situation was substantially reduced by the application of these strategies.

The problem of selectivity, with its implications of personal bias or interest, was equally problematical to the researcher. This, the researcher believed, was overcome in several ways: by a faithful depiction of the situational dynamics of the activity and the researcher's position within it, by accurately recording the broad range of responses of the participants and by making the substance of these responses the focus of analysis. By the use of such strategies, the initiative was placed with the participant rather than the researcher, and the opportunity for the researcher to unduly influence the focus of the analysis was reduced. Nonetheless, the researcher remained aware throughout the research process not only of the necessity of avoiding unduly influencing the nature of the information gained from the participants but also that any understanding that was gained as a result was a shared understanding that arose from the interaction between the researcher and the interview participant.

Epistemological Foundations

Introduction

In this chapter the research is shown to have been conducted in a framework whose world view is non-objectivist. As it has been argued that "it is necessary to explore the ontological and epistemological foundations of qualitative methodologies if the interpretive equivalent of 'validity and reliability' is to be achieved" (Justin, Robinson & Kang, 2003), and as a result of the disputes that have arisen around the development of the grounded theory method (Bryant, 2003; Charmaz, 2000; Glaser, 1992, 2002; Glaser & Holton, 2004), the epistemological assumptions, or approaches to knowing, that are brought to this research need to be examined and justified.

Constructivism

Constructivism, (Larochelle & Bednarz, 1998) as a theory of knowledge and learning, focuses on the learner as the constructor of knowledge and sees motivation and experience as critical to learning. It has its psychological base in the later work of Piaget (Fosnot, 1995). Unlike objectivism, which understands knowledge to be out there waiting to be discovered (Hein, 1991), in a constructivist paradigm knowledge is seen as an individual construct based on learning in a social and contextualised activity, that takes place over time and which focuses on understanding and performance. Many of the constructivist goals (reasoning, critical thinking, problem solving, shared expertise) are demonstrated in the participants involved in the extracurricular activity that is the subject of this case study.

The radical constructivism of von Glasersfeld (1995,) not only views knowledge as an individual construction, but also argues that such knowledge can not be simply transmitted to another person but must, in the process of transmission (the act of learning), be reconstructed by the recipient. The social constructivism of Vygotsky (1978) adds another dimension in its stress on the collaborative work of learner groups as learning sources, and the importance of prior experience to the learning process.

As, for the constructivist, learning is closely associated with the individual in relationship with other people, it is apparent that such a perspective may create problems for an educator in a traditionally structured classroom or formal school environment, (Larochelle & Bednarz, 1998). In the more informal environment of an extracurricular activity a constructivist perspective appears to have much better "fit".

While constructivism has emerged as a major learning theory, encompassing a broad range of emphases (Phillips, 1995) that challenge and are challenged by traditional objectivist frameworks, it has also been challenged because of its acceptance of traditional western ideas about Cartesian dichotomies and its failure to consider non-cognitive knowing. Indeed the divisions of constructivism have been used to illustrate its acceptance of this dichotomous view of reality (Begg, 2000). Dissatisfaction with this divided view has led to examinations of Eastern philosophies (Goleman, 1996a) in attempts to promote a more embodied view of knowing that removes the mind/body, subject/object divisions, that seem almost fundamental to Western thought.

Constructionism

Constructionism "is the view that *all knowledge, and therefore all meaningful*

reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context" [Italics in original] (Crotty, 1998, p. 42.). Thus it differs from the positivist view that there is a reality out there waiting to be discovered and the concomitant objectivism that argues that objects contain truth and meaning independently of any consciousness of their objectivity.

From the constructionist perspective, meaning exists only when there is a mind to create it and this happens when that mind engages with the object to bring it into meaningful existence. The world of meaning is then an interpreted world. The world always "is", or at least it can be conceptualised in this way, but exists meaningfully only as we interact with it so that meaning is constructed. To this extent at least, ontologically speaking, realities may exist outside of the mind but, as these are inaccessible to us, it appears reasonable to place them beyond consideration. Such a perspective places constructionism in what is basically a relativist rather than a realist epistemological framework.

The present study takes place in a world that exists meaningfully as the participants reflectively interact with it. It is not a constant world, but one that is constantly changing as a result of that interaction. Constructionism, therefore, as a view of a world that is constantly co-constructed by its members, significantly influences the construct of this study's research design.

Social Constructionism

As meaning is created through interaction between subject and object, social constructionism aims to examine and give reasons for the ways in which phenomena are socially constructed. The world that is being engaged with and the individual taking part in that engagement, exist within and develop from an historical and social setting. In this sense then, culture becomes "the source rather than the result of human thought and behaviour" (Crotty, 1998, p. 53). It is this central focus on the importance of culture as the lens through which we develop our view of the world that can and has served to reduce the possibility of social constructionism being critical of, rather than merely descriptive of, it. The world of the participants in the theatrical extracurricular activity, that is the subject of this research, is a socially, culturally and historically created world. It is a world that exists, or rather is always coming into existence, as it is constantly constructed, deconstructed and reconstructed by those participants as they interact with other participants and with the demands of the activity itself. Thus, the view of knowledge as socially constructed has informed the research design of this study.

Constructivism or Constructionism?

It is frequently difficult to disentangle constructionist and constructivist epistemologies because they often are used interchangeably. Given this difficulty, Crotty's assertion that "It would appear useful, then, to reserve the term *constructivism* for epistemological considerations focusing exclusively on 'the meaning making activity of the individual mind' and to use *constructionism* where the focus includes the 'collective generation (and transmission) of meaning" [Italics in original] (Crotty, 1998,

p. 58), appears to offer some clarification. The frequent entanglement of the terms indicates the close connection between constructivism and constructionism. Ultimately, no matter what the influence or interaction, meaning is first created by the individual, and no other individual, regardless of shared experience or culture, can exactly share that meaning. Culture and language enable us to function because they enable us to create what may be described as a working diagram within which our meanings can be more or less understood and shared (Gergen, 1995).

An epistemological perspective that encompasses elements of both constructionism and constructivism, that can focus on the individual and the social creation of meaning in mutual interaction, and that recognises both the presence and importance of unexpressed, unacknowledged or unformulated knowing, is an epistemology that begins to speak more completely to the methodological approach of this study.

Enactivism

In enactivism (Varela, Thompson & Rosch, 1991) learning is far more than coming to know. It is an all-involving, co-evolving, complex, contextual action. So much so that "context is not merely a place which *contains* the student; the student (and the researcher) is literally part of the context" [Italics in original] (Davis, Sumara & Kieren, 1996, p.157). Where constructivism/constructionism emphasise knowledge, enactivism emphasises knowing as a continuous, ongoing, interactive, co-constructed, co-relative process. Knowledge is no longer a separate object to be sought and possessed, and thus, "by bringing together doing, knowing and being, enactivist theorists have

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directed our attention to that body of unformulated, tacit, embodied knowing that we continuously enact as we move through the world" (Davis, Sumara & Kieren, 1996, p. 155). Thus, formulated and unformulated knowledge are neither separable nor in competition, rather they exist in mutual union with each other. Charmaz (2000) appears to be moving towards this concept of the importance of unformulated knowledge when she argues that "what researchers see may be neither basic nor certain (Mitchell & Charmaz, 1996). What respondents assume or do not apprehend may be more important than what they talk about" (p. 514). The learner is an actor, no longer apart from the learning activity or setting but literally a part of the very context itself.

Extending this perspective to the researcher removes any possibility of the researcher continuing to exist as the traditional participant observer with a 'foot in both camps', or as an interviewer-as-expert. Heshusius (1994) appears to be suggesting much the same thing when she argues "that if we want to free ourselves from objectivity we need to fundamentally reorder our understanding of the relation between self and other (and, therefore, of reality) and turn toward a participatory mode of consciousness" (p. 15). The split personality of objective researcher and subjective participant within the one person is no longer necessary, or even meaningful, even if it was ever really possible. Much the same thing applies to the researcher interviewer. Thus, the researcher becomes participant and observer, interviewer and partner, as parts of a context that is embedded within an ever broadening and increasingly complex series of systems (Begg, 2000).

Enactivists call this continually self-creating system autopoetic. Such a system "is an emergent phenomenon arising from the interaction of components which, by way of these interactions, give rise to new interactions and components, while preserving the

system's autopoetic character" (Reid, n.d.). Thus it is in and through its existence, its action and its knowing, that a system defines the world of which it is a part. In brief, enactivism claims to offer a more complete and holistic theory of knowing than that of constructivism or constructionism and stands in direct opposition to the traditional objectivist view of an independent, pre-existent reality. Enactivism, then, offers "a dynamic theory of cultural practice where cognition is ecological and where the collective and the individual change through the process" (Barnett, n.d.).

Enactivism posits a constantly changing world in which one is both embodied and embedded. It is an holistic and ecological system that sees unity rather than dichotomy, and connects the living person to their lived world. It is this perspective that has increasingly informed the researcher's appreciation and understanding of responses in the collected data, examined in chapters four and five, as he has continued to follow the Glaserian procedure (1992), rather than that of Strauss and Corbin (1990), in making constant comparisons within and between interviewee responses. In doing this, the researcher has sought to discover the commonalities that unite them in the activity of which they and he and it are all a part. A discussion of the tensions that this has caused and how they have been resolved is contained in the discussion on grounded theory. However, a discussion of the theoretical perspectives that develop from the epistemological position taken by this researcher, and also underpin the development of grounded theory as a methodology, must first be examined.

Theoretical Perspective

Introduction

As has been made clear, the epistemological stance underpinning the approach to this study precludes a philosophical position that accepts that meaning exists in objects independently of any consciousness of those objects. Thus, any theoretical perspective on the research will be fundamentally interpretivist in outlook. As the epistemological position has moved beyond constructivism/constructionism, toward the emergent theory of enactivism, so the philosophies of phenomenology, symbolic interactionism and hermeneutics, rather than positivistism or post positivistism on the one hand or post modernist or critical inquiry perspectives on the other, have appeared to be most appropriate for the choice of methodology made in this study. It is necessary then, in plotting the philosophical foundations of this research, to examine the nature of these approaches and the ways in which they relate to both enactivist theory on the one hand and grounded theory on the other.

Phenomenology

The modern understanding of phenomenology began with Husserl and today is generally accepted as having seven main strands or types (Embree, 1997a). It is both a "complex philosophic tradition" and "a human science method: a profoundly reflective inquiry into human meaning" (van Manen, 2002, Phenomenological Inquiry, para. 1).

Generally, in its origins and development, phenomenology has been understood to be "a movement away from the Cartesian dualism of reality being 'out there' or

completely separate from the individual" (Laverty, 2003). It "provides a way of exploring lived-experience – the actuality of experience – from the inside rather than from the natural science perspective of observation and measurement" (Osborne, 1994, Phenomenological Research, para. 7). It is concerned with the way we see things as a result of our experiential acts, or our consciousness of them. Consciousness is always of or about something, and how the individual understands, comprehends or relates to that something in the immediacy of the experience that gives it its meaning. This idea of intentionality, that there are phenomena that present themselves immediately to us, is central to phenomenology (Crotty, 1998).

Phenomenology is thus primarily involved in the study of the direct first person conscious experience as experienced by that first person. As such, the phenomenological researcher generally makes use of data collected from written or spoken accounts of personal experiences, usually through the use of interviews (Osborne, 1994). From a phenomenological perspective, research questions the way we experience the world in an attempt to discover, to realise, to know the world to which we are inseparably connected. In other words, phenomenologically speaking, research becomes a caring effort to find "that which is most essential to being" (van Manen, 1990). As such, it is inextricably linked to the world of the present study.

There is, however, a problem in the Husserlian approach, that sees "the purpose of phenomenological research is to illuminate the phenomenon of interest through careful description" (Osborne, 1994, Phenomenological Research, para. 7), as one of the aims of this research is to delve beyond description to interpretation and theory generation. The development of hermeneutical phenomenology offers a solution.

Hermeneutical Phenomenology

The strand of phenomenology identified as hermeneutical phenomenology had its origins in the work of Heidegger (1927/1962) and was developed by Gadamer (Embree, 1997b; Gadamer, 1976). To the general descriptive methodology that lets things speak for themselves, hermeneutical phenomenology adds an interpretive methodology because, it claims, there can be no such thing as uninterpreted phenomena as all experienced phenomena are interpreted by that experience. In extending the work of Heidegger, Gadamer saw hermeneutics as a means of clarifying situations in a way that enabled understanding, and viewed interpretation as "a fusion of horizons, a dialectical interaction between the expectation of the interpreter and the meaning of the text" (Laverty, 2003, p. 3). Additionally, as the "facts" of the experience are related through language by the experiencer, this act is of necessity an interpretive process.

According to van Manen (1990) "The types of reflection required in the act of hermeneutic phenomenologial writing on the meanings and significance of phenomena of daily life is fundamental to pedagogic research" (p. 4), and he understands the term "human science" to be interchangeable with "phenomenology" or "hermeneutics". Thus, the researcher sees the existence of multiple possible realities that can be constructed, deconstructed, and reconstructed by the knower. Research in the tradition of hermeneutical phenomenology is concerned then to "select participants who have lived experience that is the focus of the study . . . and who are diverse enough from one another to enhance possibilities of rich and unique stories of the particular experience" (Laverty,

2003, p. 5). The participants and the stories of those participants in this study have these

qualifications.

Symbolic Interactionism

Symbolic Interactionism (Blumer, 1969) is described by Crotty (1998) as an

adaptation or mutation of European phenomenology.   It focuses on the acting individual

and thus originates in the empirical world. It challenges the functionalist view of the

world as a machine or system, and assumes that each individual is made up of multiple

selves so that "Who I am, therefore, depends on the Me that is called forth by the social

context" (Bowers, 1989, p. 37). The concern of symbolic interactionism is with the

individual rather than the more objective systemic emphasis of functionalism. Thus each

person experiences reality individually, and the meaning of any object is derived from

how the person acts towards it. It is the discovery of these realities, as they are defined

and experienced by the research participants both individually and in small groups, that is

the major focus of an interactionist researcher.

Symbolic interactionism is, then, a social action theory that begins with the self

and results in change. Crotty (1998), in discussing Mead's concept of each person as a

social construct, is critical of how it has allowed "his followers to slip from this account

of the social genesis of the self to the grateful unquestioning stance towards culture

adopted by most interpretive researchers today" (p. 63). This is a reminder that while

symbolic interactionism is not critical theory it should not be uncritical. Symbolic

interactionism does see humans as active, creative participants involved in the

construction of their world that is "fluid, tenuous, shifting and largely unpredictable" (Carrothers & Benson, 2003).

Mead and Blumer are generally considered to be founders of what has become known as the Chicago school of symbolic interactionism (Bowers, 1989), and it is predominantly this view of symbolic interactionism that has been presented so far. The emphasis of this, the major branch of symbolic interactionism, is on that part of the self that is active, interactive, dynamic, interpretative and reflective. Mead (1934) called it the "I" (Bowers, 1989). It is this part of the self that makes "both spontaneity and creativity possible" (Carrothers & Benson, 2003). The second part of the self was described by Mead as the "Me" (Osborne, 1994), which he understood to be the definable and examinable part of the self. It is "that part of the self that reflects the expectations and meanings associated with the organized roles and positions that an individual has experienced either directly or through knowledge gained by others" (Carrothers & Benson, 2003). The self is, then, a continually developing and evolving self that is emerging from, and reflective of, the society that it is at the same time recreating and modifying. This double focus of the Chicago school, on both the individual and the social, "is similar to existential phenomenology's emphasis upon the way in which the person and his/her world co-constitute each other" (Osborne, 1994, p. 9).

The world of the symbolic interactionist is, then, a world that is individually interpreted through a personal response to social interaction. This interaction is with all the objects, physical or conceptual, that the self encounters within the self's world. Epistemologically, it is a constructivist world. Objects become meaningful only in the individual response to them. Thus a person's understanding of a reality can be changed

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by time and environment, and is essentially personal. The problem of effective communication inherent in this perspective is solved by the process of socialisation, in which individuals " 'tak(e) the role of the other' in an effort to view objects as others do" (Bowers, 1989, p. 40), an idea which is central to symbolic interactionism (Bowers, 1989; Crotty, 1998). Such a process, if adopted uncritically, could lead to unquestioning conformity and the preservation of an unsatisfactory status quo, and it is against this eventuality that Crotty's criticism (1998, p. 63) is addressed. It is clear, however, that any such effort to effectively interact with others by understanding the object as it is understood by them, can never be more than a mutually interpreted and agreed upon common ground. This mutual understanding is facilitated by the use of mutually recognised symbols, most commonly language (both verbal and non-verbal).

While most discussions of symbolic interactionism focus on its development through the Chicago school (Carrothers & Benson, 2003), another school of thought, the Iowa school, that has taken a more natural science approach to symbolic interactionism, was developed by Kuhn in the 1960's (Osborne, 1994). Rather than focusing on Mead's "I", the focus of the Iowan school is on Mead's "Me", and as such is more concerned with "the ways in which features of the social structure influence and shape common meanings" (Carrothers & Benson, 2003, para 6). Osborne (1994) sees grounded theory as more oriented towards the objectivist perspective of this form of symbolic interactionism, but acknowledges that grounded theory can develop from a non-objectivist viewpoint. Thus, if grounded theory was "developed for the purpose of studying social phenomena from the perspective of symbolic interactionism" (Bowers,

1989, p. 43) then taking the subjective, interpretative position of the Chicago school as a theoretical basis for grounded theory appears justified.

Arising from Mead's dichotomous approach to a definition of the self, Osborne (1994) raises the problem of what he calls ambiguity in the relation between self and environment. He claims that the nature of the interaction between self and environment is unclear. To allow interaction the two entities must separately exist, but if this is so the circumstances and nature of that interaction, in terms of primacy and initiatory action, must be clearly explained. Phenomenology, Osborne (1994) claims, goes some way to answering this problem by "adopting a co-constitutional stance: the subject construes the world but the world influences the way(s) in which the subject construes the world" (Osborne, 1994, Symbolic Interactionism, para. 5). It is the claim of this researcher that enactivist theory offers a more satisfactory solution by removing the dichotomy altogether. Individual and environment coexist as essentially one organism, mutually and simultaneously reaching out to modify and be modified by each other as they co-relate in an ever-evolving process of change. Such a perspective facilitates and develops the understanding of the interaction that takes place in symbolic interactionism.

Methodology

Grounded Theory

Introduction – An Argument for Evolution

While grounded theory is sometimes understood to be standing within a limited post positivist world view (Annells, 1996; Goulding, 1999; Osborne, 1994), and this

often appears to be Glaser's perspective (Glaser, 1999), it is apparent that Glaser's view

that "all is data" (Glaser, 1998, p.3), and that theory is always emerging from that data, is

capable of moving well beyond the perspective of symbolic interactionism (Blumer,

1969) or even constructivism (Charmaz, 2000), into the emerging world of enactivism

(Varela, Thompson & Rosch, 1991). The methodology doesn't change, but the

perspective on the construct of what the data "is" changes. Here the researcher, the

participant, and the situation are not just parts of the context, but are the very context

itself. In such a world, not only may all the voices involved in this case study be heard,

but so also may the social constructs of the realities of their worlds as they perceive them,

be better understood. Thus, theory that recognises that abstraction is also constructed

from the actions of the participant and the researcher can emerge. Abstraction involves

and demands action to create it.

 The Research and the Researcher

Whatever its limitations, and in spite of the disagreements between its originators

and between later interpreters of the grounded theory methodology, it may well be that "it

is currently the most comprehensive qualitative research methodology available" (Haig,

1995). Glaser has continually emphasised that grounded theory is a general method of

comparative analysis, that can be used with any data or combination of data (Glaser,

1998, 1999; Glaser & Strauss, 1967).

A most significant emphasis in grounded theory, that Glaser in particular has

continued to emphasise (Glaser, 1992), is that theory is always emergent. That is, the

researcher begins with a research situation rather than a hypothesis. This view is of

particular suitability to this research situation because it "is an explanation of the variability in social interactions, the social cultural conditions that support the interactions and the conditions that support changes in interactions over time" (Cicoratic, Bourke & Mack, 1999, What is Grounded Theory, para. 1). To achieve this aim "Methodologically, the researcher is required to enter the worlds of those under study in order to observe the actor's environment and the actions and interactions that occur" (Goulding, 1999). In the particular case of this study, the worlds of the participants and the world of the observer/researcher/interviewer are not entirely distinct entities. Each party co-exists and co-relates within the framework of and in relationship with, the specific activity as well as in the broader environment of a school community.

Origins and Development

The foundational work in grounded theory emerged in 1967 (Glaser & Strauss, 1967). In part, it emerged as a reaction to social science research dominated by functionalist, hypothetico-deductive theory positivism (Bowers, 1989; Kinach, 1996). It has been described as a methodological approach to the discovery and generation of "adequate sociological theory" (Wells, 1995. cited in Cicoratic et al., 1999), and as a developed theory which is ultimately grounded in the behaviour, words and actions of those under study (Goulding, 1999). As Glaser (1978, 1992) emphasises repeatedly, grounded theory is a general method that can be used with any data and any mix of data, but which applies "a specific methodology on how to get from systematically collecting data to producing a multivariate conceptual theory" (Glaser, 1999).

Since its emergence in 1967, grounded theory has become a popular research method in such disciplines as social work, nursing and education, with the more prescriptively developed form of grounded theory offered by Strauss and Corbin (1990) generally being followed by most researchers claiming to be using grounded theory. Glaser (1992) took issue with the Strauss and Corbin development of grounded theory, and claimed that what they were promoting was no longer grounded theory, but what he called full conceptual description (Glaser, 1992). Babchuk (1997) and Melia (1996) both provide effective outlines of the divisions that developed at this time. Essentially, it seems that Glaser continued to stress openness, flexibility and emergence, while Strauss and Corbin (1990) offered a more rigidly structured approach to theory development. Babchuk, however, also appears to see a fundamental division in this divergence of views, as he argues that their differences "are paramount to an understanding of grounded theory" (Babchuk, 1997), because of the epistemological and methodological chasms between them.

Annells (1996) argues that an examination of grounded theory's ontological, epistemological and methodological basis, as well as its foundation in symbolic interactionism, indicates a position within the post-positivist enquiry paradigm. This, she suggests, is a position still largely held by Glaser. Strauss and Corbin, on the other hand, are seen as being predominantly responsible for moving grounded theory toward a more constructivist paradigm. Charmaz (2000) explicitly claims that Glaser "endorse(s) a realist ontology and positivist epistemology." (p. 313). This is to some degree confirmed by Glaser himself (Glaser, 2002) who, in response to Charmaz (2000), argues that "Constructivist Grounded Theory is a misnomer" (Glaser, 2002, para 1). It does appear,

however, that Glaser misunderstands or misinterprets the aims of the constructivist position, in his zealous protection of classic grounded theory. He accepts that "data may be interpretive" (para. 5) but adds that by this he does not mean "mutually built up interpretations." (para. 8). He claims that "Charmaz talks the talk of conceptualization, but actually walks the talk of descriptive capture" (para. 9). His major concern appears to be that what Charmaz calls Constructivist Grounded Theory is really what he calls Qualitative Data Analysis, with its "worrisome accuracy abiding concern" (para. 2) about description, and that this prevents the development of theory. Charmaz (2002), although not writing in response to Glaser's claims, answers many of Glaser's concerns. She reveals the complexities and contrasts in the use of qualitative interviewing techniques in grounded theory analysis, and stresses that a constructivist concept of grounded theory emphasises "the analytic and theoretical features of the study processes" (Charmaz, 2002, p. 691).

Bryant (2003), in a direct response to Glaser's claims, argues that while statements couched in objectivist and positivist terms were understandable in the 1960's, they have now become less so "given the extensive critiques of positivism that have emerged in the last 40 years" (para. 5). He then goes on to deconstruct Glaser's argument, using a constructivist grounded theory approach that shows both the weaknesses of Glaser's argument and the validity of making the connection between grounded theory and constructivism. As Bryant says, today there are a number of views on grounded theory in addition to those of Glaser or Strauss and Corbin. Today, "GLASER'S version of GTM is not the only game in town" (Bryant, 2003, para. 25). Piantanida, Tananis, & Grubs (2002) offer a route from the situational moment, through

meaning making, and on to the development of theory, that appears to the researcher to answer Glaser's concerns about description and worrisome accuracy. They describe three forms of reflection (recollective, introspective and conceptual), with conceptual reflection offering the foundations for theory development. They argue that "the procedures of grounded theory provide interpretive researchers with a disciplined process, not simply for generating concepts, but more importantly for coming to see possible and plausible relationships among them" (p. 3). That Glaser remains unmoved in his defence of what he calls classical grounded theory, against what he perceives to be the eroding impact of attempts to remodel grounded theory, is indicated by his recently renewed attack on qualitative data analysis and constructivism (Glaser & Holton, 2004).

However Glaser may understand grounded theory, and seek to limit the way in which it may be "properly" used, we may, then, move towards a shared understanding of the meanings that are being generated by our interactions within the moment when:

> we do not embrace an objectivist axiology, ontology or epistemology in which we strive to identify 'typical behaviours' and warrant those behaviours as 'generalised knowledge of human nature.' Rather, working within an interpretive axiology, ontology and epistemology, we probe contextual nuances as interpreted by ourselves in concert with others. (Piantanida, Tananis, & Grubs, 2002, pp. 2-3)

From an enactivist perspective all, everyone and everything, must be data. If, as Glaser himself argues, data is "what is going on in the research scene" (Glaser, 2001, p. 145) then what is going on is an evolving inter-relationship between the researcher, the researched and the research environment. It is from the data gathered within and out of this environment that concepts and eventually theories are drawn.

Research Process and Theory Generation

In the development of grounded theory the discovery process is central. The researcher begins not with a hypothesis to be proven, but with a general question in an area of study. This discovery process means that all aspects of the research take place virtually simultaneously, centred on the constant comparison of the data as it is collected and analysed. Data may be obtained from a range of sources and in a variety of ways (e.g. interviews, observation, literature). In interview situations in particular, the participants are enabled to describe and explain their perceptions of and responses to the world that is the focus of the study. The participant, as well as the researcher, is the expert.

As everything occurs virtually simultaneously, data collection and data analysis become rather like two sides of the same coin (Glaser, 1978; Glaser & Strauss, 1967). Data analysis aims to discover dimensions and categories leading to the development of core categories. Coding develops from an initial open or general coding, to a focus on concepts through to abstraction. When no new data is forthcoming to add to the core category then saturation is reached and the ordering and writing process can properly begin. Figure 2 demonstrates the stages of this process.
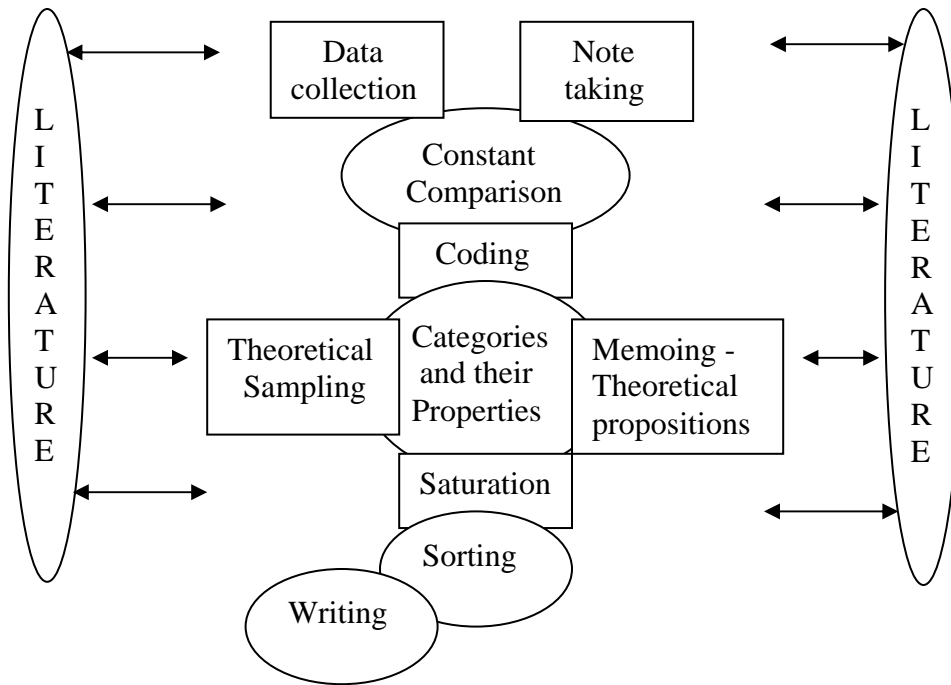
Figure 2. Stages in Grounded Theory

Assessment and Rigour of Grounded Theory

Grounded theory is a unique form of theory construction that is explicitly

emergent; it aims to discover the theory implicit in the data and is therefore responsive to

the research situation. It permits investigation of both higher and lower level factors of

causation, an essential part in the investigation and explanation of variability in complex

human situations. It searches for disconfirming evidence and, in spite of Glaser's

concern with maintaining purity, may be adopted by, and adapted to, other research

methods (Glaser, 1999, p. 837). The basic criteria for assessing and legitimating

grounded theory are: does it work to explain the relevant behaviour in the substantive

area of research? Is it relevant (importance)? Does it fit (validity)? Is it modifiable (open

to new data)? (Glaser, 1998, p. 17).

The purpose of this study is to go beyond a description or analysis of the world that is being examined, in an attempt to develop a substantive theory that is grounded in the data provided by the participants in this study. The methodology of grounded theory offers the most appropriate and convenient way of facilitating this purpose. Indeed the methodology's suitability for this study may be assessed by the criteria that are used for legitimating the emerging theory itself.

Criticisms and Problems

Grounded theory, or rather the original presentation of grounded theory (Glaser & Strauss, 1967), has been criticised for a lack of detail in the presentation of the procedural stage outlines, in spite of the Glaserian emphasise on parsimony (Glaser, 1992). On the other hand, the work of Strauss and Corbin (1990) has been criticised for being too prescriptive. The main criticism, however, particularly from Glaser himself, seems to be that while many researchers have claimed to be using grounded theory, in fact they have followed neither the approach of Glaser nor Strauss and Corbin. As a result a methodological slurring has occurred, which has resulted in such things as additional prescriptive rules of operation, premature closure of the research and misidentifying a different approach as grounded theory. Nonetheless, the discussion in this area is ongoing and the use of the grounded theory method from a variety of theoretical perspectives continues to emerge.

Methods

Qualitative Case Study

According to Merrian (1998) "a qualitative case study is an intensive, holistic description of a bounded phenomenon such as a program, an institution, a person, or a social unit" (p. XIII). The qualitative research paradigm is based on the fundamental philosophical assumption that individuals construct reality through the ways in which they interact with their social world. It focuses on establishing and developing meaning in context and has, therefore, an holistic approach to the development of an individual's perceptions of reality, which is mediated through the investigator's own perceptions. Thus if, instead of seeing personal history or preferences as items of concern due to their partiality or subjectivity, the researcher accepts that:

> we always influence the direction of our work, indeed, that our work in many
>
> ways is an expression of who we are and who we are becoming, we can interact
>
> with our connection to the research not as a liability to be guarded against, but as
>
> an opportunity to make the research more meaningful by more fully appreciating
>
> our part, as researchers, in it. (Haskell, Lindts & Ippolito, 2002, para. 2).

It follows, then, that the researcher must be the primary research instrument only in so far as she/he guides the developing process. A research strategy that builds towards theories developed from data based on responses to experiences in the field, by all of those in the field including the researcher, will also produce an in-depth description of what has been learned about the phenomenon, as well as of the phenomenon itself. This

description is important because "All explanatory or prescriptive claims made about the case or cases must be based upon descriptive claims first, and these must be drawn from the data" (Walford, 2001). It is this description, constantly compared, that becomes the foundation of theory development.

Walker (1985) claimed that "what the researcher learns from his research depends on the quality of his interaction with his subjects" (p. 13). In choosing to examine what happens, and the perceptions of what happens, within the context of a specific extracurricular activity in which the researcher is centrally involved, this particular study has many of the characteristics of the enactively focussed, qualitative case study described above. It examines the experiences of a range of participants, including those of the researcher, and their perceptions of their developing and changing relationships to each other in a particular situation, in order to arrive at an understanding of what is happening to those participants during that event. The situation must be the point of focus of any examination in search of embedded meaning (van Manen, 1990). Thus, understanding of the situation is attained through thick description. This is an in-depth, reflexive and reflective description of the total context, which includes the physical environment and all of its participants including the researcher who, from this enactivist perspective, must now be considered as part of the context that is being described and analysed. This enactivist position also makes more easily possible the aim of the study, to provide a truly holistic description, interpretation and analysis of the bounded system created by the extracurricular theatrical activity that is being studied.

When this study began the researcher was concerned that a personal, close, long-term and ongoing involvement in the activity that was to be the focus of the case study

could have a negative impact on the researcher's ability to accurately collect data. As the researcher has moved through the research process, he has come to recognise that such involvement, with its consequential familiarity with those who became the research participants, is both positive and facilitatory to the research experience. Unlike many researchers' experience, a mutual rapport, trust, confidence and respect between the participants and this researcher had already been established. In numerous cases this had been generated over several years. The researcher was, in enactivist terms, already embedded in the activity and in relationship with those who became participants in this study. This was to have very positive outcomes in terms of conducting the interviews that were to become the basis of this study.

Interviews

Introduction

Participants were selected as a convenient sample (Berg, 2001, p. 32). They consisted of students, ex-students, parents and staff who had been, or continued to be, involved in the extracurricular activity at the time of the interview. Table 1 indicates those interviewed, outlines their involvement, and shows whether the interview was in a small group or conducted individually. Most interviews were of the latter type. As Table 1 implies, each participant was interviewed once. Discussion about the interview approach follows.

Table 1.

Participant Information and Interview Size

Participant	Classification	Primary Role	Involvement Length	Interview Size
Norman (m)	Ex student	Actor	Years 7 -12	3:1
Karla (f)	Ex student	Actor	Years 7 -12	3:1
Aster (f)	Ex student	Actor	Years 7 -12	3:1
Louis(m)	Ex student	Actor/Technical	Years 11 -12	Individual
Janelle (f)	Ex student	Actor/Sets	Years 7 –12	Individual
Larry (m)	Year 7 student	Actor	Year 7	4:1
Nola (f)	Year 7 student	Actor	Year 7	4:1
Carol (f)	Year 7 student	Actor	Year 7	4:1
Narelle (f)	Year 7 student	Actor	Year 7	4:1
Caron (f)	Ex student	Actor	Years 10 –12	Individual
Breann (f)	student	Actor	Years 10 –12	Individual
Anna (f)	student	Actor/Direction	Years 7 –12	Individual
Ellen (f)	student	Actor/Sets	Years 7 –12	Individual
John (m)	Parent	Sets	1998-2002	2:1
Joan (f)	Parent	Sets	1998-2002	2:1
Samuel (m)	Ex student	Actor	Years 10 –12	Individual
Robyn (f)	Ex student	Actor	Years 9 & 12	Individual
Leanne (f)	Teacher	Prompt	1995 -2003	Individual
Renate (f)	Teacher	Costumes	1995 -2003	Individual
Danielle (f)	Parent	Parent	1998 - 2001	Individual
William (m)	Teacher	Music	1997 -2000, 03	Individual
Andrew (m)	Parent	Painting	2001 -03	2:1
Sarah (f)	Parent	SetDesign/Paint	2001 -3	2:1
Thomas (m)	Ex student	Technical	Years 7 - 12	Individual
Gina (f)	Student	Actor	Years 9 -12	Individual
Rose (f)	Student	Actor/Sets	Years 7 –12	Individual

Justification

The focus of this study is upon the perspectives of the participants, rather than simply to observe behaviours and interactions within the researched situation. Information was therefore obtained through interviews, rather than a field study, as the most appropriate method of data collection through which the participants could share their experiences-as-participants. As Kvale (1996) puts it, interviews are "attempts to understand the world from the subjects' point of view, to unfold the meaning of peoples' experiences, to uncover their lived world" (p. 1). The interview approach most adequately facilitated the achievement of the research aim to construct theory about participation out of discussions with, and from the perspective of, the participants themselves. Such a method is fundamentally qualitative. It involves a comparatively small number of participants and the interpretation of rich data, and is based on the belief that "any explanation of social behaviour must be formulated in terms of the concepts the actors themselves use to make sense of the situation in which they find themselves" (Foddy, 1993).

In its early development, the qualitative research interview may have been perceived as either an adjunct to or servant of, or even in opposition to, the quantitative methods of data collection that were regarded by traditional researchers as more reliable and truly 'scientific'. Kvale (1994) still thought it necessary to examine and provide detailed responses to what he perceived as standard objections to the qualitative research interview which he described as "a privileged access to a linguistically constituted social world" (p. 147). Today, however, the merit of the qualitative method has today been broadly demonstrated (Denzin & Lincoln, 2000; Punch, 1998).

Qualitative interviews allow the participants to speak for themselves about what they perceive to be important or meaningful; they allow the interviewer to delve into responses to clarify meaning, and check understanding of both question and answer. They are flexible, so participants have the opportunity to open up new avenues that the researcher may not have thought of, and they enable an exchange of ideas between the interviewer and interviewee.

In general terms, qualitative interviews provide detailed and often wide-ranging information, gained from comparatively few participants. This is especially true when compared to questionnaires or surveys that aim to collect more quantifiable data from a large group of respondents, who often have to respond to a determined set of possible responses dictated by the interviewer (Taylor & Bogdan, 1998).

Interviews offer the opportunity for participants to share their perspectives, perceptions, knowledge and beliefs within the area of research interest. In line with the embodied approach of enactivist theory, and the understanding that interviews should be used "as a means for exploring and gathering experiential narrative material that may serve as a resource for developing a richer and deeper understanding of a human phenomenon . . . a means to develop a conversational relationship with a partner (interviewee) about the meaning of an experience" (van Manen, 1990, p. 66), the researcher attempted to create interviews and interview situations that were as informal, comfortable and conversational as possible.

Interview Types and Interview Conditions

A range of interview types are available to the qualitative researcher, although they have frequently been described in various ways (Berg, 2001). May (1997) describes four types of interviews; there are three individual interview types (structured, semi-structured and unstructured), that echo Berg (2001) and Gillham (2000), and a fourth type that he calls the group interview. Semi-structured or semi-standardised interviews maintain some of the characteristics of the structured survey interview or questionnaire, in so far as questions are predetermined by the researcher and usually asked in a set order, also decided by the researcher. They are, however, more flexible than the structured model, insofar as they allow the interviewer to probe beyond the set questions and thus encourage the interviewee to explain in greater detail or even to digress from the primary focus of the initial question. A slightly less controlled version of this approach is described as the interview guide approach (Sewell, n.d.). In this version the interviewer has only an outline of the material to be covered and is able to change both the phrasing and the order of the questions to suit the interview situation. In all cases, because of the greater flexibility of the semi-structured interview, more consideration has to be given to both the interview context and to the interviewer's knowledge of the interview content. Set questions and probing questions have to show an understanding of the argot of the community that is being examined and to which the interviewee belongs. In so doing "researchers thus approach the world from the subject's perspective" (Berg, 2001, p. 70). Nonetheless, the researcher/interviewer remains in control and directs the progress of the interview.

In contrast, the unstructured interview is completely open-ended and therefore does not use a schedule or predetermined list of questions. This means that during an interview "interviewers must develop, adapt, and generate questions and follow up probes appropriate to the given situation and the central purpose of the investigation" (Berg, 2001, p. 70). Appropriate questions arise from the context of the interview situation as it unfolds. It most closely approximates the concept of the interview as conversation, as it encourages flexibility and allows the interviewee to take some initiative in the interview process. Developing their view from their use of the term "in depth interviewing", Taylor and Bogdan (1998) argue that such an interview structure "is modelled after a conversation between equals rather than a formal question and answer exchange" (p. 88).

Another form of interview that needs to be examined, is that broadly described as the group interview. The group interview can be non-directive (Taylor & Bogdan, 1998, p. 113) or more controlled, and is often described as a focus group interview. "Focus group interviews are either guided or unguided discussions addressing a particular topic of interest or relevance to the group and to the researcher" (Berg, 2001, p. 111), and have historically been most used as a tool of market research. The optimum group size for maximising interaction is generally set at between 6 and 10 (McMillan, 1989), although May (1997) suggests 10 - 12. A perceived advantage of the use of focus groups is in the role of group dynamics "to yield insights that might not be accessible without the kind of interaction found in a group" (Taylor & Bogdan, 1998, p. 114). An additional consideration in the use of focus groups is the role of the interviewer as a moderator, who facilitates the discussion and attempts to prevent any single participant either becoming

too dominant or too constrained from involvement. Thus the skill of the moderator is an important factor in the effectiveness of the focus group interview.

In approaching the interview situation, that this researcher was already familiar with both the content and history of the activity upon which the interview would be focussed, and with the participant interviewee, was increasingly seen as an advantage in facilitating detailed and thoughtful responses through a mutually recognised interest in the activity that provided the topic under discussion. This pre-existing familiarity, and shared interest and participation in the topic of the interview, meant that that rapport and trust was already established and a readiness to move to discussion could validly be assumed (May, 1997, p. 118 - 119). While the researcher felt that some general questions, to assist both parties avoid irrelevancy were necessary, such questions were never prescriptive, and in the end frequently unnecessary. Thus, while a semi-structured interview approach was prepared, in most cases the guide questions were used only infrequently to move the discussion into a new area. While a question and answer format remained the basic arrangement, questions were not only asked by the interviewer but also by the interviewee, and the interviewee's starting point sometimes turned the prepared guide on its head! In many respects, then, interviews were often closer to shared informal conversations around a topic of common interest and awareness, that enabled both interviewee and interviewer to exchange roles and to go where the conversation took them. In practice, then, the potential problem of irrelevancy did not arise. Thus, the interviews were neither totally unstructured, but nor did they completely fit the semi-structured approach. In general they were closer to the interview guide approach (McNamara, n.d.; Sewell, n. d.) and thus closer to a natural conversation model

(Gillham, 2000, p. 6). This was true even of the interviews that were not individual.

Two of these interviews involved husband and wife teams that had been involved in the

activity beyond the parent role, and who requested to be interviewed together. Both

interviews were held in the family home at their convenience, and in a relaxed and

informal atmosphere. None of the group interviews matched the number requirements of

focus groups, although this did not impede a comfortable interaction between the

participants, including this researcher.

Participants were predominantly continuing or past students, who had three or

more years of involvement in the extra curricular activity, although some directly

involved parents and staff were also interviewed. In most cases these had also had an

extended involvement, over two or more years, in the activity. In all cases participants

were interviewed in a location, usually the home, and at a time of their choosing, and all

were known to the researcher and familiar with the nature of the research and the purpose

and focus of the interview, prior to the interview itself. An indication of the comfort

level of all parties may be indicated in the mutual use of first names, regardless of the age

of the participant, and the numerous cups of coffee that were shared as participant and

researcher talked. Thus, the use of a small and unobtrusive audio tape, from which the

interview was later transcribed, was frequently forgotten in the ebb and flow of

conversation that ensued in such an environment.

Interviews, rather than a participant observer approach, were chosen as the

vehicle of this research, because they appeared to offer the most effective entrance to the

individual participant's feelings, reactions and considered responses to their involvement

in the activity. The use of interviews also facilitated the constant comparison of data

required by the use of a grounded theory methodology. The interview guide approach, in both individual and small group interviews, was chosen because it was perceived as being the most situationally sensitive. Many of the conditions of effective interviewing, such as familiarity with the situation or rapport with the participant, had already been met due to their extended mutual involvement in the study activity. As most of the interviews were individual, they enabled the participants to air the perspectives and concerns that they perceived as most relevant to their own experiences. Interviews with participants who had been involved over different times also enabled the examination of any perspective of change over time. Finally interviews were chosen because they "provide the researcher with a means of analysing the ways in which people consider events and relationships and the reasons they offer for doing so" (May, 1997, p. 130). A caveat to these comments is that in all of these interviews, and in the analysis of the data they produced, the immersed position of the researcher in the activity itself, in the production of the data, and in its reinterpretation both during and after the interview, was both recognised and acknowledged.

Analysis

Grounded theory is a method of analysing qualitative data from depth interviews (Jones, 1985). Indeed, "In-depth qualitative interviewing fits grounded theory methods particularly well" (Charmaz, 2002). Glaser (1998) also advocates grounded theory as a particularly useful method with qualitative data, in spite of his concerns about remodelling. Although the process of grounded theory moves from data collection through coding, analysis, memoing, theoretical sampling and sorting to writing, it is not a

linear or hierarchical process. Rather, it all occurs virtually simultaneously (Bowers,

1989). It is all encompassed by the constant comparison of data as they are coded and

analysed.

In grounded theory, collected data are not to be used as evidence of findings but

"as illustrations of the meanings of categories and their properties and interrelations"

(Glaser, 1998, p. 113). Therefore, after transcription, each interview was first examined

in terms of content, language and interviewee prioritising, and then reorganised in the

arrangement of data into broad thematic areas. Through this coding process categories,

and the properties of those categories, were discovered and built up, and the movement to

further abstraction and the development of theory gradually emerged. Figure 3 illustrates

this approach, although it is necessary to recognise that further interviews took place at

the same time as the various other procedures were happening, and were then, as it were,

added into the mix, so that a multi level layering of data collection and analysis

developed as the interview process and analysis of data concurrently occurred.
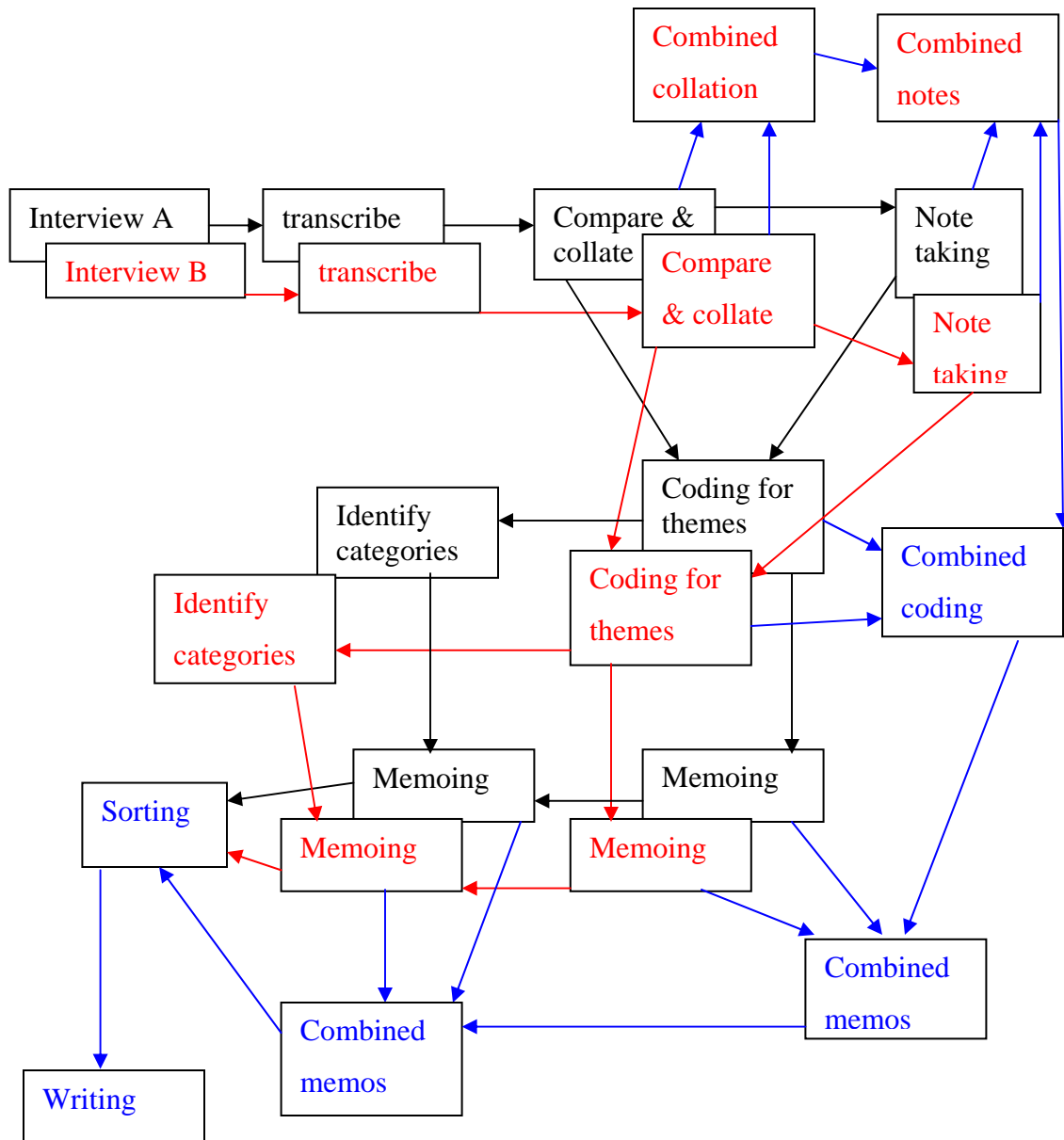
Figure 3. Data Collection and Analysis Process

It is this approach, leading to the development of theory, which has guided the collection and analysis of the data as they have become available.

In Table 2, the responses of three of the participants that were collated individually, originally by using their own words to provide the words and phrases of

summary, have been used to illustrate how the process of constant comparison worked.

Each heading was supported by direct participant comments.

Table 2

Examples of Individual Collation Prior to Grouping of Common Themes Between

Participants

Janelle (f) Student	Samuel (m) Student	Renate (f) Teacher
Isolation/ outsider	Friends	School culture
	Inter age support	Separate community
Leadership opportunity	Development of panto ID	Gender irrelevant
Pos/neg comparison	Panto central to friendships	Judgement calls
Panto people ID OK	School Culture	Isolation
Curiosity	Self discovery	Extension into school
Authority/responsibility	Role modelling	Sharing
Closeness/	Key to school survival	Co-operation
communication	Fun	Performing Arts opportunity
Non judgemental	Self confidence	ltd
School Culture	Age differences unimportant	Special identity
Self confidence	Isolation/alienation	Responsibility
Achievement	Escape	Inter age interaction
Acceptance	Self esteem	Love of theatre
Inter age Relationships	Acceptance of responsibility	Equality
Friendship extension	Group help of group	Role modelling by seniors for
Trust	members	juniors
Security	Positive attention	Enjoyment
Choice/voluntarism	Self improvement	Boys who don't fit
Self esteem	Ownership of panto	Comfort/security
Self revelation	Criticism as caring	Peer support in real action
Continuity thru change	Staff/student support	Extension to classroom
Shared enthusiasm	Leadership opportunity	Integration students
Gender issues	Responsibility to team	Like a family
Respect for others	Choice/Voluntarism	Authority
	Group acceptance	Ownership of panto and
	Caring for others	adults

Samuel (m) Student	Renate (f) Teacher
Gender irrelevant	Privacy/safety
Rewards and value	

Table 3 indicates a further step in the process. The individual responses have been collated against each other, each response building on, or adding to, data connecting to a certain theme or category. Initially three broad categories were identified and the properties of those categories summarised as shown.

Table 3

Categories and their Properties

Relational factors	Leadership/Responsibility	Personal/Social
Inter age relationships and friendships are formed and developed.	Opportunities for leadership without reference to adults.	Self esteem, worth, confidence, revelation, discovered.
Friendships/relationships extend beyond panto into school.	Acceptance of personal responsibility to contribute to group success.	Shyness and insecurity overcome.
Closeness is developed.	Leadership comes through experience and self choice.	Being important.
Gender becomes irrelevant to friendship.	Ownership by individual and group.	Self improvement.
Feelings of acceptance, welcome are established.	Being supported by and being a support to others.	Extroverts accepted.
Trust grows.	Being listened to - (valued/recognised as a person).	Self-respect gained and regained.
ID as panto people/family given, self-chosen, and proudly accepted.	Being looked up to-adding value	Willingness to take risks.

Conclusion

In this chapter the researcher has attempted to trace a path through what has sometimes seemed an almost impenetrable maze from epistemology to method. He has tried to make clear the difference between constructivist and constructionist epistemologies and show how enactivist theory has developed from them, and offered an ecological and holistic solution to the problem of cartesian dichotomy and non cognitive knowing. The connections between these epistemologies and such theoretical perspectives as phenomenology, hermeneutical phenomenology and symbolic interactionism have also been indicated, as well as the links between the three perspectives themselves. The path through these perspectives to grounded theory as a methodology has been traced, and finally the use of a case study and qualitative interviews as the avenue of data collection to be analysed by the use of the grounded theory process has also been examined. An argument has been put in this chapter that grounded theory methodology is an appropriate and viable approach to a research situation, even when the researcher is operating within an epistemological framework that is essentially enactivist in perspective. In the following chapters responses to interviews will be described, analysed and compared, and themes will be developed. In the final chapter, the theory generated from this work will be presented and analysed in view of the literature cited in Chapter 2.

CHAPTER 4:

PERSONAL DEVELOPMENT BENEFITS FOR THE PARTICIPANTS

Introduction

In the previous chapter the theoretical and organisational framework of the research design was explained and justified. In this chapter the participants' perspectives on the personal development that occurred through involvement in the extracurricular activity are revealed through their voices. Thus, this chapter examines the participants' perspectives as they describe and reflect upon their experiences in the extracurricular activity that is the focus of this research. It thereby meets the first aim of the study, which is to identify what, if any, personal development benefits are identified by the participants as a result of their involvement. The various aspects of personal development described by the participants are identified, based upon, and supported by the words of the participants themselves. It is only when this initial task has been completed that an examination of what happened that led to such perspectives on personal development can take place. "What happened" is, then, the focus of the following chapter.

Cultural Factors that Impinged on Participation

The essential focus of this chapter is on the participants' perspectives of the personal development that occurred for them, as a result of their involvement in this extracurricular activity. Participants, however, also spoke of a number of external factors, particularly peer group attitudes, which influenced their decision to participate.

These factors increasingly appeared to be relevant to their later descriptions of their personal development, as well as to what happened to them during their period of participation. In several cases these external factors sharply contrasted the before-and-after experiences and self-perceptions of the participants. It is appropriate, then, to examine the participants' experiences within the predominant cultural environment of the college as they experienced it, particularly in response to their involvement in this extracurricular activity. Although it has been made clear in the opening chapter that the original names of all participants have been replaced by pseudonyms, as their voices are now going to be heard at length it is useful at this point to be reminded of this fact.

Most participants emphasised an interest in theatre or drama, and participants in the early years of the production in particular, also spoke of the lack of opportunities in the performing arts within the college environment. Louis, one of the early student participants, spoke both of his interest in theatre and the lack of opportunity in this area. He said, "there was nothing else . . . and I was always interested in that side of it, but there was never - nothing on offer - no drama, like . . . and so I thought, yes". Another early student participant, Robyn, echoed this feeling when she said, "I really enjoyed drama and we never did any plays or anything". As Renate, a teacher participant as costume designer and wardrobe organiser, put it, "in the Arts, it's just not there". These comments, echoed by several participants, indicated dissatisfaction with the formal curriculum offered by the school, that the expressed needs of students in this area were not then being met. They also indicated an expectancy or assumption that performing arts subjects should be part of the formal curriculum, rather than simply or only extracurricular. Leeanne, another experienced teacher involved since 1995, indicated that

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the pantomime extracurricular activity was filling a need because some students "probably weren't finding things that stimulated them in other areas of the school". It seemed that involvement in the pantomime, with its action and movement, offered a stimulus that the more sedentary nature of many classes in the formal curriculum could not provide. Thus, from its beginning, this extracurricular activity was perceived by the students and staff as filling a real need and a gap in the curriculum.

When Anna, whose involvement began in Year 7 and continued to year 12, described her original reasons for being involved as "I was always interested in the arts and stuff" and "my friends were doing it", the pantomime was in its third year. In fact to her, in Year 7 it appeared "everyone was doing it . . . it was the thing to be in". For Anna, involvement initially revolved around personal interest and the participation and support of her friends. For her, the peer group experience was more positive than for other participants such as Samuel or Janelle, who saw involvement in the pantomime as an escape from peer group pressure. Whether involvement in the extracurricular activity arose from negative or positive peer group experiences, the importance of the peer group was revealed.

Anna had not seen a performance while in primary school, but she explained "my friends that had already known about it and a lot of people who had seen it when they were in primary school had been to (the College) to see it, so they knew what it was all about". Anna's responses indicated that for her, and her friendship group, involvement was both socially acceptable and also an avenue for expressing an interest in the arts. She also referred to an interview, conducted by the school of all prospective Year 7 students, at which the pantomime had been promoted as something provided by the

school for those interested in the dramatic arts. That the production should be mentioned at this interview is perhaps an indication of, at the very least, the perceived promotional benefits of such an extracurricular activity within the school.

From the students' perspective, the pantomime was obviously an acceptable topic of conversation, and those who had seen the performances were to some degree seen as experts. "They knew what it was all about", said Anna. This expertise was reinforced by the emergence of pantomime posters around the school. Louis also spoke of the influence of friends; "it ended up all my friends were doing it, so there was a lot of people I knew in the group".   It is apparent, then, that the development of the pantomime production was popularly received by those with an interest in this type of activity, and quite quickly developed a considerable following. Nonetheless, the reasons given by most of the student participants in this research for their involvement in this activity continued to include the need to get respite from their generally negative school experience, and the perceived lack of the formal curriculum to offer real opportunities in the performing arts.

Janelle's road to pantomime involvement, which began the year before Anna's, and continued beyond her years at the college, had some similarities with Anna's experience, insofar as they had a common interest in music and drama, but also some significant differences. Her involvement began in Year Seven, the year after Anna's. Yet, when asked whether friendships influenced her reasons for involvement, her response that she got involved "probably because no one else was doing it, actually, like not many people from my year", indicated that for her at least, personal interest, rather than support and interest from friends, was a major factor. In directly comparing these

two responses, it seemed that the nature and volume of interest amongst new students to the school could be extremely variable, although, in general terms, the researcher's experience indicated that Year 7 student involvement in the pantomime did not fluctuate dramatically from year to year. Thus, neither friendship nor interest in the performing arts, were alone sufficient predictors of involvement in this extracurricular activity.

Another positive factor that influenced Louis to become involved, especially as a year 11 and 12 student, was that he "expected it to actually be an outlet, a bit of a creative outlet . . . to try and relieve some of the stress that built up through those things". This idea was echoed by Robyn who said of her involvement when in Year 11, "it was a really good release from all the VCE[5] headaches". Janelle also spoke of the pantomime as a break from study in her senior years. The pantomime, in spite of its demands for time and the necessity of learning lines, was perceived as a positive break from the academic pressures and demands of VCE subjects. All of these participants indicated the severity of the academic pressures they experienced as VCE students, and the need they felt for relief from those pressures. That they should speak so positively about their pantomime experience as providing this relief of stress, in spite of the additional demands that it placed upon them just as final exams were taking place, was indicative of the nature of the support offered within the experience. It may also have indicated that there was a need to ensure that adults did not project their perceptions of what was or was not stressful on to the students, and to be prepared to listen to the students' own descriptions of what they did or did not find stressful. That Louis felt the need for some form of

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[5] The Victorian Certificate of Education (VCE) is the two year course of study prescribed by the Victorian Curriculum and Assessment Authority for the Department of Education and Training, for the final two years of secondary education in Victorian schools. Results in the second year of the course are used to determine entry to university.

creative outlet at this time may also suggest something of the pressures of conforming to the demands of an academic curriculum.

Not all of the reasons for involvement, however, were expressed in such a positive way. Several participants, from Louis through to those still involved in 2003, spoke of negative aspects of the school culture that made them feel outsiders, isolated from, and alien to, the broader school community. Thus, involvement in the pantomime offered some respite, and a means of escape from negative peer pressure and, particularly for the boys, gender discrimination.

As Louis said "there was pressure from social sectors that kind of mocked getting involved in that." and "(I) was always fringe dwelling". In relation to peer group pressure on fringe dwellers Louis also spoke of those students who "decided that in Year 11 you still had that popularity mentality with a lot of people, and that seemed to stop a lot of people I know of from participating". He saw this arising out of a school culture that he perceived as placing an undue emphasis on sporting ability and performance, to the extent that anyone who was interested in the arts was "looked upon as being a little bit gay". He explained that as a result of his involvement he "copped that a bit". Robyn, a slightly younger contemporary of Louis, emphasised the gender basis for this discrimination when she said "boys in general are beyond extracurricular activities, unless it's sport". She also indicated the broader problem when she said "it was such a sports oriented school that there was a huge gap for people who weren't interested in sport". As Renate, the teacher responsible for costume design since the beginning, and a long-term staff member said, "it's easier to field a football team or a netball team . . . it's more socially acceptable. (Boys have) got to be extremely strong to go against that awful

business of the 'ocker' macho". Danielle, a parent, whose son had considerable social and academic difficulties in the mainstream school environment, echoed this sentiment when she said of the school "there's that scenario where a bloke's a bloke and dare you cross the line". Speaking in 2004, however, she said that while she felt the division continued to exist it was "not as much as it was". Comments from student participants, which are examined in detail in chapter 5, indicated that within the pantomime experience itself the prejudice and bias of misguided preconceptions was broken down, from a very early stage, by the nature of the experience and the closeness of the relationships that were developed. It is beyond the scope of this research, however, to comment on the effect that this may have had as students carried this experience into their wider school life. Several participants in this research, nonetheless, spoke of the way in which involvement in the pantomime experience helped them communicate and socialise more effectively.

What may appear to be an extreme example of alienation and discrimination was a very real experience for Samuel, who first became a participant in Year 10. He described how he "was a bit hesitant because of the social pressure at school, with the idea that the pantomime was not for males at all". Indeed, much of the in-school experience he talked about revealed his isolation and alienation from the wider school community, particularly from other boys, and the difficulties he faced in making the decision to join in the pantomime. For Samuel, it appeared that isolation and discrimination was the dominant experience of his broader school environment. This impression was supported by William, a music teacher who was involved with the musical production elements of the pantomime, who said "Samuel wouldn't speak, he

flinched or cringed when people walked past him - other boys". It was this negative experience that influenced Samuel to become involved, when encouraged by one of his friends to "get involved in this". Yet while such an extremely negative experience may not have been common, it was apparent that there existed a broadly based negative reaction to boys in particular, but also to girls, who chose to be involved in the pantomime activity, that was voiced quite loudly. As Ellen put it, "people mocked us and teased us for being in it", and Leanne, the teacher involved in the pantomime since 1995 and another long-term teacher at the college, spoke of seeing other students "who've been perhaps bullied". These comments supported the conclusions of Rigby, Cox and Black (1997) that spoke of a demonstrable link between poor co-operative working skills and bullying and victimisation, as well as the work of DHS, Victoria (2000), and Elias, Weissberg, Hawkins and Perry et al. (1996) that emphasised how such factors as alienation increased the vulnerability of children at risk, and increased the likelihood of the development of poor self-image and self-esteem.

While students had such positive reasons for involvement as personal interest, encouragement of friends, and a means of relaxation or escape from general life pressures, it is apparent that the student participants, parents and staff were also aware of, and frequently experienced, negative reactions to involvement in this activity. Some student participants in particular, both boys and girls, faced overt hostility and bullying from other students. This arose because, as Renate put it, they did not quite fit "the norm of the football kid or the beautiful girl or the girlie sort of thing", and because sporting activities were "more socially acceptable in our country atmosphere". This then was the wider cultural context of this extracurricular activity from the participants' perspectives.

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While not completely negative, it was an environment that offered great challenges to those who chose a different direction and to those who sought to encourage such a change of direction.

Areas of Personal Development

Many participants summed up their personal journeys through their pantomime experience in terms of self-improvement that grew out of greatly increased self-confidence, self-esteem and self-respect. They described themselves as making significant discoveries about themselves, thus seeing themselves as having greater self–worth and therefore a more positive self-image, as their pantomime experience gave them the opportunity and enabled them to become their real selves. They also described themselves as becoming more willing to take risks in revealing their inner selves, and in their social interaction with other participants, as well as a preparedness to accept and even to initiate the taking on of roles of responsibility.

It has frequently proven difficult for the researcher to separately identify the major emphasis or focus of individual comments reflecting these perceived personal development benefits, as a number of factors are frequently contained within a single statement. Nonetheless a number of the major areas of personal development described by the participants have been identified, and are now examined in detail. In most cases the categories remain quite broad and it is acknowledged that they are interconnected. As Deveson (2004) makes clear, however, it is from this complex interaction between the participants, and between the participants and their environment that resilience, and personal development, emerges.

Moments of Self Revelation

In this situation the term self revelation is used to encompass those moments of discovery when the participants recognised something within themselves of which they had previously been unaware. It describes a moment when they recognise that they have a value that is unique to their own personhood, which adds something new and extra to their understanding of themselves, and identifies them as being more than they originally thought. It is a moment of personal insight that, for a number of participants in this study, was a key to further advancement in other areas of personal development.

Samuel, the student who suffered from severe alienation, isolation and bullying for much of his life in the broader school community, and who as a result had a very poor self image, spoke most graphically of this phenomenon. He described a moment of self-revelation when he spoke of taking on a singing role. He said, "I am not really a singer at all, but just the ability to be able to do that was enough to say to myself 'you know there's a lot more to you than you bargained for' ". He reinforced this with comments like "I saw a different part of myself'' and "I discovered a new part of myself". As he understood it, he saw a part of himself "that never existed". Thus, for Samuel, the opportunity to accept a positive challenge resulted in a new personal perspective, that enabled him to make a new and more positive evaluation of his potential to overcome what were essentially socially induced perceptions of inadequacy. These comments are supported by the work of Finlay (1994), which showed the importance of providing opportunities for active, meaningful, contributive participation in activities, and the work of Benard (1995b), who gave examples of school as a transforming experience.

Anna, whose experience of the broader school community was much more positive, also commented that "you can learn a lot of things about yourself", and indicated that she viewed the pantomime experience as a journey of self-discovery. Aster supported this idea of self-discovery when she said that involvement in the pantomime meant "there were things you wouldn't have found out about yourself from it as well". Norman agreed, saying "it certainly helped you find out more about yourself". They each indicated throughout their conversations with the researcher, that this self-discovery occurred as they took on roles and grasped opportunities not previously available to them, or of which they had previously thought themselves incapable.

Recognition of Self Improvement

Caron described the change in her self-perception when she said, "the first year I was frightened to death. I remember that it just became natural to me", and went on to say, "I am a better person", because of her involvement in the pantomimes. It is this concept of the recognition of positive personal change that is encompassed in the use by the researcher of the term self-improvement. As Laursen and Birmingham (2003) have shown, involvement in extracurricular activities that promote caring and emotional support leads to an improvement in self-belief and the recognition of meaning in life. Caron partially explained what she meant by self-improvement, by connecting it to becoming more personally and socially confident. As she put it, "if you put me up in front of a class now I could 'yabber' on to my heart's content and not think anything of it, whereas beforehand I would probably have panicked". She clearly identified this development of confidence in not only participating, but also taking a leading role in a

social situation, as being closely connected to her involvement in the pantomime over a number of years, and saw this in terms of personal improvement.

As Samuel and the researcher continued their conversation, he reflected on two of his significant roles, and compared his performance from one year to the following year. His comments revealed a sense of change and improvement that went beyond the stage performance. Indicating also his need for social recognition, he said "people could see I had changed so much . . . it actually improved myself. I actually improved myself" and spoke of how this self-improvement manifested itself through the fact that he had "a lot more confidence in going up on stage". Later in the conversation, his comments not only reinforced this self-perception but also indicated that it enabled him to better cope with his experiences in the broader school community. An apparently self-chosen self-identification that projected a very low image of self could more accurately be understood to have been largely imposed on Samuel, by his long-term negative social experiences. Thus, through his involvement in this activity, and the opportunity it gave him to experiment with other roles, he had the chance to challenge and change the identity that had developed up until this time (Erikson, 1964).

Janelle also recognised this sense of personal growth when she said, "you sort of grew as a person yourself" and, almost echoing Caron, described it as a process whereby she "went from a person who knew nothing to a person who people asked questions". That Caron had a distinct sense of becoming a significant person was reflected by the obvious import she placed on becoming recognised as a person "who people asked questions". In both cases these participants were reflecting on the experiences that they

saw as bringing about positive changes that took place within their own sense of personal identity, over the time of their participation in this activity.

Growth in Self Confidence

In the context of this research, self confidence is a broad term that describes the beliefs gained by the participants in their ability to do things that they previously didn't do because of a lack of belief in their ability to be successful. Prior to their involvement in the pantomime, they had broadly accepted a label that identified them as failures. Participants described this changing self-belief as resulting from a wide range of experiences, and manifesting itself in a number of different ways.

Louis said that through the pantomime experience, "I have confidence in my abilities". He indicated the ways in which this increased self confidence changed his social interactions when he commented, "through the pantomime stuff I am able to stand up for myself". His pantomime experience enabled Louis to recognise that he had a right to assert himself. When talking of his confidence in speaking in front of others he said that, "if I didn't do it with panto I wouldn't have done it without it." This indicated the central importance that he placed upon his experience in this activity, and in it being responsible for making it easier for him to cope with his fringe dweller status, and becoming more competent in social situations. It also suggested a perceived lack of opportunities to develop these skills in other areas of his school life. Indeed, he revealed later in the conversation just how important he believed this and other aspects of his pantomime experience had been, when he explained that in his chosen career as a drama teacher he was, "able to go out there and actually perform these things because of panto

and I think that developed that (the confidence to be able to do it)". The work of Mahoney and Cairns (1997), Eccles and Barber (1999) and Fullarton (2002) all indicated the significance in involvement in extracurricular activity in reconnecting the student to the school environment. Louis' comments would appear to only partially support this, as he spoke more of the pantomime experience helping him to survive school rather than reconnect to it. Samuel's comments on the role of the pantomime experience and its relationship to his school experience were also in this vein. In general terms it appears, that for these students at least, their involvement in the pantomime was seen as something separate from school, but which helped to make school bearable.

Most of the participants in this research made reference to a personal development in confidence in their abilities. Robyn had, like Louis, described herself as lacking in confidence prior to her involvement, but of her experience she also felt that, "it made me a more confident person." Ellen echoed this sentiment with the comment, "your confidence really gets boosted", as did Anna who said that, "it gives you a lot of confidence too". Caron, reflecting the personal change she believed had been wrought by her pantomime experience, explained that for her, "it was really the confidence booster I needed". Ellen said much the same thing when she said, "being on stage and stuff like that helps with confidence". Kala said of her pantomime experience, "it gave us a lot of confidence as well".

These comments all indicated very clearly the positive personal results these participants believed the strongly affirming pantomime experience had on their lives, and that they were aware of the effect it had on those who shared in the experience. All of the participants explained this development in terms of an increased readiness to take on

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personal tasks that they previously believed were beyond them, and to becoming more assured in their interrelationships with other students, and with adults. They also saw it manifesting itself in their increased willingness to accept and even initiate leadership roles. As Thomas said, he learned that "if you had something to do . . . you had to take that little bit of extra initiative and just get in and do something".

Danielle, the mother of Drago, who had difficulty coping both academically and socially, said of his response to being on stage rather than simply being involved back stage in the technical areas of lighting and sound (technically known as the bio box), "that was good for him. He felt he coped with that". Finlay (1994) spoke of the importance of setting high standards of expectation, coupled with the opportunity to offer a useful contribution. Leanne, the teacher and prompt person, supported the response by Danielle when she contrasted some students' difficulties in the classroom with their success in the pantomime. She said that, "some of them don't make it in the classroom . . . but they feel they've got some ability because of the panto". It is apparent, then, that for some participants the pantomime gave them a taste of success that they attained rarely or at all in their wider school experience, and that this resulted in an increased confidence or belief in them-selves.

Developing Personal Identity

In speaking with the participants about their differences from, and difficulties with, some members of the wider school community, it became clear that the ability to be true to one's perception of one's self was frequently perceived as a significant difficulty. As Louis explained, "there was pressure from social sectors that kind of mocked getting

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involved", and that a fear of losing popularity "seemed to stop a lot of people . . . from participating". Reflecting on her negative experiences, and indicating the pressure on her to conform to a certain socially acceptable image, Janelle explained that, "there was a lot of people in my year that judged me because I was in panto. . . I was a geek (to them)", and that in contrast "panto was where I could be myself without being judged in any way". It offered her an opportunity to avoid pretence, and to develop in the way that most suited her own needs and talents.

It became apparent that a significant moral or ethical problem for the participants, the need to be true to one's sense of self, was being responded to within the pantomime environment. Caron, like several other participants, said that because of her involvement in this extracurricular activity she was "a better person". Significantly, she understood being better not only in terms of self-improvement, but also that she was more easily able to be true to herself. Kala also recognised that, "you have to do a character but it lets you be yourself on stage too, more than anything". What Kala was referring to here was that in performing on stage one has to be willing to reveal something of oneself to the audience. To do this, it is necessary to have a strong and secure sense of personal identity. As Louis explained, "we were trying to find out where we belong (and) all of a sudden we had this field'; a field which gave them the opportunity both to begin to work out who they thought themselves to be, and to challenge perceptions of self imposed from outside.

Increasing Self Esteem

Earned self-esteem theory (McGrath, 2003) argues that real or "earned" self-esteem has three elements: the successful achievement of a personally valued task, recognition of a personally responsible action and recognition of a socially responsible action. These three elements were all present in the descriptions given by the participants, of their responses to individual success, and the public recognition of that success in response, not only to their performances, but also to their commitment to the success of the pantomime itself.

Speaking of his pre pantomime experiences, Samuel said, "I felt as if I was on my own and no-one could care less about what I did" and compared this with his pantomime experience which he said, "just makes you feel so much better about yourself". For Samuel "going out on stage and performing it in front of a huge audience" was significant because it gave him positive acknowledgement and reinforcement and, as Battisch and Hom (1997) have shown, the nature of the social environment is an important factor in determining positive or negative developmental outcomes. Another reason Samuel gave for taking on responsibility in assisting the success of the performance was, "if we miss something it could really stuff up something that happened on stage". This also indicated the importance he attributed to this activity. Leanne, the teacher/prompt person, supported Samuel's self assessment when she said, "when Samuel was in the panto he felt good about himself" and, "he could then feel he'd made it in peoples' eyes". She recognised the importance to Samuel not only of personal achievement but also the public recognition of that achievement. The pantomime experience, then, satisfied these two needs that were important to Samuel; it provided

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him with proof of his ability to succeed, and the opportunity to reveal that success to a world beyond the pantomime, through his performance in front of an audience.

Janelle also connected the taking on of responsibility with feeling "really special then", showing a connection between public recognition, a personally important achievement, and the acceptance of responsibility resulting in a more positive perspective of her individual and social value. Louis, speaking of the attitudes and responses of younger students to the more experienced participants such as himself, echoed this sentiment when he said, "a lot of them looked up to us . . . it was a bit of a boost". He obviously accepted being in that position and responded positively to it. Caron also spoke of her feelings in response to the new participants in the pantomime activity. She explained that they, "sort of looked to us for guidance" and her enthusiastic reaction was, "I lapped it up! People coming to me for advice; it was great"! Being accepted as an authority, or expert, in this performance field, and having their experience recognised in this way, was obviously important to both of them.

When Thomas was in Year Eight, the second year of secondary schooling in Victoria, he was actively involved in the installation of new sound equipment into the school hall. This took place during a weekend, rather than in school time. Talking about his role in the sound and lighting room (the bio box) when this new equipment was being fitted, he said that being there gave him a feeling he was, "that little bit important as though you're having an impact on what's happening". To be included as an equal member of the team, which consisted mainly of adults, was important to Thomas, as he felt valued and able to be heard. He had an impact, especially as he was able to assist in fitting the new equipment, and be the one who received the initial instructions regarding

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its operation. His presence and readiness to apply him-self to this new and demanding task of familiarisation with the new equipment indicated the significance he placed on his role and his response to it.

Ellen revealed the personal significance of her involvement, as she expressed her satisfaction that, "us students had a say in how things were put on too". That this was significant for her was indicated by the comment "it was good to feel a bit more important". This reinforced not only the positive personal response, but also that she was pleased to be recognised for her contribution to the success of the production. Aster also talked about the personal satisfaction gained from her contribution to the overall production. Commenting about the satisfaction she gained from painting sets, she said, "you could stand back and watch yourself paint and it was like 'I painted that and doesn't it look good'." Danielle, speaking of her son Drago, said the opportunities created by his pantomime experiences "gave him a sense or feeling that what he was doing was credible and added to his self-esteem". She also said, of the ongoing effect of the pantomime experience, that, "the importance of it to someone's self esteem . . . is amazing". The responses of these participants were representative of the types of responses made by most of those interviewed for the purpose of this research, and supported the conclusions of Laursen and Birmingham (2003) on the connection between extracurricular activity participation and self-belief. They indicated that they all perceived their experiences in this extracurricular activity as making them feel better about themselves, because they and others saw them as beings of value.

Gaining in Social Confidence

This section examines the participants' descriptions of the development of their ability to communicate effectively with all the other people involved in the pantomime activity. Chronologically, the developments in social confidence they described occurred, according to them, contemporaneously with developments of the self of which they became aware. In fact their descriptions indicated that the personal and social developments built on and from each other, so that they became interconnected and mutually dependent. That is, they described relational developments that were dynamic and fluid in their structure. Such developments were based upon the concerns of the individual participants and the pantomime experience of which they had chosen to be a part. The language of resilience research frequently speaks of the complex interrelationship between the innate attributes of the individual and the environment in which they exist (Edwards, 2000; NIMH, 1999), and reinforces these comments.

Janelle spoke of a developing ability to communicate and co-operate with fellow pantomimers, and particularly of her relationship with older students; "through pantomime you can talk to them" she said; "it makes you close". Anna explained that, "it has helped me with my social skills, just general interaction with people . . . and especially with people on different age levels". She also said "you learn to express yourself in a way that works with other people", intimating the effect on her ability to more effectively socially interact beyond simply the pantomime activity. Robyn explicitly acknowledged this occurrence, saying, "I found it much easier to make friends after the pantomime experience", and illustrated this by explaining that, "I suddenly noticed on my first day at university I wasn't nervous about making friends. I could

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make friends"! She emphasised the importance of this recognition by saying, "it was very much a turning point in my personality to go through that". It is apparent that each of these participants recognised the importance of their pantomime experience in enabling them to be more comfortable in their relationships with others. As Aster said, speaking of the developing interaction between ages and genders over the period of the pantomime, "you feel comfortable around people by the end of it".

Caron expressed this result of her pantomime experience a little differently. She felt that her experience in learning to work co-operatively with a group of people diverse in age and talents now meant, "I can now walk into a room and talk to people without knowing them". Thus, like Robyn, she was able to extend the personal development that occurred through her involvement in the pantomime, to her life beyond and after pantomime. For Ellen, this area of development meant that, "you develop different teamwork skills and co-operation" and that, "you have to learn to work with everybody and get along". Thus, developing social confidence included a developing awareness of the needs of other members of the group. As Danielle said of Drago and the importance of the social aspects of his involvement in the pantomime, "well he had a social life then; he had a group of friends and some he maintains contact with today". Such a comment is supported by the work of Harrison and Narayan (2003), who showed that involvement in extracurricular activity led to a developed sense of connectedness in interpersonal relationships and pro-social action, and Osterman (2000), who described the need to belong, which is fulfilled by a sense of community, as a basic psychological need. Involvement in the pantomime experience, by enhancing social confidence through social

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interaction, may be seen as a significant contributor of this basic psychological need in the lives of the participants.

For all of the participants, the development of social confidence meant focussing on the recognition of an ability to relate comfortably and confidently with others within the group. For some it included the recognition that this confidence, learned through involvement in the pantomime, could be, and frequently was, responsible for more effective social interaction beyond the group. It also included a greater awareness of the necessity to consider the needs of others to most competently facilitate social relationships, and it gave them a friendship group that they considered important.

Taking and Accepting Responsibility

As the interviews progressed it became clear to the researcher that the development of a sense of responsibility occurred in two related but separate areas. In some cases it appeared that the participants waited for tasks to be delegated or offered to them before accepting that extra responsibility. In more cases, however, participants spoke of times when they became aware of things that needed to be said or done, and simply took responsibility for making sure that they were said or done successfully. However or whenever the student participants took on responsibility, it was apparent that there was an underlying assumption that the opportunity for leadership was and should be provided.

Janelle, who talked of her early shyness and unwillingness to speak up when a younger participant, explained, "as it went on I sort of became the first to tell people to shut up and you can talk now". In a connection with the development of social

confidence, she spoke of her recognition of "working out how best to deal with people" as something very necessary when attempting to take responsibility. This illustrated her awareness of the way in which personal development in one area frequently contributed to personal development benefits in another area. Ellen gave an example of how the more experienced students took on responsibility for the production. She explained that, "the older students sort of expressed how important it was to listen". Samuel gave another example of the way in which the older students expressed their ownership of the production. He described how they, "shared roles a bit and made sure that everyone had a fair go and made sure that it was running smoothly". Thomas spoke of the responsibilities he accepted in operating the sound system, when he said quite matter-of-factly, "you know that if a problem comes up you'll deal with it and get over it" and, in discussing new students interested in this area, exclaimed proudly, "I became the teacher. It was good as well".

Indeed, all of these students expressed their approach to responsibility as a mentoring, caring or teaching role. After discussion with Aster and Kala about older students and the ways in which they, as younger students, had viewed them as role models, Norman said, "and then we probably became role models too". As he put it, "we became the leaders. We were the first to go through all the stages of it". This was a reference to their involvement from Year 7 to Year 12. Aster gave a simple example of the sort of task they initiated as senior pantomime people. She explained that they, "always organised presents . . . and something for the last night". There has developed a tradition, initiated by the participants, of a last night party after the final curtain has closed. Norman added an extra dimension when he said, "if only one kid benefited from

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it because of us being in it then it was a bonus, like to give something back". Although

not everyone expressed it so explicitly, an element in all of the responses in this area of

development involved this sense of need to put back something into the production in

recognition of what they had got out of it. This sense of a need or responsibility to

reciprocate, indicated a recognition of the personal importance that involvement in the

extracurricular activity held for the participants and a desire by them to give others the

same opportunity to experience the benefits of becoming part of the panto family.

Sarah, parent and painter of sets, said that, "the kids were often given a greater

responsibility, or a responsibility they wouldn't normally have", which included an

assumption not only that the responsibility would be accepted, but also that it would be

carried through successfully. This indicated that she recognised that risk taking was

encouraged. She felt that they accepted this expectancy "as a matter of course". Renate,

the costumes person and teacher, spoke of the senior students who showed initiative by

not only accepting given responsibility, but by taking the initiative in making decisions

on when to intercede; they decided, "when they need to be there and the situation

warrants it". Danielle gave an example both of the ways in which students were given a

responsibility they wouldn't normally have, and of the ways in which they might take the

initiative. She explained that Drago, "sometimes he had the keys to the hall. How

important did he feel on those days"!

Participants, then, recognised, acknowledged and accepted the opportunities they

were given to take on large and diverse areas of responsibility. That they did so,

willingly and enthusiastically is indicative not only of their belief in themselves, but also

of the importance of this experience in their lives. When opportunities for leadership

coincided with involvement in an activity that was personally valued, then responsibility

for the success of that activity was also personally accepted.

Willingness to Take Risks

Being willing to take a risk means acting in the knowledge that something

unexpected or even untoward may be the consequence of any action that may be

undertaken (Abbott-Chapman & Denholm, 2001). The hope and intention of risk taking

in the context of the pantomime experience is that something positive of a personal or

social nature will eventuate. While negatively based risky behaviours may arise out of

poor life experiences and low self-image (DHS, Vic, 2000; Elias, Weissberg, Hawkins &

Perry, et. al., 1996) in this case the opposite is true. The participants in this research saw

their risk taking as positively based in the cumulative experiences of the pantomime

environment. As a result they perceived it as a way of extending themselves in new and

exciting ways. This was particularly emphasised by the negative life experiences of a

number of the participants, who contrasted their experiences of acceptance and comfort

within the pantomime experience with their experiences of alienation and isolation in the

experiences outside of the pantomime. It was the security within the pantomime

environment that encouraged them to take risks that had potentially positive rather than

negative outcomes.

Anna summed up this positive attitude towards risk taking when she said, "it kind

of takes you out of your own safety" and, "you have to kind of put yourself out there a

bit". For Anna the pantomime experience offered a secure environment that enabled her

to feel safe enough to take risks. Janelle talked about learning, "stuff about each other

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that you don't learn in school" and spoke of this as a matter of trust. She saw students who were willing to share confidences that would not normally have been shared, because the pantomime experience encouraged the closeness that promoted trust.

Andrew, a parent who shared in the set painting, when talking about set painting described participants' attitudes as, "yeah, I'll have a go. I'm not sure maybe how I'll go about it but somebody will tell me" and then, "off they go"! He saw this as indicating that willingness to take risks in trying new areas was associated with confidence that they would be supported in their having a go. Sarah, parent, set designer and painter, also spoke of the demands that the pantomime placed on participants. She exclaimed that, "when I think about some of the daunting tasks, you know, roles that kids have taken on, kids that haven't had much experience, and shone and perhaps in no other area of school life do they shine". She recognised that they took a risk because they were trusted to succeed. Security and trust, indicated by the willingness to share confidences and to respond to being shown confidence in their ability to succeed at a high level, were characteristics identified as connected to positive risk taking.

Samuel, whose pre-pantomime experience consisted largely of avoiding contact with other students, said that it enabled him not only to do things he wouldn't normally do (such as sing on stage), but gave him the confidence to converse in the general school environment. He could now approach someone who, "I would not usually talk to within school". Norman explained his feelings and fears when he said, "before you go on stage in front of all those people the first time, you would be worried about it like . . . you realise that – you know that fear – you can use that to improve your performance as, not

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motivation, but energy for it". He realised that fear, if responded to positively, could energise as well as paralyse.

For all of these participants there was, like Norman, some acknowledgement of the fear of putting oneself out there, but this was outweighed by the feelings of safety, support, and trust engendered by and in the group, who saw themselves as pantomime people. These and other factors that encouraged risk taking will be examined in the following chapter.

Giving and Receiving Criticism

In a situation that is based on a dramatic performance it is inevitable that, at least in the rehearsal period, there will be a degree of criticism aimed at individual performances. As pressures mount towards opening night, tempers can easily fray and harsh words may be spoken. In addition, as those involved become increasingly concerned with standards of performance, there may be a tendency to unwittingly speak bluntly to those who are perceived as not putting in, or doing the right thing by the rest of the group. The participants in this research indicated a mature recognition of the motives for, and the nature of, the criticism they both received and offered, and accepted it as arising from a legitimate and shared concern for the success of something that was important to them all. As the work of Bradford-Brown (1990) showed, the support and influence of peer friendship is very significant for adolescents.

When Janelle said, "if you were criticised it was for a reason, not just because they felt like it", she was recognising criticism from various pantomime sources as well-meaning and beneficial. Samuel also understood criticism in this way. He commented,

"I just took it on board and thought it's not a personal attack", and also saw its corollary as a positive because, "it just reassures you that you are doing something right". He perceived criticism as an example of caring. As he saw it, "they are just looking after you, they are not doing it to pick on you". Ellen also saw the act of criticism in a positive light. She explained that they, "sort of give people positive criticism . . . give them advice". Caron indicated the developmental nature of this recognition when she explained, "you start to realise that when people criticise you they are not doing it to be 'narky' ". Sarah gave an example of criticism, and a sense of ownership and responsibility, when she described some participants' responses, to what they deemed inappropriate language, as a sort of mild reprimand - "we don't say that here, so watch yourself". This positive criticism elicited a positive reaction from those who received it, but some comments indicated that it was also a way in which what the group felt to be appropriate behaviours were maintained.

In discussing the critical support offered by participants to each other, Andrew commented, "it's a very positive environment". He saw that any critical remarks were usually offered to build up and reinforce, rather than to tear down or destroy an individual's self-image. As an illustration of this, Thomas described a common activity after rehearsals had finished. He told how, "the group would sit down (and) the people . . would speak up about something that they were worried about, and everyone was getting in and having their say and no-one was afraid to do that". In this shared environment, all felt that a successful outcome to what they were involved in was important. Here they felt comfortable and secure enough to speak out without fear, and perceived criticism as a

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positive act that assisted them to improve what they were doing; in fact to improve themselves.

Recognition and Acceptance of Difference

The major aspects of difference spoken about by the participants in this research had to do with age and gender. As this study took place within a specific community in a regional Victorian country town, the issues of ethnicity and multiculturalism that may be present in larger centres did not occur. The area remains remarkably homogenous and the specific community is also united by its common allegiance to the Roman Catholic Church.

Conversations about the multi-age arrangement of this activity ran counter to the work of Savin-Williams and Berndt (1990), which indicated that intimacy and loyalty needs were most effectively met in activities organised around common age groups. Sarah said of her daughter talking of older students in the pantomime, "she would come home and talk about the people I knew to be older, not in the sense that they were older but they were in pantomime". This experience of age difference being irrelevant as participants worked together to achieve common goals, was repeated by many of the participants in this research. Leanne, the teacher and prompt, emphasised her perception of the significance of this multi-age situation. She said, "I think the biggest thing about the panto is that it's Year 7 – 12, and they become an integrated group so that you find students being able to mix vertically – old, young – teachers being part of that mix as well". Caron, while talking about her early years in the pantomime, gave an indication of a student's perception of this when she compared her attitude to older students after her

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pantomime experience, with her attitude before this experience. She explained, "(before) the ones on the senior campus, you know, were the big scary people but they weren't any more". She went on to explain that the pantomime experience meant that, "people who were in other year levels that you would not normally talk to . . . you felt you were able to speak with them". That she used the term "to speak with" rather than "to speak to" is perhaps indicative of the relationship that developed.

Of the integration that occurred, and thus overcame age differences, Thomas said, "there was just one group. There wasn't any groups according to age or anything like that". He explained that he thought this occurred because of the various groupings of characters on stage that involved multi-age combinations and thus broke down separatism based on age. Robyn said something similar when she said, "you didn't see people as their age, you just saw them as pantomime people . . . it was almost like there was no class or no age". The reasons for this disappearance of the age division is an aspect that will be developed in the following chapter, which examines the range of factors that contributed to the areas of personal development described in this chapter. Samuel summed it up when he said, "there was no, oh you're from Year 7 or you are from Year 8. It just didn't matter", and as Andrew said, as a parent who was not familiar with all of the students, "it's just hard to know who's in what level". It was apparent that this age anonymity was important to the breaking down of those chronological barriers that the students experienced at various times during their wider school life.

Louis saw the pantomime as "a major plus" as it helped junior students "to find their niche", because when they saw Year 11 and year 12 students involved in the pantomime "it made non-sport activities okay". As a result of this example Louis

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believed that students were encouraged to become involved in the pantomime, and that this helped, "discrimination . . . and preconceptions . . . (to go) away because they realised that these people up on stage weren't all homosexuals". In general terms too, he believed that, "panto helped juniors to accept differences in people".

Samuel spoke of the recognition that some people were more comfortable in certain situations than in others and that some were not able to talk as freely as others. He considered important, however, the recognition that everyone was able to "communicate in all different ways". Louis also spoke of this realisation that, "every person . . . had different ways of learning".

When the conversations turned to gender issues, both males and females agreed that while there was recognition of difference, it was not a difference that resulted in division. Rather there was a mutual agreement that involvement in the pantomime experience enhanced relationships between them, because they felt no longer bound by the sexual stereotyping frequently placed upon youthful relationships by influences in the wider community. Freedom from gender and age stereotyping enabled the student participants to more readily recognise, respond to, and accept differences between people, in a range of areas.

Thomas, the student who accepted the responsibility of operating the bio box, spoke of a girl who showed interest in this area, and explained his reaction to her involvement when he said, "when Rose showed interest . . . it was fine. We accepted her and really made her feel she was part of the group. I think she was comfortable with it". Samuel, who received a lot of support from girls in the pantomime, explained that, "the girls were just another member of the group. The only difference was they were female."

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Speaking from the female perspective, Janelle said that as a younger person, "you sort of discovered that guys weren't as scary as you thought they were". Referring to experiences in crowded conditions in back-stage changing rooms, Caron said that as a result, "with the boys you lost a few inhibitions". Anna described how she became more comfortable around males, so that friendships weren't defined by or determined on a gender basis. She explained that, "being with males and females you kind of learn how to deal with that, and develop friendships through it". She also believed that in spite of the overwhelming majority of pantomime people being girls "the males felt as equally involved as everyone else". Ellen reinforced this perception of the nature of the relationship between males and females when she spoke of how, once the boys became used to the pantomime environment, "they felt comfortable coming up to us and speaking to any one of us. They didn't have to stick together any more". It is apparent that, to this degree at least, in this activity the concerns of Gilligan (1982) and Eccles and Barber (1999) to consider different responses as due to gender have been largely overcome. All those involved see themselves as having an equal opportunity to speak and to share, regardless of gender, without being intimidated by general social conventions that might normally inhibit this interaction.

As an adult observing these student interactions from the outside, Renate said, "I've noticed boys and girls together and they just seem to click into one another". She continued a little later, "there's none of the tendency to one-upmanship or to bully one another or to put other people down", further indicating the meaningful and positive nature of this interaction. Of the boys in particular, she said that they, "just revel in being able to relax and not have to prove any thing to the other boys". This comment spoke not

only of the nature of acceptance within the pantomime group, but also perhaps indicated once again the pressures that boys who chose to be involved faced in the broader school community. Nonetheless, in the major areas of difference recognised by the participants in this research, the pantomime experience was perceived as engendering an environment in which a view of difference as divisive was replaced by a realisation that frequently the differences were more created than real. As a result, they recognised that what differences did exist were to be accepted as part of the natural order of things.

Conclusion

This chapter has described the cultural environment of the extracurricular activity that is the focus of this research. It has attempted to identify and categorise the major areas of personal development recognised and acknowledged by those involved in the pantomime who agreed to become participants in this research. Ten broad, but interrelated, areas of personal development have been described, making use of the participants' own expressions of their perceptions of what personal development occurred. In addition, discussion and analysis of the significance of those comments has been provided.

The ten areas of personal development identified and examined in detail in this chapter are now summarised. Moments of self-revelation enable individuals to recognise attributes of which they had previously been unaware, while the recognition of self improvement leadsto a more positive perception of one's self in personal, social and even ethical terms. Growth in self-confidence broadly describes the participants' newly gained

beliefs that they can be successful in whatever they attempt, and the development of a sense of personal identity refers to the individual's sense of recognising who they are and being able to be true to that. Increasing self-esteem is understood to arise from success in something that is personally significant and publicly recognised. Gains in social confidence occur as interactions occur in situations of trust and, simultaneously with other areas of personal development and readiness to take on and accept responsibility, as participants act proactively on their own initiative, or readily assume a role or activity assigned to them. A willingness to take risks arises out of an environment where participants feel safe and supported, and criticism, in both its giving and receiving is recognised as arising from a caring concern to help rather than carp. Finally, the recognition and acceptance of difference develops, in this situation, from the understanding that age and gender need not be divisive, and that friendships can be made that transcend such frequently socially contrived divisions.

To this extent, then, the first research question has been answered. According to the participants, personal development in a number of areas has occurred and those areas have been recognised, identified and described by the participants themselves.

In the following chapter the situations, conditions, events and interactions that brought about the aspects of personal development identified in this chapter will be examined. That is, in the following chapter a second, and perhaps more significant, part of the research focus will be examined; what happens within the research activity to bring about positive personal change.

CHAPTER 5

ELEMENTS OF PARTICIPATION THAT CONTRIBUTE TO PERSONAL

DEVELOPMENT

Introduction

In this chapter the participants' perspectives on and perceptions of factors that led to the personal development benefits that were identified and discussed in the previous chapter, are described, discussed and examined. The purpose of the analysis in this chapter is to discover the nature and extent of those elements of involvement, as revealed by the participants, which brought into being those personal development benefits. In so doing, the second aim of the study, to identify and reveal the relationship between those elements, events or actions and the personal development benefits that emerged, will be fulfilled.

What did the pantomime experience contain that was to promote, support and extend the participants' development as personally confident and socially competent young people? The discussion that follows examines the participants' recollections, reflections and assessments of what happened to them, between them and within them during their time as self titled "panto people".

In Table 3 of chapter 3, three broad categories, and the properties of those categories, were listed to illustrate the researcher's initial attempts to identify and group similar concerns or factors referred to by the participants. As the previous chapter made clear, a number of these factors were then grouped together under the heading of personal

development factors, because they focussed predominantly on the participants' perceptions of how they changed, rather than what happened to bring about that change. Nonetheless, while these two areas have been separated in this way, it is necessary to recognise that that the participants did not perceive them as separate, but rather as inter-related and even interwoven. Whilst they are examined in this order in this thesis, this should not be interpreted such as to suggest that this indicates any primacy in terms of time or importance of one area over the other. The modified table is illustrated in Table 4, although the list of elements contributing to personal development is not exhaustive.

In this chapter the factors or elements that contributed to the personal development benefits are analysed through a detailed examination of the comments of a number of the research participants, who were long term and senior student participants in the pantomime at various times in its history and development. This enables not only an in-depth perspective of participants' perceptions of factors that aided their personal development, but also the opportunity to ascertain any perceptions of change in these factors between its inception in 1995 and the interviews that concluded in 2004. It also enables an examination of the relationship between the elements they describe. The responses of parents and teachers are used to compare, complement and reinforce the comments of the student participants examined in detail.

Table 4

Personal Development Benefits and Factors Contributing to Personal Development
Benefits

Areas of Personal Development Benefits	Elements Contributing to Personal Development
Moments of Self Revelation	Inter age relationships/friendships are formed and developed
Recognition of Self Improvement	Friendships/relationships extend beyond panto into school
Growth in Self Confidence	
Development of Personal Identity	Friendships/relationships extend beyond panto into school
Increasing Self Esteem	Gender and age become irrelevant to friendship
Gaining in Social Confidence	Closeness is developed
Taking and Accepting Responsibility	Feelings of acceptance/welcome are established
	Trust grows
Willingness to Take Risks	ID as panto people/family is given, self-chosen, and accepted proudly. Community.
Giving and Receiving Criticism	
Recognition and Acceptance of Difference	Opportunities for leadership without reference to adults
	Encouragement of and opportunity to take personal responsibility to contribute to group success
	Leadership comes through opportunity, experience and self choice
	Ownership by individual and group is developed
	Being supported by and being a support to others
	Being listened to and looked up to (valued/recognised as a person

What Happened

Introduction

In the initial examination of the factors contributing to personal development benefits as a result of involvement in the extracurricular activity investigated in this research, the original division identified between relational and leadership factors has been maintained. Table 5 illustrates this.

Table 5

The Nature of Factors Contributing to Personal Development

Relational Factors	Leadership and Responsibility
Inter age relationships/friendships are formed and developed	Opportunities for leadership without reference to adults
Friendships/relationships extend beyond panto into school	Encouragement of and opportunity to take personal responsibility to contribute to group success
Gender and age become irrelevant to friendship	Leadership comes through opportunity, experience and self-choice
Closeness is developed	
	Ownership by individual and group is developed
Feelings of acceptance/welcome are established	
	Being supported by and being a support to others.
Trust grows	
	Being listened to and looked up to (added value)
ID as panto people/family is given, self-chosen, and accepted proudly. Community.	

Relational Factors

One of the areas on which participants in this extracurricular activity focussed was on those elements that encouraged and enabled them to relate more effectively within a social environment. This environment was demonstrably different from the normal school situation in several ways. It was a considerably more informal situation than that generally found within the traditional classroom and curriculum framework, as it brought together students of different ages in a non-competitive environment. The non-competitive framework was also a point of difference from many strongly competitive school activities, such as sports or the Rock Eisteddfod (Cocks, 2001; Fredericks, 2002), which are identified as extracurricular. This environment demanded that the participants work closely together to be successful in a venture for which they all had a common enthusiasm and in which they all shared a common interest. As Caron said, "we were all involved in the same thing". Thus, it encouraged male and female students to work closely together in sometimes challenging ways. It introduced students to staff and staff to students in ways that gave both the opportunities to gain different perspectives on each other. Ellen, reflecting on this, summed it up when she said simply "you got to work with a lot of people" and Leanne, the teacher/prompt person, said of the students and teacher interaction, "they have a different relationship". Involvement in the pantomime experience enabled parents, students and staff to work together in different situations that revealed sometimes unexpected talents, and it facilitated a generally more positive interaction in all these areas.

Participants in this research spoke of the opportunity that involvement in this extracurricular activity gave to simply have fun, and to share in that fun with friends. As

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William said of Samuel, "(he) had a peer group to muck around with, which was probably a bit novel for him". Other participants spoke of the ways in which involvement encouraged the formation and development of friendship relationships in which age and gender were irrelevant, and that these were maintained beyond the boundaries of the extracurricular activity itself. Janelle spoke of, "good friends in the years ahead and below me" and how she would "talk to them down the street". Renate explained how, "at the canteen they find each other and they have a giggle" and Caron how "they would meet up at week ends, and stuff like that". They spoke of being welcomed and accepted, so that feelings of closeness and trust were engendered. Ellen was one of several participants who described it as "the panto family". This family feeling enabled an experience of social comfort and ease. It was recognised that the members involved in this activity supported each other in practical ways that enabled problems to be handled and settled by the members themselves, and that this support included issues that extended into their broader social and school experiences. Thomas encapsulated this experience when, in describing a technical problem, he said that, "we were all suggesting different ways of going about it and I felt as though I was more part of the team than just someone who was being taught". Those involved in this extracurricular activity, then, spoke of becoming committed to the good of the group and accepted being described as panto people with a sense of pride, often identifying themselves as being part of the panto family. To be given this special identity was seen almost as a badge of honour that set them apart, and further developed a sense of camaraderie and unity. As Janelle put it very emphatically, "you are a panto person and that is it"!

Participants involved in this activity throughout most of their time at the college also referred to opportunities to accept or initiate roles of responsibility that often became mentoring, caring, nurturing activities. Robyn described how, when a senior student, younger students, "looked up to you and came to you for advice". Ellen echoed this sentiment when she said that the more experienced students became, "someone for the younger students to turn to". These actions were such that junior or new members to the pantomime experience described the senior students in terms that identified them as role models. Samuel described how, as a result of the support and assistance he was given when he first joined the extracurricular activity, he perceived more experienced males in the pantomime as "extremely strong role models".

Leadership and Development Factors

Students and other participants in this research all spoke of the opportunities provided by this extracurricular activity for practice and development of leadership skills (Soderberg, 1997). These opportunities were perceived as arising from a range of factors that included the recognition of the value of student experience, shown through the readiness of adult leaders to encourage them to take on such roles. Sarah, parent and set designer and painter, reflected on how and why students accepted responsibility, "as a matter of course, I think". She saw it, at least in part, as resulting from adult leaders who, "assume that they will accept it". As she saw it, "everybody's on the team and they all get in and have a go". A sense, both individually and collectively, of belonging to and ownership of the production process and the final performance, contributed to the personal and communal desire to succeed. As Robyn explained, "being a part of

something, and when you've taken ownership of it by choosing to be a part of it, you do learn a lot more because you're enjoying the time". Anna said that the pantomime belonged to, "anyone who is involved in it". Within this framework ideas were shared, positive criticism accepted and feeling of reciprocal trust created. Renate, perhaps, most effectively summed this up when, in describing the relationships that developed between adults and students, she said, "I think they take ownership of us. They do take ownership! We're theirs, I think. They say 'don't worry about it'."

To examine the relational and leadership factors outlined above, the responses of a number of participants who began their involvement at various stages in this activity's development is now discussed in detail. This discussion begins with Louis, who was involved as a Year 11 student in the very first production.

Louis' Perspective

One of the first things that Louis proudly claimed a part in was the development of what has become a tradition in the region. To have been a significant player in the creation of such a tradition was obviously a source of much satisfaction. In contrast to his wider school experience, his involvement in this activity provided an opportunity to meet and mix with people of a similar persuasion who not only understood but also shared his interests and concerns. Thus it provided a respite from the pressures of a community that did not understand, and even belittled and derided Louis' non-sporting interests (Wolkow & Ferguson, 2001). As he put it, they "kind of mocked getting involved in that".

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Louis' continued identification with the pantomime activity as an important factor in his school and later life experiences, was much greater than his identification with the college. The pantomime was "our panto", rather than the college panto. As he and other participants made clear, in contrast to some research in this area (Mahoney & Cairns, 1997; Fullarton, 2002), the pantomime experience eased his time in the college rather than increased his sense of identification with the college. Louis highlighted his perception of the pantomime experience as something separate and distinct from all other aspects of school life. In this case it appeared that the separation the pantomime experience was perceived as providing, was seen as something to be valued because it, "did address for those left out". That is, as an activity that occurred out of school hours, with people of similar interests and away from the eyes and comments of those who "mocked" such activities, it gave Louis the freedom to be himself (Laursen & Birmingham, 2003). Samuel, a later student participant, also spoke of this aspect of the pantomime experience in some detail.

Perhaps as a result of this security of separation, Louis described the enjoyment he obtained from his involvement; "I enjoyed it. I really did", he remembered almost with surprise, as if this was an unexpected bonus. Perhaps this was an indication that this enjoyment was rarely found elsewhere. It also indicated a need, recognised by Louis, to be able to be involved in an activity simply to enjoy it, to have fun with others without the pressures of competition and the fear of failure (Fredricks et al, 2002). This fun and enjoyment element does not appear to have been much focussed on in the research literature (Berk, 1992). As Louis emphasised, involvement in the pantomime production encouraged and enabled everyone to work co-operatively and collaboratively with each

other regardless of age or ability, because their personal best was always good enough. Thus, it was important to Louis that he had the opportunity to interact with students of different ages and from various year levels, because this occurred only infrequently in the formal school environment. The importance of this interaction is supported by the work of Benard (1995a) who speaks of the significance of activities that offer interactive, co-operative, sharing and belonging opportunities. Louis also saw the multi-age element as important because not only much of the curriculum but also many activities were structured around age and year levels. Savin-Williams and Berndt (1990) showed that intimacy and loyalty needs were of primary importance to adolescents, but their work focussed on common age groupings. The comments of Louis showed that such needs could also be met within a multi-age environment.

Louis remembered that, "there were quite a few times when (the adult/teacher/producer) left us and you knew that there would be . . . the older students who would, sort of, take over".   The role of the adult, in knowing when to step back and show confidence in the student participants, by temporarily removing themselves from the situation and giving them the opportunity to show leadership, was obviously significant. That it occurred naturally, rather than through any structured or formalised organisation, was also important as it allowed the student participants to make their own decisions about taking on a leadership role. Louis recollected this expectancy and opportunity to exercise leadership as something that he saw as a normal part of the process, seeing his and other senior students' roles when this happened as being to, "get things a bit more on track" (Finlay. 1994). His presumption was that, as the senior students, they were more effective than the adults at getting the younger students to

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concentrate. It is certain that, simply because he existed as a fellow student in the wider school community, he was closer to the concerns of his fellow student participants.

Louis' willingness to take responsibility to "get things a bit more on track" also indicated, however, that the task, the production of a show of which all of those involved could be proud, was important to and valued by him. In addition, as a result of taking on responsibility for this activity, he believed that the junior students, "looked up to us", so that he saw himself more positively as, "they saw I knew what I was doing and that felt good". He saw himself not only as having expertise in this area, but also as having the opportunity to show it and to have it recognised. Thus, involvement in the pantomime gave Louis the opportunity to demonstrate his abilities and to have those abilities appreciated, so that he now began to see himself in a more positive light. Indeed, in the light of his later career choice to become a drama teacher, his words and actions supported the work of Jordan and Nettles (1999) in that it contributed to his more positive perceptions of life opportunities.

Where, prior to his involvement in this extracurricular activity, Louis had felt on the fringe of things, and therefore rather isolated, this activity now revealed to him a group of people who shared his interests. It also revealed him to that group. As he put it, "there emerged a group of people that wasn't there before; well no-one knew they were there before". As Osterman (2000) showed, a sense of community, a reciprocal sense of belongingness and relatedness, is a fundamental psychological need. Through this activity they were able to identify with and relate to each other. As Louis said, "all of a sudden we had this field", in which they all shared and which helped them to define, "where we belong". He discovered that there was a group of people who shared his

interests. It also revealed him to that group as "everyone wanted to participate", with the result that "everyone got along really well". A common interest over-rode self-interest, age and gender differences, and facilitated social cohesion. It is apparent that the mutually supportive group was an almost inevitable creation, which arose out of the discovery of the existence of like-minded people, brought together in an environment that offered them both security and the independence to explore and discover new things about themselves and each other. As Louis explained, regardless of age or gender, they could "talk to each other on the same level". This, he made clear as he continued, was true not only in his communication with other students, but also with teachers and parents who were involved in the activity. This view is supported by the work of Holloway (2002) who reported that one of the positive effects of involvement in extracurricular activity was an improvement in the relationship between students and adults. As they all shared a common interest so they developed a common identity; they became the "panto family". Harrison and Narayan (2003) have described this developed sense of connectedness in interpersonal relations. This rapid development of a group identity arose not only out of this sense of common identity and purpose, but also out of the intensity of the shared experience within a comparatively brief time frame. Indeed, for Louis, "one of the major aspects of panto is that there is this strong sense of group, from the intensity".

At the time of Louis' involvement, he felt that there was a very strong bias within the college towards the recognition of sports achievements. The pantomime activity, he believed, provided an opportunity for students who did not achieve in this area to feel that they could identify some positive contribution they had made while at the college. A

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college requirement was that details of student participation in extracurricular and beyond school activities should be listed in their official school files. Thus, when it came to officially listing things they had done, "they had pantomimes now. That was something positive", whereas prior to this, "a lot of people had nothing to item there". It was only here, in having something to put on your school Curriculum Vitae, that pantomime and identification with the school really came together (c.f. Brown, 1999; Eccles & Barber, 1999). Of more significance to Louis was his belief that involvement in the pantomime helped to break down prejudices and stereotypical perceptions previously held by those who became participants. As he put it, it helped to develop, "a completely new outlook on differences in people" and to, "break down a few different inequalities that might have been there in the first place". In contrast to the lack of understanding and antagonism experienced in the broader school community, he said that, "in the panto there was nothing like that", reinforcing the strength and comfort of the experience (Mahoney, 2000). Indeed Louis sounded almost sorry for the male sports people when he said of the pantomime, "there were more females than there were guys, something that footballers missed out on". Participation in the pantomime then, helped to change perceptions and prejudices and promoted acceptance of difference.

He explained that because "between year levels you got a very tight knit group going", there was a freedom to converse in a way that they wouldn't have done, "with any one else in the school". Within the security of the panto family people learned to trust each other, so that they communicated much more freely and deeply than may have been the case in other situations. This Louis saw as developing from a lack of personality

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clashes that added to the sense of security that gave him the courage to overcome his fears, so that he could, "go out there and . . . do it".

At the same time he acknowledged that he also came to realise that participants approached individual responsibilities towards such things as learning lines in different ways. He recognised that they had ways of learning that were different from his and that this was acceptable because, "there was a lot of different ways of doing it" and that, "every student, every person that was there . . . had different ways of learning and that came out very strongly". Yet even here, in this individual learning activity, he acknowledged and valued the support from adults and peers who were there to, "bounce things off if you needed to". Elliott and Feldman (1990) have shown the significance of peer influence and support, for adolescents. Louis felt too, that inextricably linked to this individual learning was a sense of social responsibility, "because there was a very strong camaraderie". To not know your part was to let down the whole group and as he explained, "people (didn't) want to do that, so there was a very big self push to try to overcome that". He developed what he meant by "self push" by explaining that, "it wasn't people going 'you don't know your lines'. It was very much something that came from within, . . .like 'oh, I don't know mine'!" Indeed, he further emphasised this internalised sense of responsibility to the group, by comparing this experience to his experience beyond the pantomime, "I don't think there was really a bad word spoken and I think that was a big difference to the wider school community".

In ending his discussion on his involvement in the pantomime, with a comparison to his experience in the wider school community, Louis completed the circle, and ended where he began, talking about the positive significance of his participation in this

extracurricular activity. It is apparent that for Louis a vital factor in the happenings of the pantomime experience was their essential difference from his erstwhile school experiences. As Battisch and Hom (1997) showed, the school social environment is important to positive, or negative, developmental outcomes. Thus, the existence of the extracurricular activity, and his decision to participate in the pantomime experience, provided Louis with the opportunity to connect with people who had similar interests, but of whom he had not previously been aware, and to share his interest with them. The opportunity to identify with and share interests with this group of people was important to Louis because it reduced his sense of isolation and provided him with a positive milieu in which to operate. The pantomime experience fulfilled his basic human need to belong (Osterman, 2000). That this sense of group identity and loyalty should emerge so quickly is understood by Louis to be the result of the common experiences and interests of the participants. This was complemented by the intensity of the experience in an environment that was separate from, and independent of, the wider school community.

Integral to this sense of belonging was the physical structure of the group in that, because of the nature of the activity, the group consisted of male and female students, staff and parents, of various ages. Thus the extracurricular activity provided Louis with the opportunity to interact with people of different ages and gender in an environment where he felt secure enough to explore his own feelings and thoughts, and to tread new personal ground in ways that he could not do elsewhere. The opportunity to work and socialise with other students of different ages and of the opposite sex, in an environment that was not threatening or non-labelling was, for Louis, a significant element of this activity.

Participation in this activity was important to Louis. It not only provided a respite from the lack of understanding of the wider school community, through the intensity of its interactions, but it also broke down any prejudices or stereotypical views that may have previously been held by those who became participants. Thus, for Louis, another key factor of involvement in this activity was the tolerance and understanding of difference that it promoted. As the work of Rak and Lewis (1996) showed, a welcoming environment that places value on each person is crucial. Louis also spoke of the development of a strong sense of social responsibility or group loyalty, of camaraderie that he described as emerging from within the individuals who were creating the group. This strengthening and comfort-creating environment encouraged the development of a sense of personal security, both physical and emotional, that enabled Louis to extend himself in other ways.

In addition, it was also important to Louis that participation in this activity created not only the personal expectancy, but also gave him the opportunity to take on a leadership role and reveal the expertise he had in this area. That the pantomime experience provided an opportunity for broader public recognition and approbation of his abilities and skills through performance was also of significance to Louis. It was important to Louis that what he was doing be identified as a significant contribution to his life while at the college. Thus, his response to the recognition of his abilities through involvement in this extracurricular activity was not expressed in terms of closer attachment to the college (cf. Brown, 1999). It was seen, rather, as enabling him to show the school community that his interests, and perhaps therefore he himself, had a value that deserved recognition.

Finally, perhaps the fundamental significance for Louis, of involvement in this extracurricular activity, was that it offered the opportunity for him to safely participate in something that saw as personally important and which he valued highly, and from which, as a result, he gained great enjoyment. It was this sense of importance, value and joy, coupled with security, which underpinned much of Louis' discussion with the researcher.

Robyn's Perspective

Robyn, who was a senior cast member three years after Louis, began with the sense of fun that was fundamental to her experience of this extracurricular activity. As she explained:

> I think it was a lot more fun than I expected. I mean I didn't think it was going to be awful but I didn't think you'd have the spirit and everything that was involved, in it. It was exciting and I loved going. Absolutely the entire day you'd look forward to it. Yeah it was something; I really enjoyed it. Something very unexpected, that's for sure.

In this brief statement Robyn revealed a great deal about what involvement in the pantomime meant for her. It provided fun, excitement and anticipation that were unexpected and associated by her, with a spirit that encompassed everything and enveloped everyone who participated. The suspicion that this experience was somewhat different from her life in the broader school community was borne out by later comments that contrasted her school experiences with her pantomime involvement. Indeed, a very important factor for Robyn, which she thought, "was the best thing to come out of the pantomime" was that, "people had somewhere to go to talk to other people . . . without

having all the schoolyard stuff come up and bite them". As Wolkow and Ferguson (2001) have shown, protective factors were enhanced by support that changed the perceptions of risk, or changed the situation. The pantomime environment contained both of these elements. Robyn saw this as happening because, "what you had in common was the pantomime". In part, she understood this to be the result of a commonly held, "love for drama and acting and just being on stage" that was allowed expression through involvement in the pantomime. As a senior student she valued the opportunity that participation in the pantomime allowed for "a bit of silliness" that offered a release from the pressures of VCE studies.

As an older student, she spoke of how she felt "grown up" when the younger students, "looked up to you and came to you for advice". This indicated the opportunities for taking responsibility that were offered by involvement in the pantomime. It also suggested that adult leaders remained in the background and allowed this to happen almost as a rite of passage. As Finlay (1994) showed, the actions of significant adults, often teachers, is an important factor in the development of positive self-perceptions. Robyn talked of how, as a younger student, it seemed natural that, "the older kids were leaders", so that, "as an older person you fell into a leadership role". This natural progression into leadership was valued because it was not organised from outside, but was an unspoken and integral part of extended and evolving involvement in this extracurricular activity.

In spite of the various leadership roles that Robyn saw senior students accepting, it seemed to her that this was based on their pantomime experience, rather than simply on the fact that they were older. Indeed for Robyn it was important that in the pantomime

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situation, "you didn't see people as their age, you just saw them as pantomime people . . . like there was no class or age . . . it was completely irrelevant . . . every one mixed on an equal footing". Thus, the pantomime experience, by breaking down the age barriers, made inter age relationships easier and acceptable.

Having spoken about the importance of the voluntary nature of the activity and how she "didn't see it as giving up time" because, "you were doing what you wanted to do", Robyn described how she learned to balance doing what she wanted to do with what she needed to do. She said her pantomime experience, "taught me to do both, and that follows me through life" (cf. Marsh & Kleitman, 2002).

That the activity was separate and extracurricular was significant for Robyn. She believed that, "it was a sort of positive thing that it wasn't part of the school curriculum", because in so many parts of the curriculum there was no real choice. Thus, for Robyn, it was this element of choice, that those who participated did so because they "wanted to be a part of it", that was a fundamental factor in the development of, or as she put it, "made for the atmosphere, made for the camaraderie".

In describing the atmosphere surrounding those people who chose to be involved Robyn said:

> There was always a buzz about it backstage. Any time we got together there was just this energy and so much excitement. You know, you could feel it and every one was happy, and you'd look around and there'd always be smiles. No one was miserable no matter what happened and if they were, God every one would cheer them up pretty quick! . . . No one was allowed to be miserable.

Here she vividly described the interaction between participants as a buzz, full of energy and excitement, which echoed Csikszentmikalyi's description of flow theory (Csikszentmikalyi, 1992; Gardner, Goleman, & Csikszentmikalyi, 1998).

This buzz manifested itself individually through outward signs of happiness, and socially through an awareness of the unhappiness of others and a desire to share the positive feelings, the buzz, with them. For Robyn, this was part of the reason why participation in the pantomime was important. She said several times "it changes people" and gave examples of how she perceived it changed her and those around her. Benard (1995b) showed the important role a school environment could play as a transforming place in the lives of students.

Robyn told of one student, who she got to know through involvement in the pantomime and who had, "a very rough time at school", whose life was changed; as she put it, "the minute they stepped through those doors none of the crap from school mattered" as "every one was nice to them there".   She also described how the opportunity to get to know this person changed her opinion so that, as she put it, "I remember thinking 'gee, this person's nothing like I thought'." At the same time, she acknowledged that this was frequently a two way process, and that other participants also had the opportunity to develop a different perception of herself as, "something more than just a teacher's daughter".

Finally, she summed up what happened for her through the pantomime experience, by linking together choice, involvement, ownership and personal responsibility. She said:

When you choose to be a part of something you always make it your own. You almost say 'okay, this is something that is mine and no one can take or upset my experiences here' and I guess that is something I got out of it. I certainly took ownership of it and saw it as my pantomime, and if it wasn't a good show I felt that personally, and I think everyone did. So that's why you put your whole self into it, `cause you'd chosen to be part of it and you wanted it to be good.

It was important to Robyn that participation in the pantomime experience was her own choice. The fun, excitement and anticipation, the buzz that enveloped those who participated, led Robyn on to greater and deeper involvement. Within the security created by the common interests of the participants, age and gender barriers broke down so that people met and related to each other in new ways. It was significant to Robyn that adults did not seek to control but gave the opportunity for students to take responsibility as or when they chose. That this responsibility was neither forced nor allotted, but arose out of the natural progression of experience, was also valued by Robyn. Incorporated amongst all of this was the desire to present a good show, not out of any competitive desire to be better than someone else, but because it was something that was personally valued as important. All of these factors, interwoven together, served to make it possible for Robyn to want to identify herself with the production, so that she could proudly say it's "my pantomime".

Janelle's Perspective

Janelle was involved in the pantomime throughout her time at the college, and was a senior participant some three years after Robyn. When Janelle began to describe

what she experienced, during her involvement with the extracurricular activity, she exclaimed "it was heaps of fun", and identified this as a significant factor in maintaining her involvement throughout her life at the college. Elements that she identified as contributing to that sense of fun included the opportunity of "mixing and working with other students from Year 7 to Year 12" and because, "every one was there because they wanted to be there". Getting to know people from different year levels, common interests and the voluntary choice made by the participants were all factors, identified by Janelle that encouraged participants to work collaboratively "to get it to come out right". This common enthusiasm, which she identified as a positive outcome from their work, indicated the value or importance they placed upon the activity.

While discussing changes that she perceived over the period of her involvement, Janelle described how she, "went from a person who knew nothing to a person who people asked questions", and how "as it went on I sort of became the first to tell people to shut up". She saw her pantomime experience as encouraging the development of self-confidence, by giving her the opportunity to become recognised as a person of knowledge and with experience, and the chance to grow into responsibility as she became ready to accept it. She could take on an authoritative role because her experience within the extracurricular activity had shown her that senior students did that sort of thing. As she had "looked up to senior students" when starting out in the pantomime, and conscious of the help that she had received from them, she saw it as her role or responsibility to continue that behaviour. She explained, "the littler kids, they look up to you and ask you questions, and you sort of say 'hey, they're at the same stage I was at a few years ago' and you sort of go through it that way". Thus, socially responsible patterning behaviours

were identified and copied by Janelle, as she continued and developed her involvement in the activity (Benard, 1995a).

One of the avenues through which students were enabled to take on roles of responsibility was seen by Janelle as arising from the sheer pace of events during final rehearsals and show times. Janelle saw this as creating two complementary opportunities; adults were unable to keep track of everything and therefore depended on senior students to keep them informed, and junior students approached senior students with questions for the same reason. Thus senior students saw themselves as "filling a gap". Another avenue was the readiness of the adult leaders to make use of any special talents the student participants had revealed. Janelle was a long-term member of the school choir and she explained how she was, "given more responsibility in helping people sing, getting organised and that kind of stuff", and commented that, "was really good. I felt really special then". Participation in the extracurricular activity enabled Janelle to demonstrate her abilities in practical ways that gave her positive affirmation, and further reinforced her sense of self-worth (Laursen & Birmingham, 2003).

Janelle also spoke of the opportunities that the pantomime experience provided to socialise and make new friendships. She explained:

> Rehearsal times you get to mix with all these other people, when you just get to ask them questions about like, what do you do and everything, you know. It was also, sort of if you had other questions, like not about pantomime, but about subjects or something, you could talk about them as well. So it became more than just pantomime.

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As they shared the common experiences of the pantomime, and began to gain greater knowledge of and confidence in each other, so they began to trust each other and relationships developed. These relationships became broadly based friendships that crossed the normal school boundaries of age and year level. For Janelle it was, "because of pantomime I had good friends in the years ahead and the years below me". As a result of this interaction, "as time went on . . . you could talk to any one . . . within the fun of pantomime".

As well as age, involvement in the pantomime changed perceptions of gender differences. Janelle, perhaps reflecting on experiences in the broader school community, said that through her involvement in the pantomime activity she discovered that, "guys weren't as scary as you thought they were and they weren't all mean and nasty". In what may have been intended as a compliment, she commented that, thanks to the relationships developed through the pantomime, she discovered that boys were, "just normal, like us".

In comparing her pantomime experiences with her experiences in the wider school community, Janelle saw the support and security offered by the various elements of involvement as enabling her to better cope with the negativity she frequently encountered because her interests were different from her peers. As Dworkin, Larson and Hansen (2003) have shown, this closeness and loyalty is closely linked to a sense of identity and self-esteem. She said that, "panto sort of helped me just not really care what other people thought" and "it sort of helped me get over the bullying". Attempting to explain how this occurred, she said that, "you're just sort of being there and enjoying it, just having fun from it. You sort of got over all that (negativity) and just went 'oh you

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don't know what you are missing out on' and just kept on going and just didn't worry about them".

When Janelle was asked to consider the role of the pantomime in developing friendships, she spoke of closeness brought about by the necessity to communicate effectively to achieve a mutually desired goal. As she explained, "it makes you close, having to work together in a major sense. In that you really have to communicate to get the show done, so I guess you become closer in a sense that you have actually achieved something together". This shared achievement of a practical outcome was significant to Janelle, as was her understanding that it was a group rather than individual achievement. Implicit here too was the development of a sense of trust and dependency on each other that "help(ed) you create better friendships" (Harrison & Narayan, 2003).

In further considering this point, Janelle continued, "you spend more time with them than with other people at school because you're there at week ends" and as a result, "you spend time together (and) you learn stuff about each other that you don't learn in school". Guest and Schneider (2003) spoke of the ways in which the social context influenced the nature of involvement. Being involved in this extracurricular activity enabled relationships to develop between people with similar interests, encouraged a sharing of confidences and allowed participants to reveal things about themselves that they would not reveal in the wider school environment. The pantomime environment produced a situation in which participants felt secure enough to trust each other. Janelle had difficulty in expressing how this came about, saying that, "it is something the panto does", but attempted to explain what she meant:

I guess you have got to learn to respect each other more than you do during

normal class time, because you realise that everyone has talents that panto allows

them to express. There are some people who are great at acting and drama types,

and other types good at singing and stuff. And you sort of realise and learn that

there is more to these people than you originally thought. So you learn to respect

them, in that respect; trust and closeness, in a way.

A new element was introduced here, as Janelle now spoke of the development of

a mutual respect between participants, which emerged as they got to know each other

better. While Savin-Williams and Berndt (1990) were speaking of common age

groupings, their work on the primacy of the need for loyalty and intimacy is significant

here. As the participants began to trust and get closer to each other, so they felt secure

enough in the environment to reveal more of themselves and their abilities than may have

been the case in the classroom. At the same time their fellow participants recognised,

appreciated and responded to that self-revelation, they respected the risks being taken by

the individuals and the trust that was being placed in them not to betray that trust.

Janelle repeatedly returned to the fun or enjoyment she obtained from her

involvement in the pantomime and, following her discussion about the development of

mutual respect amongst participants, made a connection between the two elements of fun

and respect. In response to a question about her perception of the importance of

pantomime involvement in her time at school, she said simply but emphatically, "very!"

and then continued that, "panto was a part where I could be myself without being judged

in any way. It was the only time you were allowed to go mental and no-one would look

at you like you were an idiot, because everyone else was joining in as well". Beyond

pantomime Janelle felt herself judged as a "geek" or a "nerd" because of her interests but that, "in panto, no one judged you like that". While, as Jordan and Nettles (1999) showed, the peer group of which one was a part was a significant determinant of norms and values for adolescents, Janelle sought out a peer group that supported the norms and values that were important for her. Involvement in the pantomime experience meant acceptance because "you were just one of the cast. That was it! That was who you were. So you got along well because you were the same". As a result of their common interests, she shared in a reciprocated sense of belongingness and community with the other members of the pantomime group (Osterman, 2000). For Janelle, involvement in the pantomime, in a sense, enabled an almost paradoxical situation to emerge; she was able to be more closely herself by losing herself in the world of the pantomime.

In her final comments, Janelle attempted to sum up what had been the major factors for her over the time of her involvement in the extracurricular activity. The primary element she identified was that involvement meant she enjoyed herself and this, "made me feel good". She spoke again about "communicating and co-operating with every one" and how through this she was able to work out "how best to deal with other people". She saw the opportunity involvement provided to "get together and talk to each other" as important, as this enabled the development of friendships. Essentially, however, she saw what happened to the individual through their involvement in the pantomime also as something intensely personal. She expressed this personal effect by explaining that, "panto is just something that becomes part of you really. You are a pantomime person and that is it. . . . It is something you choose". For Janelle, pantomime

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was not simply something you became involved in, it was something that you became part of and that became part of you.

The Teachers' Perspectives

Several teachers also gave their impressions and observations of the factors within the pantomime experience that they believed led to the personal development benefits described in chapter 4. Three of these teachers' responses will now be examined and analysed together. Renate and Leanne have, like the researcher, been part of the pantomime experience since its inception. William was also involved from the beginning to the end of 2003, except for a two-year period when he was overseas. All three were teachers with many years of experience.

Renate saw acceptance as an important feature of the pantomime experience, as for many participants such acceptance offered relief and even sanctuary from perceived negative pressures experienced by participants in the wider school community (Benard, 1995b). She felt that because of this acceptance, and the privacy (within a secure community) that this extracurricular activity provided, participants felt "very safe in that environment". For Leanne it offered, particularly to those "on the fringe" or who lacked stimulus "in other areas of the school", an opportunity to perform in an area other than sport. To Leanne, these factors meant, that the pantomime environment was, "something they can just relax in and thoroughly enjoy the social side of it as well". While participating in the pantomime experience she explained that, "they don't have to worry about being laughed at, with each other". William believed that this was facilitated by the fact that, "there was nobody threatening there" (Wolkow & Ferguson, 2001). Thus,

in a comfortable and secure environment students supported, and were supported by, each other as they recognised the difficulties and cost of involvement faced by some often mirrored their own. Leanne, like Renate and William, believed that an important element the pantomime experience offered, as a result of this secure atmosphere, was the opportunity of enjoyment. According to Leanne, the students got involved because, "they thought it could be good fun". William focussed on the enthusiasm that was engendered by the students who chose to participate in this extracurricular activity, and implicitly connected this to it being a voluntary activity (Rak &Lewis, 1996). He explained that, "they attend even if it's out of their way. Even if it's after school, they attend . . . and they are keen about what they are doing"

William also saw that it provided students who didn't fit in, or who had problems coping in the classroom, with opportunities to behave differently and with more freedom than the classroom allowed. He gave examples of ways in which pantomime participants were more accepting of each others' differences, and of ways in which they supported and encouraged each other, and saw this as a major factor in the development of individual self confidence and self esteem (McGrath, 2003).

Participation in the extracurricular activity gave the participants a sense of identity, said Renate, so that they became, "a little group unto themselves" that actively sought out each other to "enjoy each other's company". This particular identity she saw demonstrated in the way that between themselves, "they speak a language a lot of the other kids don't", and connected this to the sense of comfort and security they felt with each other, illustrated by, "the very relaxed body language they use with each other".

In alluding to the common purpose and interest they all shared and the deeper understanding they gained of each other, Renate said that, "they just seem to know where they're coming from, because they've had this very intense time together". She attempted to explain what she meant by saying that, "they're all in together and they all enjoy each other" and continued that, "it's almost like a little family; better than families". This description echoed the work of Benard (1995b) who wrote of the school as a transforming place that became a family, a community and a sanctuary. Renate illustrated the sharing that developed between participants by referring to when students were waiting backstage during a performance and, "somebody might bring a computer game and they take it in turns". William also commented on the intensity of the experience due to the comparatively brief rehearsal time framework, and gave this as a partial explanation of the positive way in which every one worked so well together. Expressing his comment as a response to a question about incidences of negative behaviour, he said that, "when you've got something you're aiming for . . . . As a group, I think something kicks in and we sort of realise there's not really enough time for that (messing around)".

Renate spoke of the ways in which boys and girls related together in a much more comfortable way, away from sexual and social pressures exerted beyond the group. She saw that participants developed, "this feeling of total relaxation with each other" and understood part of the reason for this to be because, "they've worked it all out in those intense weeks they spend together" (Wolkow & Ferguson, 2001). Leanne mentioned the way in which involvement in the pantomime activity became a family occupation where

brothers, sisters and parents were all involved in some area of the production so that it became, "very much as what the family liked to do".

In speaking of relationships between teachers and student participants, William said, "we were all fairly relaxed and comfortable and we weren't necessarily our teacher selves with them". He then commented tellingly, "we were more of our actual selves, which seems to work and makes me wonder why I don't do it in the classroom". He saw this relaxation in relationships between staff and students having a filter effect, as the senior students, "take their cue from us" and then the junior students took "their cue from the seniors". Thus, support crossed age and gender boundaries. Renate expressed a similar idea when she described senior student participants as role models, describing their actions as "peer support sort of stuff" (Elliott & Feldman, 1990; see also Selman, Beardslee & Schulz, 1986). She described how experienced students not only accepted but also initiated taking responsibility for the smooth running of rehearsals and made judgements about when their input was appropriate. She explained that experienced students took responsibility, "when they need to be there and when the situation warrants it", at times so much so that, "some years you sit there and think that, 'there's no real need for me to be here, these kids are so organised'." She emphasised, however, that this was no heavy handed imposition of older students over junior students, rather it grew out of a need to work co-operatively, and a desire to produce something of which they could be proud (Dworkin, Larson & Hansen, 2003). Speaking of behaviour during performances, she explained how, "on one level they're giggling and twittering and as high as kites, but actually at the same time as they're having a ball with each other they are actually switched on to the job at hand".

When the conversation with William turned to the nature of the pantomime as performance, he said that the fact that it was written and created at and for the college meant that, "it's not set in concrete". He felt that this flexibility gave the student participants "some ownership of it" from the very beginning. He gave the example of students determining their own stagecraft and choreography as part of that ownership and said that, "if they own it, they're going to do it well". Benard (1995a) spoke of the importance of activities that offered these sorts of interactive, independent opportunities. William then spoke of the participants' increasing involvement as an evolutionary process, so that the pantomime experience was, "a growing thing, rather than a staid thing".

When discussing the multi-age structure that was an integral part of participating in the extracurricular activity, Renate said that, "there never seems to be any animosity between the age groups. They seem to interact really well". In speaking of adults' place in this environment, she thought that, "it put you (the adult) on a different level . . . because you're with them longer and really intense". Leanne also believed that, "the biggest thing about panto is it's Year 7 to 12" because, as she explained, "they become an integrated group, so that you find students able to mix vertically – old, young, teachers being part of that mix as well". This emphasis was in sharp contrast to the work of Savin-Williams and Berndt (1990), which emphasised the importance of common age groupings to the development of closeness. The focus on the performance by all participants, and the role of teacher adults as leader guides rather than imposed authority figures, were significant factors for both Renate and Leanne.

Leanne described how this integration helped teachers as well as students to discover and acknowledge new things about each other. She emphasised the significance of pantomime involvement for those students who didn't "make it in the classroom, for whatever reason", when she said, "they feel they've got some ability because of the panto". She commented that while, "not everyone may know about it . . . they do, and the fifty odd cast and crew know about it, and that seems enough to keep them going". This appeared to be in contrast to the attitude of participants in the Rock Eisteddfod (Cocks, 2001; Grunstein, 2001), where the need for recognition and competitive reward was a primary motivating element. For these student participants in particular, Leanne saw their involvement as having major significance in their school life experience, saying that, "if they hadn't had the panto I really don't know what would have happened to them". Rak and Lewis (1996) emphasised that a welcoming environment that placed a value on each person was crucial to the person's well being. Leanne demonstrated this with a reference to the demands of the pantomime for collaborative learning and how students modified their behaviour and became less self-centred as a result. She also spoke of how this sharing experience assisted some students to develop skills that enabled them to better cope socially in the world beyond the pantomime, and to learn from the positive input of students, "who are very secure and . . . bring something then to the panto that helps others". As Elliott and Feldman (1990) showed, the support and influence of peer friendship was more important for adolescents. The work of Laursen and Birmingham (2003) also indicated that extracurricular activities that promoted caring and emotional support improved self-belief in life meaning and control.

The most significant elements that these three long-term teacher participants in the extracurricular activity saw as contributing to personal development benefits in the student participants, focussed around those factors that offered security, group cohesion, and personal and social responsibility. They understood the emotional safety provided by the environment as enabling the students to develop relationships with a range of people across age and gender boundaries, because they could be confident that they were amongst friends who shared their interests. As a result of this, participants continued to be involved because they enjoyed the experience. The sense of group loyalty was reinforced by the focus on a common interest and the concentration of the activity into a quite compact time frame, so that collaborative and co-operative learning became the most effective means of achieving production goals. That senior students were enabled and encouraged to take on socially responsible roles, within the pantomime environment, was also considered important. No one gave primacy to any particular factor; all saw these various factors as interdependent, with some being more important than others at different times in the evolutionary development of the production.

The Parents' Perspective

Sarah and Andrew are husband and wife, and parents of children who were still involved in the pantomime experience at the time of writing. Sarah and Andrew were, in recent years, responsible for the design and painting of pantomime sets. Their children were involved in the technical and on stage areas of the production. Danielle is the mother of a student who had considerable social and academic difficulties while at the college, and was closely involved in, and very supportive of, his involvement in the

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extracurricular activity. Her son was involved in both on stage and technical areas of the

production. Sarah and Andrew were interviewed together. Their responses, in

conjunction with Danielle's responses, are now examined and compared.

Sarah spoke first about how she saw students who "were often given a greater

responsibility or a responsibility they wouldn't normally have". She saw it as an

opportunity that they, "may not be getting outside", but what seemed to surprise her in

the beginning was the way that the students accepted those responsibilities, "as a matter

of course, I think". In attempting to explain why this might be so, she alluded to a

number of factors. She said, "I think you (the adult/teacher/director) assume that they

will accept it. I mean when I go in and everybody's on the team and they all get in and

have a go. And there's nothing to lose, is there". Here, there was the implicit confidence

that the adults let it be known they had in the student to take on responsibility. Here,

there was also the expectation that each worked for and with the other as part of a team,

so that they shared in the achievement; and there was the lack of competition. No one

was being compared to someone else to see whether they were good enough. "Having a

go" was enough. Andrew supported this view, saying, "there are people there,

encouraging them to get involved". He spoke of the participants' increasing confidence

in their ability to do what was required as they worked together. He described feeling

"amazed" at the, "banter that's going on amongst the group, you know" and explained

how, "the kids clearly feel good about that and they're part of the discussion and they're

there actually offering advice". This opportunity to be part of this creative process was

obviously important to the student participants, and they felt increasingly comfortable

while doing this, especially when their ideas and suggestions were listened to (Finlay,

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1994). As Andrew said, "I think it's the fact that people are accepting of some sort of ideas the kids have and you (the adult) are accepting of what the kids have to say . . . and it's a worthwhile discussion". It was important to student participants that they could be heavily involved, that they could express ideas, that they would be listened to, that their voices would be heard and respected.

When discussing the importance of the inclusivity and the lack of the competitive element in the extracurricular activity, Andrew linked this to the manifestation of talents and to the enjoyment factor, and then, together with Sarah, took the discussion further:

> Andrew: I think they very quickly find out they've got talent that people can recognise. It may take some time to show, but they're given this opportunity where they're not being tested or anything. All they do is come along and have fun and enjoy it.
>
> Sarah: You see, there's no risk of failure so they're not gambling on failure. If you go to an audition (to decide whether or not you are accepted) you're gambling on failure. You know some kids won't put themselves in that position. Adults won't.
>
> Andrew: Well auditions are for parts. The interesting thing is though, that while they can go along voluntarily and get involved, one thing they do is become very committed to it.

From Sarah's and Andrew's perspectives, the non-competitive element of this extracurricular activity, by removing the fear of non-acceptance, not only broadened the opportunities for student involvement, but also added to the enjoyment that students

gained from their choice to be involved, and resulted in an increased commitment to the activity.

Andrew saw students being, "accepted for what little part they can play" as important both for the development of self-confidence and, as this occurred frequently through working in conjunction with others, for the social interaction it developed. It gave the students "the connection with other people around them", while they were, "working on a task that's valuable to them". At the same, time he spoke of the demands that were placed on them, in terms of what it was assumed they could do as part of the team. Sarah spoke of their positive response to such expectancies as arising from a mutual respect between adult and student. She said that, "the respect comes from the way you respect them".

Another major factor for Sarah, however, was the opportunity that involvement in the pantomime gave to those who had difficulties in the wider school environment:

> I think that the biggest thing for me with the panto was that kids who may not be able to shine in other areas of school life, or the ones that are probably battling all they can, all have a go and they all achieve and some with some big measure of success. You know when I think about some of the daunting tasks -you know - roles that kids have taken on; kids that haven't had much experience and shone – you know – and perhaps in no other area of school life do they shine.

She saw this achievement of often difficult tasks as arising, at least in part, from the self-belief that was imbued in them. In speaking of the significance of the approach and attitude of the teacher/director and other involved adults, she said that it's, "how you treat them. You believe in them. It's the belief that they were chosen because you know they

can do the part. They can do what they have been chosen to do". Andrew described a flow on effect that followed from this. He spoke of how, "from hearing our girls discuss it, the kids almost encourage one another. They're performing for one another and they try to do the best by every one around them". Thus, this increased self-belief expressed itself in the ways in which they related to, assisted, and encouraged each other. Andrew continued that, "it seems to me that the kids themselves have a fairly significant influence on one another. You see them running around encouraging each other, and you see some who are in some sort of dance, and they're in the corner practising". As the rehearsals continued, so this taking over of responsibility for the production as a group action developed. As Sarah put it, "they've got to interact, so they're not putting other people down or creating their own little rules", rather they created a very positive environment that contrasted with the negativity that Sarah felt was the lot of a number of student participants in the wider school community. Battisch and Hom (1997) showed the importance of the social context in the development of positive or negative outcomes. Thus, Sarah's perception of the pantomime environment as "almost a haven" for some students, which was supported by the comments of teachers and student participants, indicated that involvement in the pantomime was a significant contributor to positive personal outcomes for its participants.

Unlike with Sarah and Andrew, much of the discussion with Danielle revolved around its significance for and the effect involvement had on her son Drago. Nonetheless, the elements she identified as of significance to the experience of her son, were similar in many respects to those identified during the discussion with Sarah and Andrew, and gave support to their comments. She began by identifying a number of

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elements that were positive influences on him. As he had considerable difficulty both

socially and academically in the wider school environment, she thought it important that

the pantomime "was one area where he had credibility". Rigby, Cox and Black (1997)

showed that bullying and victimisation was linked to poor co-operative working skills.

Danielle saw the pantomime as helping to overcome the bullying and improve his skills

in social situations. When involved in the pantomime, "he was perhaps treated as an

equal" by those around him, and his involvement provided, "an avenue for him to do

things he felt he could do well, and he felt comfortable without feeling that he was

failing".   She felt that the pantomime situation was one of very few opportunities for

Drago to feel "worthwhile". She viewed the pantomime participants as the "pantomime

group" and identified this group's acceptance of Drago, as a major contributor to his

feelings of comfort within it (Rak &Lewis, 1996).

Another element that contributed to Drago's comfort level was the lack "of

grading and testing". Given his difficulties in the academic area, the lack of the

competitive element in the structure of this extracurricular activity was of vital

importance for Drago. According to Danielle, "it would have been an entirely different

ball game if he had been judged on his performance in pantomime". Indeed, so much so,

that because of his feelings of inadequacy, "I don't think he would have done it".

Involvement in the pantomime made Drago's school days "relatively

comfortable" and gave him "a purpose" without which, "it would have been very difficult

for him to get out of bed each day". It was this sense of purpose provided by his

pantomime experience that Danielle saw as of major importance. For her, "it was

definitely the glue that kept him at school" as it, "gave him a sense that he was fitting into

school life". The work of Eccles and Barber (1999), and the longitudinal Australian

study by Fullarton (2002), revealed the significance of positives extracurricular

experiences towards changing attitudes and a better liking for school. Mahony and

Cairns (1997) also showed that involvement in extracurricular activities was a factor in

re-engaging students to the school environment.

Given his generally negative experience of school life, fitting in was important for

Drago, and his work in the technical area with the pantomime meant that "the wider

community could see his interest", and as a result he was then called upon for a number

of school related functions. Thus, as a development from his pantomime involvement,

Drago achieved wider recognition of his abilities. Danielle referred to a conversation

with the deputy principal, who had advised her that, "there'd always be something for

him to do" at the college. While the school recognised Drago's academic difficulties, it

was sufficiently flexible in its approach to build in to Drago's course of study, the

opportunity to maximise his skills in the technical areas of lighting and sound systems.

As has been mentioned, Danielle was aware of the broad base of students who

participated in the pantomime, and saw this as giving Drago a social life, because he now

"had a group of friends" that enabled him to develop more appropriate social skills.

Without this group Drago would have remained socially isolated. Mahony (2000)

revealed a link between the extracurricular activity as an important part of a person's

social network, and a reduction in anti-social behaviour. For Danielle, Drago's

participation, "certainly taught him more about how you behave in a social group, than a

lot of other things we had tried". As an illustration of this, she spoke of contacts

maintained beyond the pantomime environment, and explained that, "it gave him

something to talk about too, with other people". Thus, involvement in the pantomime provided Drago with a social network within which he was secure, and to which he gravitated to avoid problems in the schoolyard. She explained that, "the pantomime people would often have lunch together" and did, "tend to have their own spot in the yard".

Two other factors mentioned by Danielle were the importance of the extracurricular nature of the activity, because it prevented it taking over his formal school work and gave him an out of school interest, and the opportunity it provided for Drago to gain a sense of responsibility. She said that, "as a parent whose child didn't play sport, it was wonderful". She explained that, "sometimes he had the keys to the hall. How important did he feel those days?"

The essential elements of participation in this extracurricular activity that enabled the personal development benefits described in chapter 4 were, therefore, for these parents numerous and diverse. The opportunity for student participants to take on roles of responsibility, and the way in which students accepted this opportunity as the normal thing if you were part of the pantomime group, was considered significant. The development of a sense of responsibility to and for the group, between its members, and the way in which this contributed to a positive environment, was also seen as important. It was this that enabled some students to develop friendships and a successful social network, and to become more adept with social protocols.

That this activity was non-competitive meant that participants had nothing to fear, at least in the sense that they were not being judged or assessed, and therefore participants felt more accepted, especially those who were less academically or socially

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able. The open selection process projected the belief that the adult directors had

confidence in the students to complete the task they were allotted, and this was reinforced

by the ways in which student ideas were acknowledged, valued and frequently acted

upon. This positive affirmation encouraged feelings of equality and credibility that added

purpose to their school life.

Thus, the mutual respect that students had for each other, and that they saw

demonstrated between students and adults, resulted in feelings of comfort and security

arising from the acceptance that each member received from every one in the group. It

was all of these elements that together enabled participation in the activity to be a very

enjoyable highlight, a moment of fun, in the participants' broader school experience. It

was this element of having fun that perhaps was one of the most significant contributions

to the personal development benefits listed and examined in chapter 4.

Students, Staff, Parents

Summary of Commonly Perceived Key Factors Facilitating Personal Development

Benefits

As the comments of the participants were reviewed and compared, it became

apparent that any attempt to explore the nature of this particular extracurricular activity

had to take into account the dynamic nature of the group structure, which was constantly

coming into being. The term "coming into being" was preferred by the researcher to the

term "created", as it was apparent that the developing nature of the group was extremely

flexible, and depended upon multiple interconnections between events and individuals.

While not random, these interconnections were determined by a range of factors, none of which could be exactly predetermined, nor exactly replicated. An attempt to express the nature of the key elements, contributing to personal development benefits, examined in this chapter and to reveal the complexity of the inter-relatedness of those elements is contained in figures 4 – 8. Figures 4 –6 indicate the responses of the three student participants examined in this chapter. Figures 7 and 8 indicate the responses of parents and staff participants. It must be understood, however, that these figures give only a basic indication of the main relationships between those factors identified by the participants as significant to the formation of personal development benefits. There is some constancy of broad emphases or themes established, but their position and importance ebb and flow according to the environment being constructed, both within the time frame of one production, and over the time frame of several productions. It is apparent that the divisions highlighted in Tables 4 and 5, while a convenient tool for examination and analysis, do not exist in the minds of those whose responses were examined in detail in this chapter. Nor do they exist in the practical reality of the continuing dynamic, fluctuating, ever-changing nature of involvement in this activity.
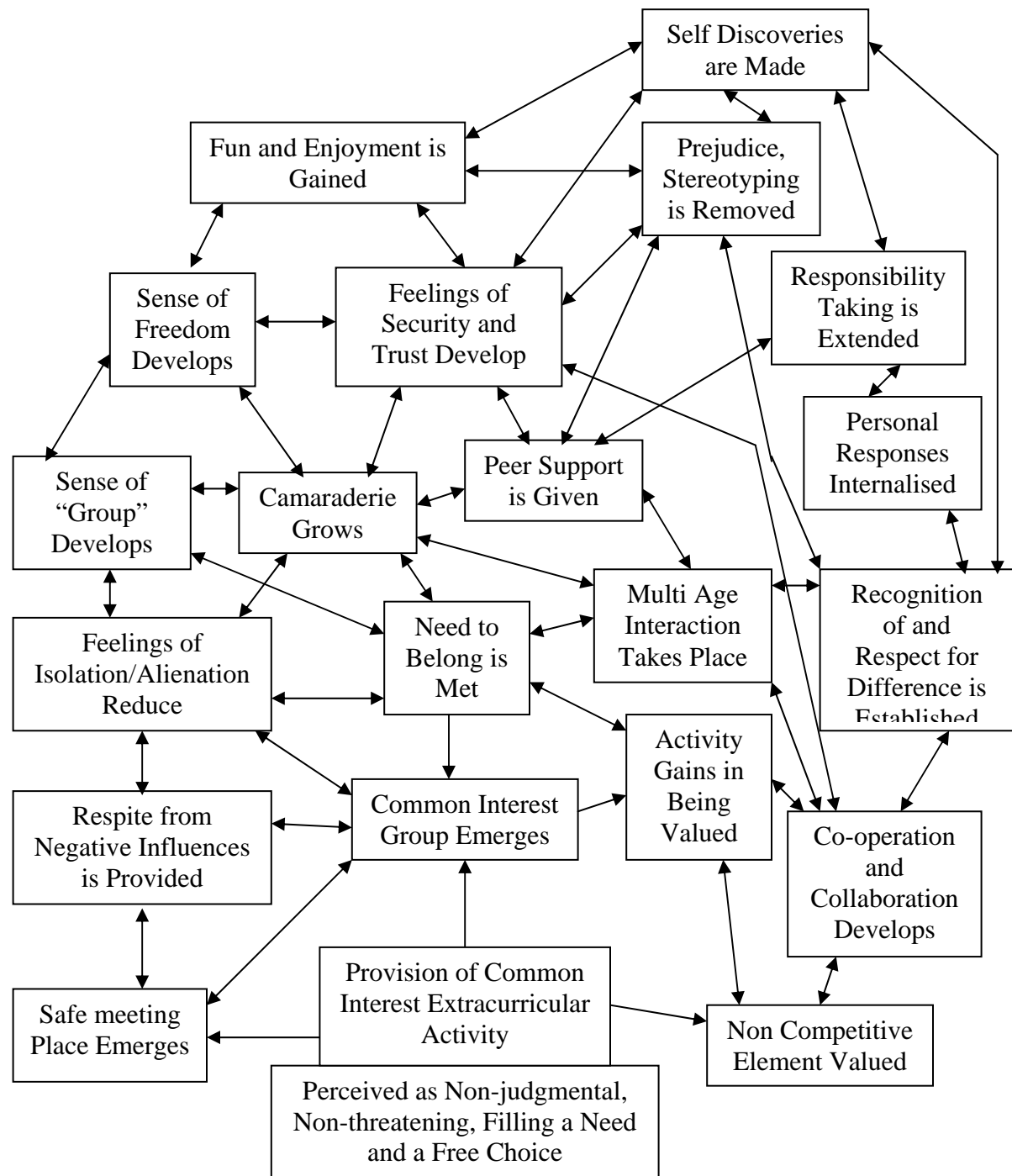
Figure 4: Louis' Perspective on Elements Contributing to Personal Development
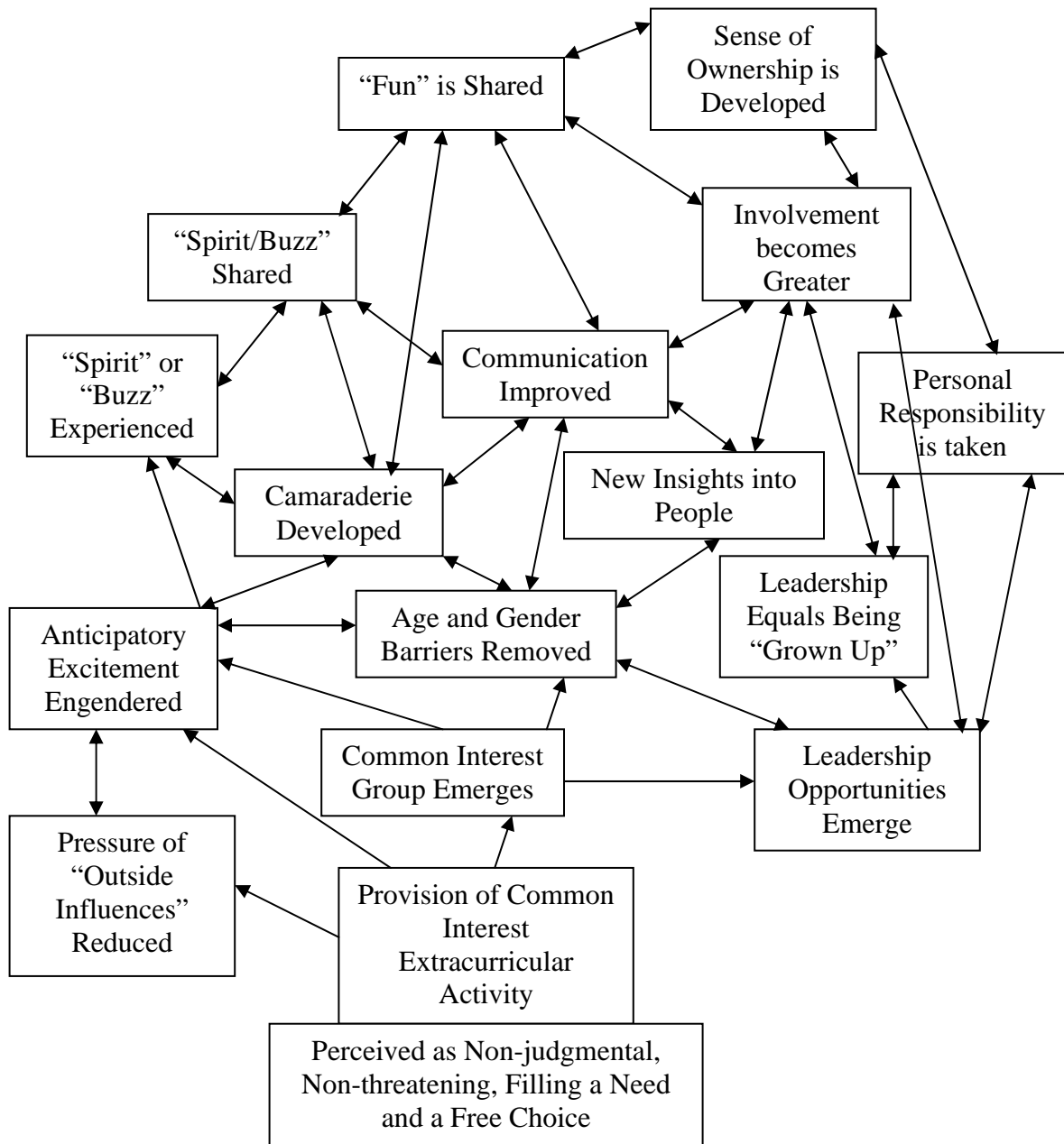
Benefits

Figure 5: Robyn's Perspective on Elements Contributing to Personal
Development Benefits

Figure 6: Janelle's Perspective on Elements Contributing to Personal Development

Benefits

Figure 7: Parents' Perspective on Elements Contributing to Personal Development

Benefits

Figure 8: Staff Perspective on Elements Contributing to Personal Development Benefits

Conclusion

It is apparent that while the elements that constitute the main factors leading to the

achievement of personal development benefits, identified and discussed in chapter 4,

have a number of constants, the relationships between the elements are complex, varied

and constantly changing. In this chapter the focus has been on gaining an understanding

of the nature of those elements, and on the ways in which they were interconnected. This

was based on the reported perceptions of a range of participants separated by time, age

and gender, but united by their common involvement as members of the panto family.

The next chapter will begin by further discussing the connections between the personal

development benefits examined in chapter 4 and the contributory elements examined in

this chapter. These connections will then be examined in the light of what they reveal

about the importance of the environment, physical, historical, social and cultural, of the

extracurricular activity, to the provision of personal development benefits to the activity's

participants. This will then lead to a discussion of the grounded theory that has emerged

from the data presented.

CHAPTER 6

ANSWERING THE QUESTIONS, DEVELOPING THEORY, AND FURTHER

DISCUSSION

Introduction

The purpose of this study was to examine the responses of a convenient sample of participants in a specific extracurricular activity. This activity was a theatrical production. The first aim of the research was to discover what personal development benefits, arising from involvement in the activity, were described, or recognised, by the participants. The second, and complementary, aim was to discover the ways in which the events, actions interrelationships and interconnections that emerged as the activity developed, contributed to the emergence of those benefits. The third and final aim was to develop a substantive theory that arose out of the data provided by the participants themselves.

In this chapter the personal development benefits, described in chapter 4, will be summarised, and their sufficiency as a response to the first research question discussed. The development of the beneficial environment, described in chapter 5, will then be explored and examined as a response to the first part of the second research question. The interconnectedness of the benefits and the beneficial environment will then be examined and the complex interrelationships between and amongst these elements will be discussed. The development of a theory, emerging from the data provided by the participants and the literature, and recommendations arising from the theory, will then be

argued. The chapter will conclude with a discussion of the limitations and significance of the study, and recommendations for further research that emerges from it.

Initially, however, because grounded theory emerges from the data through the process of constant comparison and as much of the literature that was reviewed emerged from what the data revealed, the two major areas of research literature reviewed in chapter 2 will briefly be revisited. In addition, as the methodological foundations of the present research, examined in detail in chapter 3 and which underpin the final observations of the researcher, also impact on the use and interpretation of grounded theory, the two fundamental theoretical pillars of the research, enactivism and grounded theory, will also briefly be revisited.

Connecting Literature and Methodology

The Focus and Message of the Literature on the Extracurriculum

As the review of the literature on extracurricular activity participation in chapter 2 revealed, the predominant emphasis on research into the extracurriculum, throughout most of the twentieth century, was on the extracurriculum as peripheral to, or as an adjunct of, the set or formal curriculum. The existence of the extracurriculum was justified primarily as a vehicle for producing 'useful' citizens (Berk, 1992). Thus, decisions about what extracurricular activities were appropriate remained in the hands of adult officialdom, rather than with the participants themselves. In addition most analyses of student involvement, particularly those originating in the USA, were large-scale studies that primarily sought to justify extracurricular activities in terms of the ways in

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which they supported academic achievement, as part of the useful citizenship process. Extracurricular activity participation was linked to, and its significance measured by, such things as better grades, improved school attachment, reducing the likelihood of dropping out of school, and going on to college. The fundamental assumption appeared to be that the extracurriculum should exist only as long as, and to the degree that, it supported the perceived real work of school, which was to maintain high grade averages and produce economically useful citizens, and this perceived purpose remained largely unquestioned. What was useful was defined and controlled by adults who were not necessarily participants in the extracurricular activity. That is, the extracurriculum appears to have been largely perceived and used as a vehicle for social and academic control (see Brown, 1999). Within this framework, the research literature, for the most part, emerged from a positivist methodology that focussed on recording outcomes perceived as useful, rather than on the extracurricular activities themselves. In very few of the studies reviewed by the researcher, was any indication given or suggested as to why or how these outcomes were achieved.

Yet, as early as 1987, Holland and Andre had not only emphasised the utilitarian focus of research up until this time but also the need for a new focus, by calling for research that examined the processes through which extracurricular activity participation influenced participants' lives (Holland & Andre, 1987). It was by focusing on the perceptions of the participants themselves about what happened to them and within them, during their involvement in the extracurricular activity, that this study cast some light on the processes that brought about the personal development benefits the participants also described. If social interaction, membership of peer groups, and intimacy with

significant others, was of central importance to the emotional well being of the developing adolescent, then the social and collective, as well as educational, opportunities they experienced were vital (Keating, 1990).

Mahoney (2000) suggested several factors as perhaps critical to effective participation in extracurricular activities. The activity itself, those who were part of the activity, readiness to participate, personal success and peer support, were all elements that were identified. These elements were among those identified by the participants in the present research, although other elements were also identified by the participants as being of central significance to their participation. As some of these elements are frequently related to the development of resilience in young people, it is appropriate to briefly revisit the literature on resilience that was also reviewed in chapter 2.

The Focus and Message of the Literature on Resilience

Personal development benefits have been broadly defined in this study to encompass the positive changes that took place in a person's behaviours, relationships or attitudes, as a result of their attempts to understand and respond to the extracurricular environment of which they were a part. The literature on resilience, reviewed by the researcher, indicated that definitions of resilience which described it as a construct arising from within a context and out of the response of the individual to that environment as they interacted with it, resonated with one of the aims of this research. This was to examine how the individual interacted with their environment (Deveson, 2004; Masten & Coatsworth, 1998). In addition, an appreciation of the complexity and multifunctionality of such an interaction could be more fully comprehended when the enactivist idea that the

individual should be understood as an integral part of the context, rather than as a functionary within it, was applied (Sumara & Davis, 1997).

Elements that the resilience literature emphasised as key factors in resilience development included such things as caring, supportive relationships, high expectations, and opportunities to be a meaningful participator in, and contributor to, the social environment of which one was a part. A caring ethos that was part of a way of being, rather than part of an organised programme, that enabled personal one to one interventions to take place, and that created opportunities for inter-relatedness between all members of the community, in an informal environment, was described as an effective element in the production of positive resilience effects (Benard, 1995b; Werner, 1992). This caring element was a significant factor both at the forefront of, and also underlying, many of the comments made by the participants in this research. Indeed, it was claimed that, in terms of resilience, involvement in extracurricular activities, especially those that promoted caring and emotional support, assisted these students to believe that their lives had meaning and that they had some control of their life pattern (Laursen & Birmingham, 2003). Thus, although resilience was not the focus of this research, it became clear, from the responses of many of the participants, that the nature of the activity was such that it promoted many of the elements described in the research literature as encouraging resilience development.

Enactivism and Grounded Theory

As enactivism is a theory that removes the dichotomous approach to knowing that underpins much of western thought, the use of grounded theory as the methodological

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basis for the research seemed at first to be problematic. The enactivist approach to knowing is to understand it as an holistic, ecological, co-evolving contextual action. Within such an autopoetic system "components interact in ways which are continually changing, but which at the same time allow for the continuation of interactions so that the system continues to exist" (Reid, n.d. para. 4).

The pantomime activity could be understood as an example of such a system. While its organisation contained constants, for example it never stopped being a voluntary activity, its structure was always in an ongoing state of flux brought about by interactions within the system itself and with the environment of which it was a part. As a result, while there is a range of data collection methods available in enactivist research, of which interviews are but one example, all data collected are records of acts of interpretation, which include "the researcher learning in co-emergence with the research situation" (Reid, 1996, p. 206). Thus, in this study, theory and data were understood to have co-emerged and interacted with each other through the interpretative actions and interactions of the participants and the researcher.

It was from this perspective that Glaser's dictum that all is data, and his insistence that theory emerges from the data through the process of constant comparison, was interpreted by the present researcher. This understanding facilitated the process of constant comparison, as a function of data analysis as a continual process of change. As theory in grounded theory is always emergent, it also reinforced the epistemological position demanded of the researcher, that he begin with the research situation rather than a predetermined hypothesis.

Additionally, as grounded theory is a methodology that seeks to explain the changes that occur in social interactions, the cultural environment that enables those interactions, and the ways in which environment and those involved as part of that environment, interact to facilitate change, the researcher of necessity becomes part of the world that is being researched. In the case of this particular study, the researcher as director was already part of the world he was to enter as researcher. Thus, in line with enactivist theory, the researcher's entry into the pantomime environment, as researcher, simply added an additional feature to the organisation of the system that was being examined, at the time of that examination. As a result any theory that developed was fundamentally grounded in the behaviours, words and perceptions of all of those who were in any way participants in the study, and that included the researcher.

If, as Glaser (1978, 1992) insists, data is what is happening in the environment that is the focus of the research, then everyone and everything that is part of that environment, part of that system, must be understood to be data. This is because what is happening is an ever changing, co-emergent, evolving, dynamic, indissoluble inter-relationship between and amongst the researcher, the research participants, and the research environment. It was from this perception of the data, systematically gathered from the research participants who were actively involved in the pantomime extracurricular activity, that analyses were made and theory, substantive, multivariate and conceptual, developed.

Before theory could fully emerge, however, the primary research questions, upon which theory development was based, had to be answered.

Research Question 1: Personal Development Benefits

The first question on which the researcher focussed was: what aspects of student personal development, if any, emerged or were extended during involvement in the extracurricular activity of a musical theatre production at a particular regional Victorian secondary school? It was hoped that responses to this question would lead to a greater understanding of the participants' perceptions of the positive personal changes that occurred as a result of involvement in this activity.

Ten interconnected, but separately identifiable, personal development benefits were drawn from the data provided by the conversational interviews with a range of participants in the pantomime extracurricular activity. The development of these benefits was examined and discussed in chapter 4. They are summarised in Table 6.

The personal development benefits encompass those elements perceived by the participants as being primarily concerned with individual well being, as well as those elements that involve the participants as social beings in interaction with their environment. It is clear, however, that even the benefits that are primarily individual in their effect emerge from the interaction of the individual with their environment. This connection between benefits and environment is discussed in the section in this chapter that examines the inter-relationship of the benefits and the environment that produces them.

Table 6.

Personal Development Benefits Defined.

Personal Development Benefits	Brief Definition/Explanation
Moments of Self-Revelation.	Those moments of discovery when the participants recognised something within themselves of which they had previously been unaware.
Recognition of Self-improvement.	The recognition of positive personal change. Becoming a 'better' person.
Growth in Self-confidence.	Belief in their ability to do things that they previously didn't do, because of a lack of belief in their ability to be successful.
Development of Personal Identity.	The ability to recognise and be true to one's perception of one's self.
Increasing Self-Esteem.	A perception of self gained through the successful achievement of a personally valued task, and recognition of a personally and socially responsible action.
Gaining in Social Confidence	Development of the ability to communicate effectively with other people.

Personal Development Benefits	Brief Definition/Explanation
Taking and Accepting Responsibility	The seeking out of opportunities to take on leadership roles.
Willingness to Take Risks	Readiness to act despite the knowledge that something unexpected or even untoward may be the consequence of the action.
Giving and Receiving Criticism	Recognition of the motives for, and the nature of, the criticism received and offered, accepted as arising from a shared concern for the success of something personally important.
Recognition and Acceptance of Difference	Difference is seen as either a positive or an irrelevance, dependent upon the nature of the difference and/or the situation.

The descriptions of the ten benefits, summarised in Table 6, are a synthesis of the responses of the participants in the study. They echo the language of the participants, and reflect their descriptions of what they perceived to be the most personally significant and positive outcomes of their involvement in the extracurricular activity. While the benefits listed should not be considered either as prescriptive or proscriptive, the descriptions indicate the depth and range of ideas and values that have been summed up in the ways that these benefits have been identified by the participants. Thus, this list should not be considered complete, nor should it be thought that the benefits may only be identified in

the ways chosen by the researcher.   Nonetheless, that these ten wide-ranging benefits, that include a variety of factors within their descriptive parameters, have been identified in such detail, and so clearly by the participants in this study, is indicative of their perceived importance to the participants. There is, then, sufficient evidence for the researcher to claim that the first aim of this research, to discover the participants' perceptions of the personal development benefits derived from participation in the extracurricular activity, has been met.

Research Question 2: The Beneficial Environment

The first part of the second question that was the focus of the research was, could the elements, events or actions, within the activity, that encouraged or promoted the personal benefit results, be identified? The identification of constant elements, recognised by the participants, as significant to the growth of personal development benefits would lead to a greater awareness of the fundamental factors that formed the basis of a beneficial environment. The answer to the second part of this question, could the relationship with personal development benefits be shown, answered in the affirmative and then explored, would reveal the complex interaction and inter-relatedness of the beneficial environment and the emergence of personal development benefits.

These contributory elements, considered of significance by the participants in the extracurricular activity, were examined in chapter 5, and their interconnectedness demonstrated in Figures 4 – 8. While the emphasis on, or perceived significance of, various factors or elements within the activity varied, the presence of those factors was a

constant. In enactivist terms, these factors presented as the invariant organisational features that made the system what it was.

The student participants' responses were explicitly founded upon the provision of the activity itself. Fundamental to all that followed, was their understandings of this activity as satisfying a commonly felt need, which, because of its extracurricularity, they could choose to satisfy within a non-threatening and non-judgemental environment. While neither the parent nor staff responses directly referred to the significance of the provision of the activity, the existence of the elements they described implicitly presupposed its creation in the form so significant to the students. With the provision of the extracurricular activity in this form recognised, it now became possible to examine the various views of the entity that came into being, and the dynamics of the complex networks or webs of interactions that took place.

All of the comments from participants indicated a very high degree of interaction and reciprocity being perceived between the elements that described what happened within the pantomime environment. Thus, although there inevitably will be a degree of linearity in the discussion that follows, it must always be kept in mind that this is more a product of revealing the story of the experience than it is of the experience itself.

Nonetheless, a central theme that developed was the emergence of a group identity based around a common interest or need. That this sense of group emerged so quickly was seen by some as a result of the comparatively brief time frame for which the activity lasted. Other important contributory factors to the sense of group, identified predominantly by parent and staff participant responses, revolved around the flexibility and informality of the developing relationships between adult leaders and student

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participants, and spoke of a positive environment created by an all-encompassing, accepting, non-judgmental and non-competitive environment.

A number of elements were seen as emerging from this group identity, which in turn reinforced, or deepened, the sense of group identity or loyalty. One factor that loomed large in most responses was the way in which the activity satisfied participants' needs to belong. This was highlighted by comments that described how the activity gave respite by reducing the pressure from negative outside experiences. Those who had previously seen themselves, or been identified by others, as fringe dwellers and as a result felt isolated and alienated, now had a belonging place, as participants began to experience feelings of safety and security. Within this emerging culture of belongingness, a spirit of camaraderie and friendship between all participants, that manifested itself in a number of ways, began to develop. As it did it fed back into and extended the feeling of belonging as it encouraged, amongst other things, a desire and willingness to share the spirit of the experience with each other. Thus, new friendships were formed and social life extended. As these friendships developed, so the feelings of trust and security engendered encouraged the sharing of confidences, and enabled participants to gain new insights into each other and themselves.

The pantomime activity was open to all students from all year levels and not dependent upon ability. Its multi age structure, both gender interest, and acceptance of the less and differently able were, then, also elements that were seen as significant contributors to the ways in which the system that was this extracurricular activity developed. The camaraderie and friendships that developed, grew amongst and between students of different ages as well as with adults who were also participants in the activity.

In the safety and security offered within the activity these friendships also crossed gender and ability boundaries, unfettered by influences and behaviour expectancies imposed from outside. Thus, participants became more accepting or tolerant of each other, recognising, accepting and respecting each other's differences.

As participants' multiple friendships and relationships developed, so individuals took on personal responsibilities for, and ownership of, not only the activity but also of the wellbeing of the group and its members. Thus, as responsibility taking was extended, so individual involvement became greater as they sought to express the value they placed on the activity, and their part in it. Older or more experienced student participants, for example, took on peer support and mentoring roles, as well as organisational responsibilities, while younger or newer members of the group responded to those more experienced participants as positive role models.

Parent participants, in particular, explicitly highlighted several other elements that they perceived as significant to the development of responsibility taking by the student participants in the activity. Foremost amongst these factors was the nature of the relationship that developed between the adult/teacher/director and other central adults, and the student participants. Thus, it was felt that the concept of group was also facilitated by the way in which significant adults projected their confidence in the students' ability to fulfil their allotted tasks, so that they accepted this assumption of "do-ability". In conjunction with this, student participant opinion was frequently sought, acknowledged and accepted, so that the participants had opportunity for input to the development of the activity. From this, a mutual respect between adult and student participants developed, so that the high expectations set by the adults were transferred to,

and accepted by, the student participants to themselves. These elements, then, were also seen as important in enabling responsibility taking to become a normal part of being involved in the pantomime activity.

Finally, overarching all of these interacting, dynamic and fluid elements as they connected, disconnected and reconnected in the constantly changing relationship system, that was the self-titled pantomime family, was the fun factor. All of the elements mentioned above, that contributed to the structure of that family, enabled its participants to enjoy themselves in a way which, because of all that had contributed to it, went far beyond the superficial, and brought with it a deep sense of satisfaction and achievement. In the family, fears of negativity were removed and replaced by understanding, tolerance and sharing. Common interests shared, camaraderie developed, responsibility accepted, all agreed, served to make participation in this activity a memorably enjoyable experience.

Connecting Benefits and the Beneficial Environment

As the discussion on the beneficial environment has revealed, the beneficial environment consisted of a wide range of elements that connected, disconnected and reconnected in myriad ways, in response to the personal and situational needs of the moment. It was from this experiential "soup", then, that the personal development benefits, identified and described in chapter 4, emerged.

In the discussion that follows, the order in which the personal development benefits and the elements that contributed to them will be discussed should not be

understood as necessarily implying any primacy of one factor over another. Any apparent ordering or sequentiality, therefore, should not be read to be indicating any chronological linearity in their development. Rather, the order in which the beneficial elements and the personal development benefits will be examined will be determined as their inter-relationship to each other arises out of the discussion.

Personal development benefits are to be understood as being as much a part of the activity as the events and individuals which bring them about. This interconnectedness of benefits and events, as well as the inter-connectedness between events and individuals, makes the question of what individual events or incidents may encourage the development of personal development benefits the wrong question. As everything is indeed related to everything else, any response that seeks to examine the relationship between benefits and the beneficial environment must be an holistic one. To exclude or omit any element's contribution is to risk portraying an incomplete, if not inaccurate, picture. Thus, what follows must be understood only as an indication of what were the major factors, events or actions, as perceived by the participants, that facilitated the personal development of student participants in this extracurricular activity. In a different extracurricular activity a different set of interactions may have created other personal development benefits.

Self-revelation, that insight into oneself when one recognises the existence of some thing of which one had previously been unaware, was acknowledged as a developmental benefit experienced by several students. Samuel's realisation that he could be a success on the stage, or Robyn's sudden awareness that she could make friends out of strangers, were but two examples of this. One element assisting this

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experience or out of which this experience emerged, included the multi-age and across gender friendships which were part of the fabric of the activity.   Another factor was the mutual respect for each other's abilities and talents that grew out of the security of an activity that left "all of the crap" of negative outside influences outside. For Samuel, the most significant contributory factor in this area, and indeed in several other developmental areas, appeared to be the encouragement and support of his peers. It was this element, amongst others, that encouraged him to take risks, another area of personal development, to go beyond his normal parameters of behaviour, and thus to gain the opportunity to obtain new insights about himself; new insights that the researcher has called self-revelatory. Many of the challenges that faced the participants in their responses to the demands of the pantomime activity itself, as well as the need to rely on other members of the group, involved this positive risk taking, which in turn reinforced other areas of personal development. As participants became more secure within the pantomime environment, and realised that their trust in other members to support them was well founded, so their willingness to take risks, that took them into new self-discoveries and new relationships with others, increased. The camaraderie of the group, with its interaction that generated new insights into people and improved communication between them, also encouraged the taking of risks as participants felt secure enough to share confidences and problems with each other.

Recognition of self-improvement, and the paralleled improvement in self-esteem, was described by participants as resulting from such elements as the ways in which the cohesion of the group worked to remove prejudice and stereotyping, particularly as some members of the group had been victims of such attitudes. The idea that involvement in

the pantomime activity enabled participants to become better people was reinforced by comments that illustrated how, through the various relationships that developed, participants gained new insights into each other. This was often shown through a concern to offer peer support, and the acknowledgement that participants generally became socially responsible as they accepted more personal responsibility for the successful outcome of the activity, and for the well being of their fellow group members.

The gaining of self-esteem, an improved valuing of oneself as the result of the achievement of something considered personally and socially valuable, was connected with opportunities for responsibility and leadership offered by participation in this activity. A connection was also made to the development of a sense of ownership and personal responsibility taken by participants for the successful outcome of the pantomime production itself. The high expectations initiated by adult leaders, and developed by the sense of tradition with which the participants identified, were internalised, and became the student participants' high expectations of themselves and each other, as they worked together to create a show of which they could be proud.

Increasing self-esteem was paralleled by improvements in self-confidence and social confidence. These improvements were aided not only by the attitudes and 'happenings' experienced by the participants as they participated in the activity, but also by the various other personal development benefits that accrued along the way. As participants felt secure enough to take risks, they discovered that they could be successful and their actions recognised and appreciated. This contributed to the development of self-confidence and, as their confidence grew in themselves and they achieved a greater sense of success, so their self-esteem was also expanded.

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Developing self-confidence, particularly amongst the more experienced group members, was also demonstrated in the willingness of participants to take on peer support and mentoring roles that also contributed the sense of cohesion and camaraderie with which participants perceived the group to be infused. Out of this peer support and mentoring development, and in turn contributing to it, gains in social confidence were achieved. Participants' communication skills improved as they worked co-operatively and collaboratively, to share what Robyn described as the buzz, as they worked towards commonly valued goals. As student participants took on leadership responsibility roles in various aspects of the production, this also contributed to the development of confidence in working and communicating with others.

Most student participants in the research activity spoke of the difficulties and negative attitudes they experienced from the broader school community, both before and during their involvement in the pantomime production. Adult participants also commented on this aspect of the student participants' experience. Terms such as alienation, isolation, bullying, and fringe dweller were all used to describe these experiences, and were contrasted with their experience of the pantomime environment as a respite place and sanctuary amongst people of similar experiences and interests. In this environment participants described how comfort levels increased, and relationships and friendships developed. The sense of safety and security thus engendered enabled student participants to behave in ways that they described as "being themselves". Thus, as they explored their own motives, hopes and experiences, they were enabled to develop a sense of their own personhood, without fear of ridicule or lack of understanding. This exploration into a sense of self was reciprocally linked to the self-revelatory development

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that occurred as student participants discovered facets of themselves of which they had previously been unaware.

As participants saw themselves in new and exciting ways so, through the action of the pantomime activity, they began to see each other in new ways too. Mixing freely with people of differing ages and without gender barriers meant that, as camaraderie and friendships developed, new insights were gained into the nature and interests of those united through their common interest in the extracurricular activity. These new insights were facilitated by the ability to communicate freely that arose from the sense of safety and trust promoted in that environment. As participants began to feel safe in revealing themselves to others, so prejudices and biases were broken down, and differences in opinion, ability, or appearance were accepted as part of who each was.

The opportunities for leadership in various areas of the production, both on and off stage, contributed to many of the personal development benefits already discussed. They encouraged participants to take risks in relationships, and in communicating honestly and openly with other participants. In general, most participants acknowledged that prior to their involvement in this activity they had perceived criticism as basically destructive and negative. Given the description of some of their experiences in the wider community, this was hardly surprising. Yet participants acknowledged, that through their experiences in the pantomime of such things as peer support, mentoring, the acceptance of responsibility, the concern to do well, and the sense of ownership that prevailed, they began to see that criticism could be positive, well-meaning and helpful. As they were accepted into the pantomime community "warts and all", and received encouragement that enabled development, so they now accepted, and offered, criticism out of a shared

concern to enable each member of the pantomime family to be the best that they could be.

The inter-relatedness of personal development benefits to each other and to the inter-connected events that helped these benefits to emerge is complex and dynamic. Something of that complexity has been revealed. Yet that complexity and dynamism is not uncontrolled, random, chaos. For all its fluidity, its changing membership, it is always the pantomime and its participants are always the panto family. These features do not change. While the researcher is not a scientist, it does appear that in the twenty-first century world of quantum mechanics such fluidity, that cannot be readily anticipated but can be understood, is called "deterministic chaos", and the uncertainties of such processes "the science of complexity". According to Goodwin (2000):

> Together these give us a picture of nature living on the edge of chaos, which is where creativity arises. We have reached the limits on the use of scientific knowledge for the control of nature through predictive technology. What has been revealed is why the complex systems on which the quality of our lives depends, such as the weather, ecological systems, communities, economies and health, are out of our control except in very limited ways. (Goodwin, 2000, TheCreativity of Nature, para. 5)

The situation that emerges, as attempts are made to bring the pantomime production to performance readiness, is often described as chaotic. The complex dynamism of the constantly emerging structures within the system that is the pantomime extracurricular activity often seems to lack cohesion or unity, yet the end result is a production of which the participants are proud. It would seem, then, that these words offer a reasonably

accurate description of the pantomime phenomenon. On the edge of chaos is where creativity arises!

In the light of the ways in which organisations, academic and industrial, have constantly sought to manipulate extracurricular activities to produce good students and useful citizens, the warning sounded in Goodwin's final words is more than significant. He continues:

> Furthermore, attempts to manipulate them (the complex systems) for our advantage result in problems: pollution, erosion, environmental disease, stress and ill-health in individuals, communities and organizations, economic instability and insecurity. (Goodwin, 2000, The Creativity of Nature, para. 5)

In response to Goodwin's warning it is important, perhaps, that out of all the interactions, the events, actions, and personal development benefits, that occur during and as a result of involvement in the pantomime activity, it should be sufficient that what is ultimately understood to be important by the participants is not that they become more academically attached to their schools, or more productively acceptable citizens, but that they have fun, life is able to be enjoyed. Being permitted and enabled to have fun, because of their development in self-confidence, self-esteem and self-initiated responsibility acceptance to identify just a few aspects of positive development that they have made, they can now begin to enjoy their living experience at a much deeper level. Understood in this way, fun is not simply the superficial attractant, rather it is the ultimate result of the deeper personal growth that has occurred. It is this consideration that forms the basis of the theory that will now be developed in the following section.

An extracurricular activity that exists within an emerging environment that includes caring, accepting, supportive and non-judgemental participants and whose primary concern is based on, and arises from, the expressed concerns of those participants has been illustrated in this research study. The third research question, what, if anything, could be extrapolated from the collected data, regarding the promotion of personal development benefits of other extracurricular activities in different contexts, and which leads to the development of theory, can now be answered. In essence then, the theory being developed here, argues that: **A set of elements, arising from participation in an extracurricular activity, and described by the participants themselves, that promote the emergence of an environment that encourages personal development benefits, can be identified. It follows that an examination of any extracurricular activity for the existence or absence of such elements will provide a guide to its performance in the enhancement of personal development. Finally, any such focus on the extracurricular activity will prevent it being understood only from a utilitarian and purely functionalist perspective, but rather as part of a living, ecological system.**

Justification of the Theory

The interrelationships between benefits and beneficial events, as has been shown, are not to be understood as revealing a causal link between one and the other, but as part of a dynamic and complex web of experiences in which our understandings are situated,

and from which they co-emerge (Sumara & Davis, 1997). Thus, the hermeneutic circle of understanding becomes an "ever-evolving relationship among components of a system whereby any understanding (remembered, lived, or projected) is in a continual process of being interpreted." (Sumara & Davis, 1997, p. 412). Any conclusions drawn by the researcher should also be understood both as part of that experiential web, and as part of the ongoing process of its interpretation.

Within this framework, Glaser's mantra that all is data (Glaser, 1992, 1998), that is fundamental to the use of grounded theory, and discussed in chapter 3, enabled the development of the theory relating to extracurricular activity. The examination of the data, provided by the participants in this research, enabled the development of a perspective on the interactions that occurred between individual and individual, individual and the group, and individual and the extracurricular activity environment. It also enabled the development of a perspective on the interactions of individual, group and the extracurricular activity with other environments such as the general school community. That is, the data provided by the participants, gave an insight into the structures created by the participants, which facilitated their interaction with their environment and thus enabled them to survive (Reid, n.d.). Thus, the developed theory, or more accurately the developing theory, is contained within the concept of a dynamic, evolving, interconnecting, complex and mutating system that is constantly creating itself.

As the data were collected, and constantly compared and examined, it appeared that the concerns of many school administrators, researchers, and other adult vested interest parties, regarding the perceived utilitarian advantages of student participation in extracurricular activities, were essentially peripheral to the central concerns of those who

participated in those extracurricular activities. For the student participants in the extracurricular activity, that was the focus of this research, the fundamental importance of the learning that took place was that it enabled participants to engage in non-dysfunctional, harmonious living. The coming-to-knowledge of the participants was not the grasping of some object to be manipulated to their or any one else's advantage. Their coming-to-knowledge was the interaction that continually took place as they recognised their part in, and consciously experienced themselves as part of, their "biological, phenomenological, and ecological world" (Sumara & Davis, 1997, p. 410).

This is not to deny that the comments of the participants in the research described in this thesis did support many of the findings reported in the literature on the extracurriculum. That participants do better on formally assessed tasks that assume there is a body of knowledge out there to be learned and made use of, or stay at school longer, may sometimes be a good thing. However, to then justify extracurricular activity in those terms, rather than to begin with the elements considered important by the participants that also contributed to the personal changes that brought such change about is, in the view of the researcher, to focus in the wrong area.

The literature on resilience highlighted several factors that helped students at risk to cope more effectively in the troubled world of which they were a part. Three major protective factors that were emphasised were a caring, supportive relationship with a peer or significant adult, clearly expressed high expectations, and opportunities to make a meaningful contribution to the social environment of which one was a part (Finlay, 1994). As with the literature on the extracurriculum, many of the participants' comments indicated the importance of these and other factors to the developing well-being of those

involved in the extracurricular activity. However, unlike much of the extracurriculum literature, the resilience literature also recognised the difficulty of trying to formally organise a caring environment and spoke of the need for it to become a way of being (Benard, 1995a; Werner, 1992).   Here the researcher agrees with critical theorists such as Habermas (McCarthy, 1984). While much of the research literature on the extracurriculum has sought to justify the extracurriculum in the same functionalist and industrialist terms as the formal curriculum, such understandings can and should be challenged, as they are by much of the resilience literature and by this thesis.

This study has revealed personal development benefits that go beyond a functionalist or industrial model of understanding that seeks to limit the use of the extracurriculum as something peripheral to the real work of the formal or set curriculum. The responses of the participants in this study have shown that the extracurricular activity that provides the opportunity for personal development benefits that lead to a better individual and social life experience has a much wider view of the learning process, and a much broader relevance and usefulness to its participants.   The extracurriculum is, to its participants, much more than an addendum to what is often perceived as the real business of a school.

This study has also shown, however, that while the mixture and quantity of the ingredients within the pantomime family may change and blend in unexpected and unpredictable ways, that the end result is always "sensitiv(e) to initial conditions" (Goodwin, 2000, The Science of Quantities, para. 7). The data provided by the participants in this research indicate that the complex set of initial and ongoing conditions within the emerging extracurricular activity can be identified. That is not to say that the

same benefits will occur if these initial conditions exist in another situation, rather that such an environmental type appears to offer a very good opportunity for these or other personal development benefits to occur. Even in this study it was apparent that some student participants personally gained more in some areas than others. Nonetheless, if the initial conditions of an extracurricular activity contain the elements detailed below, that are allowed to combine and interact so that modifications can continually occur to the system within the organisation, then the opportunity of personal development benefits that result in an improved lived experience will be provided. It must be appreciated, however, that this list of initial conditions is not exhaustive. It is simply a beginning point. It must also be remembered that the participants with whom this environment speaks are not simply contained within it, but are as much a part of it as all the other essential elements detailed here.

That any involvement should be completely voluntary seems foundational. Participation should occur in a safe and secure environment, which is non-competitive and accepting of all that are interested.   That it not be limited by gender, age or ability may exclude large numbers of sporting and other team activities but the concern is to maximise the lived experience rather than winning or losing. That it offers long term, but not necessarily continuous, involvement, that it encourages social interaction and peer support, that it makes high demands of its participants and offers opportunities for leadership also appear to be essential elements in the formation of the organisation. While adults may figure as significant in the initial conditions, the adult/teacher/student distinction is redundant from the beginning. Adults are important, if they are important, because of what they do rather than as a result of whom they are perceived (or perceive

themselves) to be. An extracurricular activity that is not bound by or to the requirements of school boards or curricula will operate on the fringes of the formal school system (it will not be part of the co-curriculum). Finally, one of the most important ingredients of all is fun. An essential initial element, that helps bind the mixture together, and prevents the ill-health of which Goodwin (2000) warns, is the participants' experience of the activity as something they deeply enjoy because of what happens to them, within them and between them.

The data suggest that the provision of such elements in an extracurricular activity will contribute to the creation of an environment or system that is flexible and dynamic enough to enable the emergence of a range of personal development benefits. It is these benefits that will then help the individual to participate more effectively in the action of their own lived experience.

Recommendations that Emerge from the Theory

The narrow perception of extracurricular activity as merely an adjunct of, or peripheral to, the real work of the school is challenged. The perception of extracurricular activity encompassed by this theory encourages not only a wider view of the purpose of the extracurriculum, but also a broader view of the purpose of schooling. Participant voices should be central to any examination of the function, or operation of, an extracurricular activity. Extracurricular activities that are perceived to contain the elements described by the participants in this research may offer a greater opportunity for the emergence of personal development benefits. It follows, then, that extracurricular

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activities, while remaining truly extracurricular, as defined by the researcher in the opening chapter of this thesis, should have a more significant profile in the school environment. This higher profile should not be because the activity keeps students at school, or improve grades, or any other function perceived as useful by outside officialdom, rather it should be based upon the activity's relevance and benefits to its participants as they perceived it. This consideration has implications both for how decisions may be made about what extracurricular activities may exist within a school, and also the range and type of those activities that may be developed within the school environment.

Significance of the Research

The significance of the present research has been constantly reinforced throughout this thesis. The extracurriculum has been under researched in the Australian environment. In examining a particular Australian school extracurricular activity as a case study, and from an enactivist perspective, the research both adds to the general body of knowledge on the extracurriculum in Australia, and encourages a new perspective of the extracurriculum phenomenon. In focusing on the processes leading to personal development benefits for the students involved in extracurricular activities, as described by the participants themselves, it indicates why and how the changes noted in other studies may have occurred. In this way, it adds a new dimension to much of the research that has already been undertaken, and reinforces recent developments in this type of

qualitative study of extracurricular activity, that have emerged in the early years of the twenty first century. In highlighting factors identified by participants as important to personal development, such as inter-age and gender cooperation in a non-competitive environment, it facilitates the examination of other extra-curricular activities in other environments that might be expected to produce similar beneficial outcomes.

Additionally, by using grounded theory from an enactivist perspective, it adds a further dimension to the concept of data, as interpretation, and demonstrates that grounded theory can be gainfully employed from this theoretical position. In its development of theory, the research also offers an approach that facilitates the identification of factors and conditions that are identified as positively significant to the participants, by the participants in an extracurricular activity.

Limitations of the Study

Many of the traditional objections to qualitative research have long been met and answered (Denzin &Lincoln, 2000; Kvale, 1994), and do not need to be repeated here. Nonetheless, issues such as generalisability and replication do need to be considered. It is certainly true that this study can not be replicated, but the holistic perspective of enactivism suggests that any replication is possible only in very limited and controlled circumstances, if at all. Even so, some generalisability is possible. While, as a case study, it had the disadvantage of gathering data from a small number of participants, it

also had the advantage of data that were rich and detailed, thoughtfully and perceptively presented, full of insights and examples to support what the participants said. By making use of the data provided by student, parent and staff interviews, the perceptions of each participant could be referenced by comparison one to the other, thus providing the opportunity for a degree of verification of areas of commonality and the ability to identify any significant anomalies between responses. In fact, the comparisons revealed a high degree of homogeneity. As a result some broad generalisations were made about actions and events within an extracurricular activity that may be expected to encourage personal development benefits.

From the enactivist perspective, figures 4 –8 in chapter 5 are to be understood as perceptions of the structure of the system as it was perceived at a given moment in time. The difficulty here is in understanding which moment in time it represents. The comments of the participants are interpretations of their experiences, and these interpretations are further interpreted by the researcher as the data are transcribed and compared with other data similarly interpreted, and then undergo further interpretation as they are edited to form part of this study. Exactly what is being represented in those figures, then, comes into question. To maintain validity, the data contained in those figures must, therefore, be considered within the enactivist perspective that understands data to be interpretation.

Further studies of other extracurricular activities that examine different extracurricular environments for evidence of personal development benefits, as revealed in this study, and the nature of beneficial environments will add to the body of knowledge in this area.

Many, if not most, of the participants' responses contain a moral or ethical element that underlines their responses. The recognition of self- improvement is understood to mean becoming a better person, the development of personal identity necessitates being true to oneself, and increasing self esteem is attained through the achievement of something of value. The shared concern results in criticism that aims to help; there is recognition of the normalcy of difference, and the taking of leadership roles are understood as acts of responsibility. A study that examines the connection between extracurricular activity and moral or ethical decision making would seem to be appropriate.

Two factors in particular, were identified as important by the participants in this study. They were its lack of competition, and therefore its open acceptance of all comers, and its multi-age and both gender structures. As much of the research literature reviewed by the researcher focussed on activities that were primarily competitive, and therefore exclusive, further examination of both of these areas appears, to the researcher, to offer fertile ground.

Conclusion

As Goodwin (2000) reminds us "living on the edge of chaos . . . is where

creativity arises" (The Creativity of Nature, para. 5), so even an extracurricular activity

that contains all of the elements described and examined in this thesis, may develop very

differently from the activity examined here. In the case of this particular extracurricular

activity, which as a pantomime is firmly based in the philosophy that in the end all will

'live happily ever after', it is probably appropriate that its ultimate function should be

seen as providing the opportunity for an ongoing positive life experience. Exactly how

that occurs? Some understanding of that, the researcher believes, has been revealed

through this research. Perhaps, however, William should have the last word. "It's a sort

of magical thing"!

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APPENDICES

Appendix A: Pantomime Script; Jack and the Beanstalk

PANTO 2003

JACK AND THE

BEANSTALK

Written by

Ron Sproston

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Jack and the Beanstalk

Musical Overture (T. 1)

> **Scene 1. Jack's place.**   (Villagers, Jill and Jack enter.)

Song. Jolly Holiday (T. 2) (Villagers and Jill)

Vill 1:   Come on everybody. Let's make the most of this beautiful day.

Vill 2:   Yes we don't want to waste any time, so let's go.

Vill 3:   Hang on. Have we got everything we need?

Vill 4:   Well we've got our free thiddlers and a fipe and pife so we will have plenty of music.

Vill 1:   And we've got all the food we need so come on!

Jill: Hello Jack! Isn't it a wonderful day! We're all going down to the river for the day. Of course daddy and mummy don't know because they're real pains about me having a smashing time with the pleasant peasantry but I can see right through them. Just look at the villagers, aren't they all having a wonderful time?

Jack: Yes they are. They seem really happy. I wish I could join them.

Jill: Well, I know you're pretty poor and all that old bean, but couldn't you spare just a little time and spend some of the day with me? I'm sure you'd enjoy it. We have so little time together.

Jack: Oh Jill, I'd love to but there's so much to do around the house. The wheel's come off the cart and there are so many shingles missing from the roof that when it rains we have to use the umbrella inside. There's only mother and me since father disappeared and we can't afford any hired help so mother needs me to help her climb on the roof to fix it. She has to do all the washing as well. And talking of wells, it's such a long climb up to the top of the hill to fetch the water for her, perhaps one day we could go up there together.

Jill: Oh dear I pale at the thought! Well it looks as if it is true when they say; "all work and no play makes Jack a dull boy!" Anyway, the sun's shining now, so you won't have to worry about your mother catching shingles today. I'm sure she'll have enough water for the washing and you can't put the wheel back on the cart by yourself, it's too heavy; you're not strong enough.

Jack: Oh yes I am!

Vill's: Oh no you're not!

Jack: Oh yes I am!

Vill's: Oh no you're not!

Jack: Oh yes I am!

Jill: Oh no he isn't!

Vill's: Oh yes he is!

Jill: Oh no he isn't!

Vill's: Oh yes he is!

Jill: Oh no you're not!

Jack: Oh yes I am, just feel my muscles!

Jill: Oh Jack (swoons against him romantically) you really are very strong, aren't you! I'm sure you could carry me without any trouble at all, couldn't you! (puts her arm around his neck).

Jack: Of course I can, it will be easy. (picks up Jill in fireman's carry and carries her off, kicking and screaming, followed by villagers.)

(Mother enters from house with full washing basket)

Mother: Jack! Jack! (carries laden washing basket to line to hang out) Where is that dratted boy? He's nimble and quick enough when it suits him, so he's never around when he's needed. And I've got bread to bake if I'm going to make any dough today. Then all this washing has to be dried before it starts to rain again.

(Enter Sir Q Itus and Lady Pere Tun-Itus)

Lady P: I say you there, washerwoman, have you seen a crowd of uncouth, unkempt, unpleasant peasantry pass this way? (mother ignores her and continues to hang out the washing)

Sir Q: Madam, I hate to intrude and I certainly do not mean to prevent you from your labours. It is easy, however, to observe that you are a person of the greatest perspicacity so I am sure you will understand if I fail to observe all the customary rules of polite conversation to urge your consideration that what concerns us at this moment is indeed a matter of greatest urgency.

Mother: So's this, so hold that! No point in letting you hang around like a week of wet washing. (gives him the washing basket and keeps on hanging) Now, what was it you wanted Sir high and mighty?

Sir Q: Oh no, that's not my name. In fact it's something quite different. Mind you, I would expect it to be a name that you may have heard of, after all my good lady wife and myself are extremely important people in this neighbourhood and you, and also the young person who is of a filial relationship to yourself and generally known by the appellation of Jack, have I believe, had certain contact of a somewhat personal nature with a young lady who may be said to be quite closely related to both my wife and I, the two us. To be brief, and not to beat around the bush or to go too far around the mountain, or to take too long a time to tell you what I wish to tell you, my name is Sir Q Itus and my good lady wife whom, may I say, has never had a moment's illness in her life, is Lady Peri Tun-Itus.

Mother: I bet she's a real pain. So little miss Jill is…….

Lady P: Our daughter! (Sir Q hangs out washing as the conversation continues)

Mother: No, I haven't seem her but I'm glad you've come because I wanted a word with you about the way she's been hanging around my son Jack. It's just not healthy and takes his mind off his work.

Lady P: I beg your pardon, I never promised you a rose garden. I look after the roses. You cannot possibly imagine that we would encourage our delightful daughter to be seen with such an uncouth youth as your son Jack. She will marry a salmon, not a sprat. He'll not get fat by marrying my daughter. After all, she is a young lady and has been raised with all the love and affection that money can buy. She can only be seen in the company of a person with prospects not a prospector without a company. She must marry someone who has had a genteel upbringing, someone of refinement and fine mind, someone who has never worked, someone who knows the value of aristocracy and their rightful position on top of the world looking down on creation, **someone who is rich!**

Mother: Just a minute Missus, my Jack may not have had the opportunities little Miss Jill has had and OK, he'll never be a brain surgeon but he's a good lad and he's the full bucket. So don't go picking on him, or you'll be the one bandaging your head with vinegar and brown paper.

Lady P: Oh I say, How very distasteful! Vinegar and brown paper indeed! How typically plebian! (to Sir Q) Leave that alone and come over here, this unpleasant peasant appears to be forgetting her proper place. Just remind her of who we are and that she needs to show us a proper respect that befits our position.

Mother: Listen lady, you'll be in a position you don't like if you don't watch your P's and Q's, because you're going to see a **very** unpleasant peasant in a minute.

(Enter Jack with Esmerelda the cow on a long lead so that she enters much later)

Jack: G'day mum. Did you call me? You look a bit heated, haven't been getting in a lather about doing the washing have you? Look I found Esmerelda. (removes lead and throws it off stage) She was in the meadow with the sheep. You'se wouldn't believe the trouble I had to get her out of there. It was a cow of a job. (notices Sir Q and Lady P for the first time) Oops sorry, didn't know you had visitors, now I feel all sheepish.

Esme: Moo (gives Jack a bump. Esme begins run off. Jack tries to stop her by hanging on to h er tail) Moo, Moo.

Jack: Ooher, help! Stop her before she turns all her milk into butter. Please. I'm getting all churned up.

Lady P: (to Sir Q) don't just stand there and dither, do something man so that we can escape this feverishly foetid farmyard. (Sir Q steps forward with arms outstretched)

Esme: Moo, moo. (Esme runs at Sir Q, who turns and runs around the stage chased by Esmerelda with Jack hanging on to her tail)

Lady P: I should have known. If I want to stop these perilous perambulations I will have to do it myself. Oh do stop these unseemly oscillations. (she steps in front of Esmerelda, who keeps running)

Esme: Moo! **Chase Music (T.3)** (Lady P turns and runs followed by Sir Q etc. Jack lets go of Esme's tail as Lady P, Sir Q and Esme exit **Fade Chase Music**)

Jack: Sorry mother, I don't know what's got in to Esmerelda. She's usually such a placid and gentle beast. Still, at least she got rid of those two people didn't she.

Mother: Never mind about that now, Jack. You and I have got to have a serious talk.

Jack: Oh if it's about Jill, you don't have to worry mother. We know what we're doing. We've had a big discussion and decided that we're just good friends.

Mother: No Jack, it's not about Jill. It's about Esmerelda.

Jack: But mother, it's not her fault! I know I should have mended the fence so she couldn't get out but I'll do it straight away now, and I'll fix the milking stool.

Mother: Jack, just come over here and sit down quietly for a moment. It's got nothing to do with broken fences or stools. No, it's about our major lack of income. Jack do you know how impossibly impoverished and pauperised we've been getting lately?

Jack: Do I ever. When you asked me if I wanted tongue for supper last night, I didn't think you meant the one out of my old boot!

Mother: Yes Jack, the cupboard is bare and the only bones rattling around are our own. We've nothing left in the house to sell. What I get from the washing is barely enough to keep the roof over our heads and even that leaks. Oh Jack, if things don't change soon we won't even have this. The landlady is getting very angry about the back rent we owe her and if we don't pay her something soon . . . . So I've decided our only chance is to sell Esmerelda. (Esme peeks around curtain, enters slowly) I know we won't get much for her, she's such a bag of bones (Esme poses) but she might just save our bacon.

Jack: But mother I've known Esme ever since she was a weaner little thing. We've grown up together. (gives Esme a hug) I always thought we'd stick together. You can't ask me to sell my best friend to the glue factory.

Mother: Well Jack we don't have much of a choice. But if you can find someone who is silly enough to give you a good price for her I'll be happy and, who knows you may still be able to visit her, but udderwise it's the glue factory. Now be a man my son, just take her into the village to see if you can find a buyer before the factory closes.

Jack: Very well mother. Just give us time to say our last farewells. (Jack and Esme move sadly to Down Stage side)

Mother: I know that you both feel sad right now but just remember every cloud has a silver lining and it's always darkest before the dawn. You never know what's just around the corner.

Song – Mother's Song (T. 4)(Mother)

(At end of song, Mother exits with washing basket and Old Lady/Fairy Queen enters)

OL/FQ: Hello young man. Dear oh dear, you and this noble beast, this so fine bovine, do look down in the mouth. Whatever is the matter?

Jack: Gosh, do you really think that Esmerelda is a noble animal? I must say I've always thought she was rather special. You wouldn't like to buy her would you? That is if you will take care of her. You see my mother and I are penniless and starving so I have to sell my best friend in the whole wide world otherwise mother says she has to go to the glue factory! Mind you mother says I have to get a good price for her and she's not really a bag of bones, she just likes exercise. Don't you Essy?

Esme: Moo. (does exercises)

OL/FQ: Well Jack I would very much like to help you and I would hate to see Esmerelda here turned into a pot of glue and I can promise you that I would give her a

very good home. Unfortunately, as you can see I, like you, don't have a lot of cash to splash around at the moment. However, I have just returned from a trip to fairyland – You do believe in fairy land I hope Jack, because everyone else here does I am sure. (to audience) You do believe in fairyland don't you? (get a 'yes' response) That's good.

Jack: Oh yes, I do too.

OL/FQ: Good, because, as a result of that visit, I am able to offer you a once in a lifetime, out of this world, never to be repeated, unbelievably generous, super duper deal.

Jack: Look, I hate to sound incredulous but I do find this a bit hard to believe.

OL/FQ: Hang on, I haven't finished yet. Let me give you the deal. In exchange for that lean, mean, fighting machine of yours I will give you some beans.

Jack: Beans? Did you say beans?

OL/FQ: I certainly did.   And I don't mean ordinary baked beans either!

Jack: Look, I don't care how special your beans are. If I go home and tell mother I've sold Esmerelda for a mess of beans she'll bean me! You're not seriously trying to tell me you want me to let you have Esmerelda for a handful of plain old beans?

OL/FQ: Well, yes and no.

Jack: What do you mean, yes and no?

OL/FQ: Yes I want you to sell me Esmerelda.

Esme: Moo, moo.

OL/FQ: And no, because what I have to offer are not just any plain old ordinary beans. They are special magic fairyland beans. I promise you that if you take these beans home, your life will never be the same again. Look, I'll even give you a leather bound guarantee on that.

Esme: Moo, moo, moo!

OL/FQ: Oops! Sorry Esmerelda.

Esme: Moo.

Jack: Did you say they were special magic fairyland beans?

OL/FQ: I certainly did. Just plant them in the ground, then stand back and watch them grow.   It'll be the best bit of gardening you've ever done.

Jack: Oh I don't know. (to audience) Do you think I should I should take the beans? (work to get 'yes' response) Oh, alright then. Now, how many beans are you offering?

OL/FQ: Shall we say five?

Jack: How about we say fifteen?

OL/FQ: Six.

Jack: Fourteen.

OL/FQ: Eight.

Jack: Twelve.

OL/FQ: Ten.

Jack: Eight.

OL/FQ: Ten.

Jack: Six.

OL/FQ: Twelve.

Jack: Five.

OL/FQ: Five it is then. You drive a hard bargain Jack.

Jack: I know, and mother said I didn't have a head for business.

OL/FQ: Well, here you are then. One, two, three, four, five magic fairyland beans. (counts them into Jack's hand)

Jack: And I can get Esmerelda back if they they're not what you say?

OL/FQ: Of course Jack. You have my guarantee.

Jack: Well that's all right then. Now Esmerelda, you've got to go with this nice lady. She's going to look after you from now on so remember your manners and don't sulk. Jack and Esme hug. Ol/FQ andEsme begin to exit)
I'll come and visit.

Esme: (turns back, just before exit) Don't worry about me Jack. I'll be fine.

Song – Jack's Song (T. 5) (Jack)

Jack: (calling) Mother, mother, where are you?

(Mother enters)

Mother: It's about time you got back. I've had to chop all the kindling wood to light the copper and you know I've got a bad back.

Jack: Oh don't be blue, mother. I've got great news.

Mother: Don't tell me you found someone in the village to buy Esmerelda!

Jack: No mother. I didn't even have to go to the village. I met an old lady at our gate and she thought Essy was just what she wanted.

Mother: Well I hope you struck a hard bargain. The money you got may just keep a roof over our heads.

Jack: Well mother, I remembered what you said about that so I negotiated really hard and I think I did really well. Look, I got these. (shows Mother the beans)

Mother: Beans! You traded that beautiful, harmless old cow for a handful of beans.

Jack: But mother they're not just ordinary beans, they're magic fairyland beans

Mother: Jack, you're such a silly, trusting boy but I never thought even you would fall for a story like that. Give those silly beans to me. (she takes them from Jack and throws them away) There, now they're has beans, and you will have to go to bed without any supper. (Jack and Mother exit)

(Curtain closes as the Three Beans enter to front of curtain)

Scene 2. Front of Curtain until Beanstalk in position, then open (The Three Beans)

(towards the end of this scene the Beans hand out prizes for colouring in competition, announce birthdays, get audience to sing or tell jokes and may have to ad lib at times)

Song - The Bean Song (T. 6)(The Three Beans)

B4:   'Ello everyone. Let us introduce ourselves. No, we are not the Three Amigos, we are the Mexican Jumping Beans (all three jump) and I am called B4. That's because I am the leader and so I come before the others. Now there's something I have to explain right from the beginning. Because we are jumping beans (all three jump)

every time we hear the word jump (all three jump) or something like it, we all have to jump. (all three jump) It's in our nature you see. We're jumpy (all three jump) sorts of people. But from now on, every time we jump (all three jump) you all have to jump too. (all three jump) Weren't you listening? When you hear the word jump (all jump) you've all got to jump. (all jump) So jump! (all jump. This should be repeated to ensure audience responds)

Bhind: Ello, 'ello, 'ello. I am called Bhind because I am second in the group and I'm always a jump (all jump) behind B4.

Bwhere: 'Ello to you all. My name is Bwhere and that's because I'm dangerous. I keep the place jumping. (all jump)

Bhind: Oh don't be so grumpy and jumpy. (all jump) We all know that the real reason you are called Bwhere is because you never know where you are and we can never find you. That's what keeps us jumpy. (all jump)

B4:   Yes, no wonder we have our work cut out to stay a jump (all jump) ahead of you.

Bhind: I'm right behind you there B4. (to Bwhere) In fact I wouldn't be surprised if you didn't know where we are right now.

Bwhere: Don't be silly. Of course I know where we are.

Bhind: Well why don't you tell us then?

B4:   I don't think he can. (to audience) Do you? (all encourage audience response) Ooh, we've got him jumpy (all jump) now, haven't we.

Bwhere: I'll show you. I think we're in (pause, then name nearby town) Koroit!

B4 & Bhind: (with audience) No!

Bwhere: Then we must be in (name another local town) Allansford!

B4 & Bhind: (with audience) Wrong!

Bwhere: Then we must be in . . . Terang!

B4 & Bwhere: (with audience) Wrong again!

(This can be maintained for some time, as long as the audience is responding enthusiastically. It can be varied by using the names of nearby schools.)

B4 & Bhind: Hey, Hey. We really caught him on the hop (all jump) there, didn't we? Now let's all tell him where we are so we can really get this place jumping. (all jump) All together now. We're in Warrnambool! (or wherever you may be)

Bwhere: Oh is that where we are? But why would anyone want to come to Warrnambool? (the following dialogue may be amended to suit the location)

B4: Haven't you heard Bwhere? Warrnambool is a real fun for kids place. It's so alive it's jumping out of its skin. (all jump)

Bhind: Yes, everybody knows you can have a whale of a time in Warrnambool.

B4: And although you might get a bit windy here, you never have any reason to feel jumpy. (all jump)

Bwhere: Olé, olé, olé. Okay, you have had your say. Now it's my turn, because jumping (all jump) beans aren't the only things to be exported from Mexico.

B4: Oh no. What else has come out of Mexico? You must tell us.

Bwhere: It's the Mexican wave of course. So now I need your assistance in teaching these people how to do a Mexican wave. We'll start off over here at the front, go up to the back and then down to the front on the other side. Okay?

(add appropriate dialogue as this is practised a few times to get a good wave)

Bhind: Hey, hey. I've got a good idea. Let's do it the other way.

Bwhere: Okay. This side first this time then. (do this a few times too)

B4: Hi, yi, yi. My that was fun Bwhere.

Bwhere: Yes I'm almost jumping (all jump) for joy.

Some of the following dialogue will be omitted or amended for the evening performances. What follows is predominantly the dialogue for student matinee performances.

B4: Well now it's time for a bit more fun. Bhind, go behind and get those baskets. We've got some prizes to hand out. (Bhind collects basket of lollies and list of names etc)

Bwhere: That's rightB4. Did you see all those beautiful pictures on the walls before, B4? Well they were done by some of the people here and we're going to give some of them some prizes.

(The following dialogue and action may be repeated in turn by each Bean until all

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schools have been called up. Keep all students on stage until finished, then get applause for all.)

Bwhere: Now where's **School**? Oh good, there you are. Well we'd like the following people to come up here please.

Bhind: (reads out list of names as Bwhere hands out prizes) Now where's **School**? Oh good, there you are. Well we'd like the following people to come up here please.

B4: (reads out list of names as Bhind hands out prizes) Now where's . . . etc

(When this is completed all the birthdays are announced and Happy Birthday is sung with all birthday people on stage.)

B4: Some people here have birthdays around now, so would the following people come up and join us. (reads out list of birthday names from schools)

Bhind: (when all are on stage) Let's all sing Happy Birthday. (everyone sings. Birthday people are given a small packet of lollies as they leave.)

Bwhere: You know I was thinking before Bhind, that there's a lot of talent out there. Do you think some of them would like to come up here and sing or tell us a joke or something?

Bhind: I don't know about that Bwhere. Perhaps we should ask them.

Bwhere: Oh, OK. Would anyone like to sing or tell us a story? You would! Oh good! (collect about six volunteers from audience and take them to the stage)

(Beans then ask name, school, age etc and get each to do 'party piece'. Give each lollies as they leave.)

B4: Gosh, that was good fun wasn't it? It really got everybody jumping (all jump) didn't it?

Bwhere: It really did B4. I'm so happy I'm in a real jumping mood. (all jump. He then jumps around the stage during the following action) Jump, jump, jump, jump.

B4: Enough all ready! You want us to jump (all jump) out of our skins?

Bhind: I think it's time we all settled down and went to have a look at what's been happening back at Jack's place. I hope he's had a good night's sleep, I've got a feeling he's not going to get much more for a little while.

Bwhere: I wonder what's happened to those beans that his mother threw away.

B4:   Well I think we will soon find out. (to audience) Now remember, every time you hear us say the word jump, (all jump) what do you do? (get audience to answer-then say) Well go on then, JUMP! (exit behind Beanstalk)

Scene 3. Jack's Place.

(Jack enters as Beans exit)

Jack: Mother, mother, come here quickly. You'll never believe what's happened in the night.

(Mother enters)

Mother: Oh Jack, what is it now? We haven't lost more iron off the roof have we? It's too early in the morning to be so excited.

Jack: Mother, mother, look there. Look at the beanstalk!

Mother: Oh don't be such a silly billy Jack. You know beans can't talk. (She then sees the beanstalk) Oh my gosh, oh deary me, whatever's that, what can it be?

Jack: Mother, you know! They're the beans you threw away last night.

(Villagers, Jill, Lady P, Sir Q and Landlady enter.)

Vill 2:   Hey everyone look what's growing in Jack's garden.

Vill 1:   He must have the greenest fingers in the whole village.

Vill 3:   Either that or that old cow of his made excellent fertiliser.

Vill 4:   Well I think it's rot night. It's probably one of those genetically matriculated things.

Vill 5:   Oh don't be such a wet blanket. You try to put a dampener on everything.

Vill 4:   Well I ask you, have you ever been a sean brow as gig as that in just none wight? You'll be telling me next that it's a bagic mean.

Vill 1:   Well I wouldn't care if it was magic. We all need a bit more magic in our lives.

Vill 3:   I'll support that. Have you seen my husband lately?

Vill 2:   Come on, let's get a closer look.

Jill: (moving to Jack) Oh Jack how talented you are. Have you been watching Backyard Blitz or any other currently popular gardening show?

Jack: Oh it was nothing really. I don't like to boast.

Lady P: Young man, you may be a producer of unusual beans but until you also have some cash you're still a has bean as far as I am concerned, so move away from my daughter Jill.

Jill: Jack, you stay exactly where you are.

Lady P: Oh do speak to your disobedient daughter, Q. She'll come to no good, you mark my words. It's time you put your foot down with a firm hand.

Sir Q: My, oh my. Well, of course my dear. But please do not unduly disturb or perturb yourself, do not feel faint or fearfully flustery. For when I have spoken to the one who is your daughter, she who is so simply named as Jill, she will, I am sure, listen to my words and, having listened will, like all good daughters, immediately mark and inwardly digest all that I have said and thus having done will immediately ignore for, like all daughters, it is she who thinks that she knows best. But do not fear for her heart is pure and to put it plain and true, she is a good girl really. Now Jill, please please your father and come stand over here next to your mother.

Jill: Oh all right. Jack, you come with me. Don't worry. Her bark's worse than her bite.

(Landlady, with axe in hand, pushes through the crowd of villagers)

Landlady: You can't do that 'ere.

Mother: Do what where?

Landlady: Grow that thing there.

Mother: What thing where?

Landlady: That great long leafy thing in my front yard.

Mother: And why not, may I ask?

Landlady: Because it's not in the lease and it's blocking the light.

Jack: Hang on. You can't tell us what we can or can't grow in our own garden.

Landlady: Ho yes I can – 'cos your rent's late again and it ain't your garden, it's mine and I says you can't grow that 'ere. Now get rid of it or I'll 'ave you off this property quicker than you can get a pale of water.

Jill: She can't do that to my Jack. Can she daddy?

Sir Q: Well it is apparently her house and property even if she is not presently domiciled therein, and they are, if she is to be believed, behind with their regular remittance, that which is more commonly known as rent.

Jill: Oh don't be such a fuddy-duddy daddy!

Landlady: Oh get out of my way. I'll show you what happens to illegal beanstalks! (threatens to attack beanstalk with the axe. Beans enter)

Bhind: We must stop her before she ruins everything B4.

B4:   Right you are. I'm right behind you Bhind. Bwhere, get behind her with Bhind but beware of that axe. It looks very sharp

Bwhere: I saw that point before, B4, so don't get jumpy (all jump). We'll get help from the villagers. Jack has got to climb that beanstalk.

3 Beans: Oh Mrs Landlady, what are you going to do?
                  If you chop down our loverly vine we'll end up in the stew.
                  Oh Mrs Landlady you've got to stop right there.
                  You can't chop down our loverly vine, it really isn't fair.

Vill 3:   You all heard them. We can't let her chop down the beanstalk. (villagers surround Landlady) Don't you worry Jack. We'll make sure your beanstalk's kept safe.

Bhind: I knew they would help. I said so before didn't I B4.

B4:   Yes you did Bhind and I told Bwhere to beware of the axe.

Bwhere: That's right, you did before B4, just before the villagers came to our rescue.

Bhind: I said before they were good people, didn't I B4?

B4:   You certainly did Bhind and I was right behind you when you said it Bhind.

Jack: Behind what B4?

Jill: Before what Jack?

B4: No, Bhind said it before didn't you Bhind. Just before I told Bwhere to beware.

Jill: Beware what Jack?

Jack: Behind what Jill?

B4: Oh dear let me see if I can clear up this little misunderstanding. Well, before when I said to Bhind that I was behind telling Bwhere to beware, that's when you got mixed up. So all you need to remember is that when I told Bwhere to beware that's when I was behind Bhind, wasn't I Bhind?

Bhind: That's rightB4. Before, that's when you were.

Jill: Were what, Jack?

Jack: Who was what, Jill?

Bwhere: No, Who was the Doctor. (Dr Who enters)

Dr Who: Who called Who?

B4: Whom!

Jill: What? (James Watt enters with kettle)

Watt: Good evening all. Anyone for tea? No. Then I think I'll invent the steam engine. That'll show everyone what's what, what!

Dr Who: I say Mr Watt, I've been wanting to meet you for absolutely ages.

Watt: Who are you?

Dr Who: Guessed it in one old fellow, clever of you, that. Now, who needs a doctor?

Jack: You never said a truer word.

Dr Who: Well I can't stand around and chat, can't be tardy with the Tardis. I say Mr Watt why don't you come along and potter around with me. You'll go wild about Harry! (they exit together)

B4: Phew, am I glad I was behind Bhind before when I told Bwhere to beware before.

Jill: Don't start that again, or I'll chop you down. (the 3 Beans shiver)

Vill 1:   Come on people, surround the vine. We've got to stop it being destroyed, no matter what the cost.

Jack: Stand back everyone. I'm going to climb this beanstalk to see where it goes.

Jill: Dear Jack. Do be careful.

Jack: Don't worry Jill, I'll soon be back and who knows, this may be my ladder to fame and fortune. Just make sure that Landlady and her axe are kept well away from the beanstalk.

Song – Something's Going to Happen (T. 7) (Villagers and Jack and Jill)

(At end of song, **Curtains close** and scene changes to Giant's castle. All exit, Villagers quick change to fairies)

Scene 4. The Giant's Castle. Begins Front of Curtain for scene and costume change

(Giant, Gaoler, Guards 1 and 2 enter FOC. (Fairies in prison cages)

Saturday night interval here so scene can begin with curtain open.
 fx – smoke as curtain opens on Saturday

Gaoler: Good morning sir, I'm happy to report that all the prisoners are present and correct sir.

Giant: Have they all been fed? They must all be fed. I like plenty of fat!

Gaoler: Yes sir, All fully breakfasted sir. All fastidiously fattened sir, and may I say sir that they're all happy little Vegemites at the way you look after them sir.

Giant: Good, I'm glad to know they appreciate my generosity. Just make sure you keep them all like that.

Gaoler: Oh, of course your mighty gargantuousness, sir. I'm here night and day sir. I watch them like a hawk sir. I make sure they eat every scrap sir.

Giant: That's good. Make sure they eat all the scraps. I hate waste. Unless it's my own of course. Ha, ha, ha.

Gaoler: Oh, was that a joke? Ah yes, very funny your largeness, sir. Ha, ha too.

Giant: Well make sure things stay this way or I might just consider you for my mid morning snack!

Gaoler: Oh absolutely your hugeness. But just inspect the prisoners sir and you'll see I'm doing my job sir. Guard 1 give your report

Guard 1:   Everything's quiet here sir. No disturbances, all been asleep sir. Quiet as the grave sir. I mean just look at them, you'd think they were dying to get in.

Gaoler: Guard 2 report.

Guard 2:   Guard 1 snores sir.

Guard 1:   No I don't.

Guard 2:   Yes you do.

Guard 1:   You little snitch.

Guard 2:   I mean, I wouldn't mind but it means I can't get a minute's sleep while I'm on duty with him and I'm absolutely ragged if I don't get my beauty sleep. (the guards squabble)

Gaoler: Attention! Guard 2, report on the prisoners.

Guard 2:   Oh is that what you meant? Why didn't you say so? All the prisoners have been watered and fed sir. They were all rapidly replete and are now sleeping it off in their cells sir.

Gaoler: And exercise? What about exercise?

Guard 1:   Oh no sir, they never get any exercise. We make sure of that. After all we want them getting fat not fit, don't we sir.

Giant: Good. I'm glad to hear you're obeying orders. Now let me see for myself. **Curtain Opens – fx smoke.** Hello my dear little appetisers, how are we all today? Getting nice and fat I hope. I hate meat without any fat on it.

(enter Mrs Giant)

Mrs Giant: Hey, stop that. Get away from there. You know you're on a diet so it's lean meat and skinny milk from now on. And no snacks between meals.

Giant: You're just a spoilsport. Look, if I can't eat can I have a bit of fun with old FJ? It's alright to have a bit of fun with old FJ isn't it?

Mrs Giant: I suppose so, but don't get too rough. I'll still need him to clean up in the kitchen after you've finished. The trouble with you is you don't know when to stop. (she exits)

Giant: Ooh, thanks. I love revving up old FJ. (calls) FJ, FJ, you're wanted.

(FJ enters)

FJ: What do you want this time?

Giant: What do I want? What do I want? I want you to keep a civil tongue in your head. I thought you would have learned that by now.

FJ: Oh, is that all. In that case I'll get back to what I was doing then.

Giant: Stay where you are, I've got a job for you to do. Take all those dishes into the kitchen and make sure you get them spotless or you'll be out of a job and into the oven before you can say General Motors.

FJ: Well I would if I could but I can't.

Giant: Can't! What do you mean, can't?

FJ: Can't. That's what I mean. You told me to stay here. Now I can't do that and go to the kitchen can I?

Giant: Look, just do as I tell you now. Pick up those dishes and take them to the kitchen.

FJ: I do wish you would make up your mind! Oh all right the but you'll have to help. I can't carry them all by myself.

Giant: Oh very well. (they both exit, followed by Gaoler and Guards)

(Jack enters from beanstalk) **fx smoke**

Jack: My goodness, I've heard of pie in the sky**,** but I never thought I'd find a real castle in the clouds. It just goes to show that you never know what you might find at the top of a beanstalk.

(OL/FQ enters)

OL/FQ: We meet again young Jack. You've obviously come up in the world.

Jack: Yes, and it was a hard climb. You know, I've often heard people say there's room at the top, but I never thought the room would be this big. But what are you doing here? Do you work here? Where's Esmerelda?

OL/FQ: No Jack, I don't work here, although I do live nearby. Esmerelda is just outside, keeping watch. Would you like to see her?

Jack: Oh, yes please.

OL/FQ: (calling softly) Esmerelda, Esmerelda.

(Esmerelda enters backwards, as if keeping watch, and bumps into Jack)

Esme: Ooh! Who's that! Come out and fight whoever you are! Oh, hello Jack. What are you doing here?

Jack: Essy you can talk!

Esme: I've always been able to talk Jack. You've just never been able to hear me before.

Jack: Oh I'm so glad to see you Essy. You'll never believe what's happened since you went with this kind old lady here.

Esme: Humph, I can talk and he says I won't believe what's happened to him! I'll have you know you're now talking to the biggest bodyguard in all fairydom. It's a cow of a job, so I'm ideal.

Jack: But why should this kind old lady need a bodyguard in a place like this?

Esme: (points to cells) Why don't you ask them?

(Fairies leave cells and gather round Jack, Esmerelda and OL/FQ)

Song– Fairies' Food Song. (T. 8) (all the fairy prisoners)

(Fairies all return to cells)

Jack: Golly, you must try to get away from here.

OL/FQ: Jack I am here on important business, business that is important to both of us. Jack, can I tell you a story?

(Esmerelda prowls the stage on guard)

Jack: Oh, yes please. I love stories.

OL/FQ: First of all, let me ask you a question. Tell me Jack, whose place do you think this is?

Jack: Oh, I don't know. But it's obviously someone pretty big in these parts.

OL/FQ: Well the person who lives here is certainly pretty big, even for round here, but although he lives here this is not really his place. In fact Jack this is your place.

Jack: What do you mean, my place? Don't be silly. You must be suffering from oxygen starvation 'cos you've got the ends of your beanstalk mixed up. My place is at the bottom end of this beanstalk, with my mum.

OL/FQ: No Jack. Listen to my story and you will see that all is not as it appears.
One day, while you were but a very tiny baby, your mother left this place to visit friends near the village where you now live. While she was away, an evil giant stole upon this place, made your father his captive, claimed this castle and took all whom he could capture as his prisoners. Never to be seen again!

Esme: And that's not all, neither. This "kind old lady" you keep referring to, have you got any idea who she really is?

Jack: Well I know she's very generous and kind hearted and lives around here somewhere. But did she say my father was a prisoner here?

Esme: Yes, she did, but we'll get back to that in a minute. Come over here. (takes Jack to prison cages) You see these people. Who do you think they are? They're her friends. They are the people of fairyland and they are also held prisoner by the evil giant.

Jack: So, that means . . . .!

OL/FQ: (slips off cloak to reveal herself as the Fairy Queen) Yes Jack, I am the Fairy Queen.

Jack: Right, then we've got to rescue everybody.

OL/FQ: One moment Jack. Let me finish the story. This castle stands on the border between the fairy world and the human world so my powers are limited. That is why I need your help. It is not enough to rescue everyone from the giant, he must be completely defeated if our worlds are to be in harmony once more and, Jack, only you have the power to do that.

Jack: Gosh, is that really true! Golly gosh!

Esme: Quick, hide! Someone's coming. (the three hide in various places)

(Giant and Mrs Giant enter)

Giant: Wife, you'll be the death of me. Five pigs, three cows, two sheep and assorted fowls simply aren't enough for morning tea. I'll waste away to a shadow if you keep this up. Can't I have a few fairy cakes to finish off? (looks longingly at fairies)

Mrs Giant: Oh do stop complaining. Look, just sit there while I go and fix the plumbing in the kitchen.

Giant: Why do you have to do that?

Mrs Giant: Because I'm wearing my tap shoes of course.

Giant: Well just be careful you don't fall in the sink. Oh, and tell FJ I want him.

(Mrs Giant exits as Giant begins to sniff the air)

Giant: Fee, fie, foe, fum! I smell the blood of an Australian! Be he (or she) alive or be he (or she) dead I'll grind his (or her) bones to make my bread!

(FJ enters)

FJ: Your missus said you wanted to see me. I hope it's more important than last time. I'm very busy you know.

Giant: Stop complaining and go and fetch the chicken that lays the golden eggs. I want to see my nest egg get a little bigger. I don't have much interest in banks.

FJ: Neither do the banks. Do I have to fetch the chicken? You know it's a foul job. She's so excitable (eggsitable)

Giant: Yes you do, and while you're at it bring the Harp as well.

FJ: Not the Harp as well! She's so highly strung, she can really be sharp at times.

Giant: Just threaten her with the water hose treatment. That will really get her strung out! Once I've got another golden egg she can play for me. Now I'm going to have a little snooze while you go and collect them. (Giant sleeps in chair)

(FJ exits and OL/FQ, Jack and Esmerelda emerge from hiding)

Jack: Gosh, he certainly would be pretty big in these parts. But how am I ever going to defeat him if my father has never been able to do it?

OL/FQ: You've just said it yourself, Jack. The answer is in your beans. If you can get the giant onto that beanstalk and down to earth, away from the edge of fairyland, he'll become an ordinary mortal just like everyone else.

(B4, Bhind and Bwhere enter)

B4: Beware Bwhere, behind Bhind, . We don't want to wake the giant.

Bwhere: Giant, did you say giant? Ooh that made me jump. (all jump) I knew where we were before B4, when I was behind Bhind, but where are we now?

Bhind: We're in the Giant's castle. That's why we have to beware, Bwhere.

Esme: Udderwise we're all in big trouble.

Jack: Goodness gracious, how did they get here? I wonder if they've been stalking me? Now it's not just cows, up here beans talk too! No wonder I'm so jumpy. (all jump)

OL/FQ: That's right Jack. So just remember that around here, anything is possible.

Giant: (groaning) Ugh, ugh, ugh.

Jack: He's waking up. Everybody hide. Quick, jump to it, (all jump) we don't want to be discovered just yet.(all hide)

(FJ enters with Chicken, Harp and Mrs Giant)

FJ: Hey big guy, they're here.

Giant: About time. Chook!

Chicken: I've told you before, don't call me Chook. I think it's foul. What do you want this time? As if I can't guess.

Giant: Look, keep a civil tongue in your head or I'll increase your daily egg laying output requirements.

Chicken: Ooh, if I wasn't so chicken I'd really tell him where to put his eggs and it would be all in the same basket!

Giant: Stop carrying on and just provide me with another golden egg.

Chicken: Have you no regard for a chicken's feelings? Where's my screen?

Giant: Oh, if you insist. (calls) Guards, guards.

(Gaoler and guards enter, carrying screen)

Gaoler: Here we are your obeseness. Where do you want this thing?

Giant: I don't care. Just ask the Chicken.

Guard 1: Hello, my little chickadee. How's the egg laying business?

Guard 2: Yes, I bet the big feller has got quite a tidy nest egg by now. Where do you want this?

Chicken: I am not your little chickadee! Don't be so familiar. Put it over there.

Guard 1: (moving to place screen) Ooh, I'm so sorry.

Guard 2: You're not really. I can tell.

Guard 1: Ooh, we are a clever clogs aren't we?

Gaoler: Stop squabbling you two or I'll have square bashing for a month.

Guard 2: I don't want to bash anybody thank you. Even if they are squares. It's not their fault.

Guard 1: Tell me again, what did your parents call you?

Guard 2: Well actually my given name is Albert.

Gaoler: Humph, between the two of you, you don't have an atom of sense, so why don't you both just split before the fat boy explodes? Has she finished yet?

(sound of Chicken's cackle)

Gaoler: About time. OK, pick up that screen. Now left, right, left, right, quick march. (Guards and Gaoler exit.)

(Guards make sure they've got 'cuffs' before moving to rear of hall)

Chicken: Here you are then. (hands golden egg to Giant) And I hope you're satisfied. It's not easy having to make a withdrawal at call you know. It would be much easier if you were satisfied with fixed term deposits.

Giant: (looks carefully at the egg) Have you been getting your daily supply of 23 carrots ? This gold doesn't look more than about 13 to me.

Chicken: Don't carry on, I'm not a rabbit you know.

Mrs Giant: Now husband, I'm sure the Chicken is doing her best, even if it isn't very good. Why don't you see what Harp is going to play for you?

Harp: Oh dear, I'm sure I don't know. Not that it will make any difference. He never listens, he just snores his head off. It's no wonder I'm overstrung.

Mrs Giant: But you do such a good job of putting him to sleep and it does mean we all get some peace and quiet.

Harp: I know, but it would be nice to play for someone who isn't tone deaf for a change. I mean he doesn't even snore in tune.

Chicken: At least you only have to string him along. I've laid so many golden eggs I'm exhausted. I need a cup of tea and a good lay down.

Harp: Well that sounds ducky but I don't like your chances.

Giant: Will you two stop complaining? If it weren't for your magical powers I'd chop you up for firewood and throw you in the cooking pot!

Mrs Giant: Calm down dear, otherwise you'll get indigestion again.

FJ: Oh no, not that. It's worse than when has baked beans. Let's get out of here!

Giant: Hold on FJ, stay right where you are. I want you here in case I wake up while I'm asleep and need some sustenance. Harp, I want a snooze before lunch so tune in sharpish and sing something soothing.

Harp: If I do that I won't be.

Giant: Won't be what?

Harp: Soothing. I can't tune in sharpish. That's a contradiction.

Mrs Giant: Oh don't carp Harp. Just play something.

Harp: Oh all right then. What would you like? I can give you Fantasie Impromptu, Wiegen Lied Opus 62, Revolutionary Etude, Brandenburg No. 2, or what about some John Williamson.

Giant: Agh, no! Anything but that!

Harp: Don't get so emotional. Chicken , come and give me a hand.

Song – The Giant's Lullaby (T. 9) (Harp and Chicken)

(During song Giant falls asleep and so does FJ)

Mrs Giant: Well I'd better go and check on lunch for his gargantuousness. Otherwise he'll just start complaining again as soon as he wakes up. (she exits)

(OL/FQ, Jack, Esmerelda and the Three Beans emerge from hiding)

OL/FQ: Hello Miss Chicken and Miss Harp. You sing as beautifully as ever. Allow me to introduce my new friend Jack. He's the one who is going to rid us all of this monstrous giant.

Jack: Goodness gracious, this is a strange world. First it was talking cows, then Mexican jumping beans and now a magic Chicken and Harp. And I'm the one who's supposed to rescue them!

Esmerelda: Don't worry Jack. I know you can do it.

OL/FQ: Well I hope you've come up with a plan Jack. We're all depending on you.

Jack: Actually, I do have a plan in mind. So gather round everyone and listen carefully.

Esmerelda: See, I knew he wasn't as dumb as everyone thought.

B4: Yes gather round everyone. Come on, jump to it. (all jump)

(Fairies exit cells and gather round)

Fairy 1: Oh Jack, you are our hero.

Fairy 2: You're our lifesaver.

Fairy 3: You mean he tastes minty and has a hole in the middle?

Fairy 2: No silly. He's going to save our lives by getting rid of the Giant.

Fairy 4: Well I won't believe it until I'm out of here.

Fairy 1: Just because your name is Thomasina, doesn't mean you have to doubt everything, you know.

OL/FQ: Jack, you said you had thought of a plan.

Jack: That's right. Now this is what I want you to. Fairies, I'm afraid you will have to spend just a few more moments in your cells.

Fairy 4:   Humph! Some freedom plan this is. Go back to gaol, do not pass go. I suppose this is what's meant by salary sacrifice.

Fairy 3:   Just listen for once and let him finish. If he's our lifesaver, something might surface.

Jack: Thanks. Now, as I was saying, you go back to your cells and wait for the signal from the Fairy Queen. Then get out of here as fast as you can.

Bhind: That's right. Now do as he says. Jump to it! (all jump)

(Fairies return to cells)

Bwhere: But where will we be before B4?

B4:   Just be where Jack tells you to be and make sure you're not behind Bhind. (calls) Bhind.

Bhind: What did you want B4?
B4:   I didn't want anything before Bhind. But I do want you now. Just make sure that Bwhere is not behind and not before.

Bhind: OK! But if he's not behind and he's not before, he'll be where?

Bwhere: Of course I'll beware Bhind. I'm always careful before. Aren't I B4?

Jack: Will you three be quiet and listen?

Bwhere: You don't have to shout. You really make me jump (all jump) when you shout.

Jack: This is my plan**.** I want you three to take my father, FJ, and these two fine young (he looks, puzzled, at the Harp and Chicken) personages and help them to climb down the beanstalk while the giant is still asleep. Got that.

Chicken: That sounds like it might work. How do you like your eggs Jack?

Harp: Hang on a minute. I hope there are no strings attached to this deal.

Jack: Not at all. Once you're away from here you're as free as a bird, or a chicken if it comes to that!

Harp: OK, as long as we're singing the same tune. I can harmonise with that.

(the Three Beans wake up FJ and, with Harp and Chicken, exit behind beanstalk)

Jack: (to OL/FQ) When the giant wakes up I'm going to get him to chase me onto the beanstalk. Once he follows me down the beanstalk you get your fairy friends and get out of here back to safety.

Esmerelda: What shall I do Jack?

Jack: You keep protecting the Fairy Queen. Besides, you might find climbing down the beanstalk a bit difficult.

Esmerelda: You could be right there. I've never really had much of a head for heights.

OL/FQ: Don't worry Jack. As soon as the giant gets to the bottom of that beanstalk he'll find his power and a few other things quite diminished. You might say he'll be cut down to size. (she hides again)

Jack: Here we go then. Giant, oh Giant, time to wake up. Come on you big barrel of lard wake up. I'm your worst nightmare and I'm here!

Giant: (groaning) Ugh, ugh.

OL/FQ: He's waking up. Oh Jack, do be careful.

Jack: Don't worry he couldn't catch me even if he did have his big boots on. Hey Hugeness, wake up!

Giant: (waking and seeing Jack) Fee, fie, foe, fum, I knew I smelt the blood of an Australian. Just what I needed as an appetiser before my lunch.

(Giant stands and chases Jack around the stage until they exit past the beanstalk.
As they exit, Mrs Giant enters from the opposite side)

Mrs Giant: Husband stop! Think of your blood pressure! Think of your cholesterol level! Think of what will happen if you go down that beanstalk! Oh he never listens to me! (she exits, following Giant)

(OL/FQ and Fairies 'break out' of gaol and get rid of prison clothes to reveal fairy costumes)

Song – Fairy Freedom Song (T.10) (OL/FQ and Fairies)

(Curtain closes and the Three Beans and Esmerelda enter to Front of Curtain

Scene change to Jack's place. All but speaking Fairies change to back to Villagers.

Scene 5. Front Of Curtain. Beans

B4:　　　　Now Bhind and Bwhere, beware of the gaoler and his guards. We don't want to be around here too long.

Bhind:　　　No, we must be gone before they get back B4.

B4:　　　　So you beware Bwhere and keep a look out behind Bhind. Understand.

Esmerelda:　Don't worry! The fairy Queen let me stay behind to look after you. If they come after you, they'll have to get round me and I'm an immovable object.

Bwhere:　　Well we can't object to that! But I still can't help feeling jumpy. (all jump) when you do that.

B4:　　　　Well you should be jumpy. (all jump) We're not out of trouble yet even with Esmerelda here to help.

Bhind:　　　No and we won't be until we know Jack's safely down the beanstalk with the giant following him.

Bwhere:　　That's right Bhind. When I was behind B4 before, I said to myself, "Bwhere, you've got to be somewhere, but where you've got to be beware, Bwhere" That's what I said and I remembered that this place is the somewhere where I had to beware, before when I was behind B4, Bhind.

(Gaoler and Guards enter from rear of hall and march down aisle.)

B4:　　　　Watch out, here comes trouble.

Esmerelda:　I told you not to worry. I've got this job down pat.

Bhind:　　　Would that be a cow pat?

Gaoler:　　Hey, you three. I want a word with you. (walks up to Beans) You lot, over there.

Guards:　　Yes boss. You're the boss, boss. (Guards begin to move to either side)

Guard 2:　　Oh, I wanted to go to that side. I don't like this side, it doesn't show my best profile.

Guard 1: I am sorry. NOT! I'm going to this side because it's my favourite and I'm the number 1 guard. So there!

Guard 2: It's not fair, it's not fair. You always get to choose. I never get a turn.

Gaoler: I'll give you a turn you won't like in a minute. Now jump to it! (all jump)

B4: What else is the problem officer?

Gaoler: I've had a serious complaint and I'm here to sort it out.

Bhind: Dear me, I hope it isn't catching.

Bwhere: What isn't catching Bhind?

Bhind: His serious complaint.

B4: If he's got a serious complaint, he should go to the doctors.

Gaoler: I may be the one with the complaint but you're the ones who'll be catching it if you don't listen.

Esmerelda: Let me at him, let me at him. (she is held back by the beans) He obviously wants to milk this for all it's worth. The little squirt. Let me at him! I'll show him what a fat reduced milker can do!

Bwhere: Now, what's the charge then?

Bhind: I hope it isn't too expensive because I'm skint, old bean.

Gaoler: It is my duty to inform you that it has been reported that you have been seen loitering around the top of the beanstalk so I am placing you under arrest for bean stalking. Put the cuffs on boys!

Guards: Yes boss. You're the boss, boss. (they take out shirt cuffs and proceed to fasten them around the beans' wrists)

Gaoler: Not those sort of cuffs!

Esmerelda: Oh no you don't. (she charges at the Guards)

B4: Come on, let's get out of here! (they run down into the audience, chased by the Gaoler and the Guards who are chased by Esmerelda, and eventually exit at the rear of the hall)

(As they all exit the curtain opens on scene 6.)

Scene 6. Jack's Place

(Villagers, Sir Q and Lady P, Landlady, Mother and Jill on stage. Off stage next to beanstalk are Little Giant, Mrs Giant, Chicken, Harp and Jack (up ladder with egg)

Landlady: Now look, I've been very patient but enough's enough! Jack's been gone for ages and it's pretty obvious he isn't coming back so give me that axe (struggles to take axe) and let me at that beanstalk before something horrible comes down it and makes a meal of everybody here.

Villager 1:   Come on! You'll be telling us next that there is some great big awful giant up there who doesn't like being disturbed.

Villager 3:   Oh there isn't is there?

Villager2:   Of course not. All she is interested in is getting some cheap firewood.

Landlady: I am not! I just think we have a health and safety issue here. Mine!

Villager 4:   You're just selfish (shell fish), trying to muscle (mussel) in on Jack like that. (to audience) I think we should hoist her (oyster) up the beanstalk to check it out, don't you?

Villager1:   There's certainly something fishy about her.

Jill: Wait, wait! I can see some movement. Someone's coming. I do hope it's Jack!

Landlady: I warned you. I warned you. Quick, give me that axe before it's too late for me to make a fortune out of the firewood and billions out of the beans. (struggles for axe)

Mother: Stop her. We must see who it is. (peers upwards) It doesn't look like Jack though. I wonder who it could be?

(FJ enters from behind Beanstalk)

FJ: (looks around) Hello everybody. Fancy meeting you here. But just where am I? Would somebody mind explaining?

Mother: Frederick John. Is it really you? Can this be true? For so long I have thought we would never meet again. Where have you been?

Jill: (interrupting) Have you seen Jack? Do you know where he is? Is he all right?

FJ: (to Jill) Do not worry. Brave Jack will soon be here and all will be well again.

Mother: Frederick John. Oh my dear, welcome home. (they embrace)

Villagers: Oh look. Who's FJ holding (holden)?

FJ: My dearest wife, for so long, through all my time held captive by that nasty giant, I have dreamed of that moment when once more I could hold you in my arms.

Jill: But what about my dear Jack?

Lady P: Never mind about that young man. If he's come to a sticky end, then good riddance. It's just one more unsuitable suitor I don't have to worry about.

Jill: Oh mother, you are awful.

Sir Q: I'm sure your mother was only thinking of you my dear. After all how could you ever marry someone name Jack, no matter how earnestly he proclaimed his love for you?

Jill: I don't care what you say. I will marry Jack as soon as he returns.

Landlady: Whenever that might be! If you ask me, he won't be coming back.

Jill: Well I'm not asking you. So there!

Chicken: (Off stage as if from beanstalk) Don't tell me to hang on. What do you think I'm doing? I'm not built for climbing down beanstalks you know! No, it's no good. When you've got to go you've got to go. Ah, that's better! (a golden egg drops into the landlady's hands) And right on target too!

Landlady: It's gold! Solid gold! I'm rich, I'm rich!

Harp: (from beanstalk) Well I'm glad one of us is relieved. Now let's just get off this beanstalk can we?

(Chicken and Harp, followed by Jack, appear from beanstalk)

Jack: Hi, everyone. I'm back!

Jill: Oh Jack, you're safe! (Jack and Jill embrace)

Jack:　　　　Safe and once again in your arms, Jill.

Song - Safe Again (T.11) (FJ, Mother, Jack, Jill.)

Lady P:　　　Please explain yourself young man. And kindly untangle yourself from my daughter.

Jack:　　　　Oh, I'm sorry. I'm forgetting my manners. First of all, this is my father. I've just helped him escape from the giant who had taken over our castle.

FJ:　　　　A pleasure to meet you Lady P.

Lady P:　　　Did you say 'castle'?

FJ:　　　　That's right. It's right on the edge of Fairyland and the giant had made it all sad and gloomy but now Jack's turned things around things will soon be happy again.

Sir Q:　　　I beg your pardon young man, but what does this mean?

Jack:　　　　Well, not only have I found my father again, I have freed fairydom and found my true love and my fortune.

Lady P:　　　Do you mean you're rich?

Jack:　　　　Indeed I am. In more ways than you can imagine.

Lady P:　　　My dear boy, you must properly introduce me to your mother and father if we are going to become 'family'.

(Lady P and Sir Q 'chat' with Mother and FJ.)

Jill:　　　　Oh Jack, my dear brave hero, I knew you would come back safely and all would be well.

Jack:　　　　Oops! That reminds me. Hang on everybody. Don't start celebrating just yet. There's one tiny, little, bit of other news I think you should know.

Villager 3:　　Don't worry Jack. I'm sure we can handle it. It can't be that important.

Villager 2:　　Yes Jack. Don't worry. Just tell us the news.

Jack:　　　　Well, we might have a slight problem. We might not be quite perfectly safe just yet.

All:　　　　What do you mean, not safe?!

Jack: Well, when I escaped from the castle and began climbing down the beanstalk, the giant followed me.

(There is general panic from the crowd.)

Lady P: What? You silly boy. Sir P, come and stand in front of me so he eats you first.

Mrs Giant: (from beanstalk) Come back here you silly fool. Remember you're only a giant at the top of the beanstalk.

Giant: (from off stage) Never mind that now. No pip squeak of a mere mortal is going to take back what I have rightly and properly stolen.

Mrs Giant: (from beanstalk) Stop, stop. Don't do it. You'll regret it!

(Little Giant in oversized clothes, enters closely followed by Mrs Giant.)

Little Giant: Fee, Fie Foe, Fum . . .

(Everybody points and laughs.)

Mrs Giant: I told you so. I warned you, but would you listen?

(OL/FQ, Fairies, Beans, Esmerelda, Gaoler and Guards enter.)

OL/FQ: And now you will suffer the consequences.   Here in the land of normal mortals there is no place for evil giants and so we see you as you really are.

Little Giant: This is all your fault.

Jack: Boo!

Little Giant: (hiding behind Mrs Giant) What are we going to do now?

Mother: Well, if the landlady agrees, you can have our old place. Jack and I won't be needing it any longer.

Mrs Giant: Well I suppose it'll have to do. (to Little Giant) Now listen you. Down here I'm the boss, so from now on just do as I tell you and we won't have any trouble. First thing you've got to do is fix the shingles on the roof, then there's the front fence, and we need a new clothes line, and the garden needs weeding and . . .

Mother: Please don't be too hard on him. After all, he's only just been brought back to size. Give him a little time to get used to it. I know FJ and I will need time to get used to living in the castle next to fairy land again.

Jack: Don't worry mother. Jill and I will build our place on the next hill and, well, I'm sure we'll easily be able to climb up your hill to visit.

Chicken: Once again my golden eggs will be put to their proper use and bring peace and prosperity all around.

Harp: And my music can once again persuade the birds to sing, the sun to shine and the flowers to bloom.

Esmerelda: And I will produce the richest, thickest and creamiest milk you've ever tasted.

Beans: And we three? What shall we three do? We'll just keep the place jumping. (all jump)

OL/FQ: From now on this place and all who dwell in it will have a special pass to fairy land.

FJ: Just make sure you pay us a visit when you're passing.

Jack: Stop by our new place too. We'd love to see you all. For you are all true and faithful friends.

Song–My Friend - Finale (everybody)

Jill: Oh Jack, do you think they've been listening? Do you think they'll join us?

Jack: Well, it works for everyone here. (to all on stage) Doesn't it? And I'm sure it works for everyone out there. (to audience) Doesn't it? OK then, let's all be friends together

(All dance and wave as the curtain closes.)

END

Music overture (T.1) for audience exit and Saturday curtain call

Appendix B: "Panto Pack". Information sent to Local Schools

Celebrating

10

Years of the 'Panto'

with the all new production of
"The Sleeping Beauty"

Xxxxxxx College

"The Theatre is magic,
and blessed are those
who make that magic."

Author Unknown

Your 'Panto' information pack

We have produced this 'Panto' information pack in order to making booking easy. It contains everything you need to know about the 2004 Xxxxxxxx College Pantomime production! In it you will find:

- a letter about bookings
- a booking form
- an A4 sized colour poster to detach and display in your school
- a photocopy master that you can use for your students to enter the colour-in competition *(Please forward entries at least one week before the performance you are attending and if possible, please include the names of any students who will be attending who will be celebrating their birthday during Panto week, as this will be recognised during the performance.)*

Xxxxxxxx College Inc.

Reg. No A 0022613G   ABN 41 626 405 884
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Administration: Postal address: P.O. Box xxxxxxxxxxxxxxxxxxxxxxxxx
Phone (03) xxxxxxx Fax: (03) xxxxxxx
Website: www.xxxxxxxxxxxxxxxxxxxxxxxxx

Sharing Faith, Hope & Love

October 23rd, 2004

Dear Principal,

As you may be aware, Xxxxxxx College is presenting its Annual Christmas Pantomime towards the end of Term Four. This year is a very special year as we are celebrating 10 years of the Xxxxxxxx College Pantomime Production. Students from Year 7 to Year 12 are involved in telling the story of *The Sleeping Beauty*. The production involves singing, dancing and audience involvement and we believe it to be ideal entertainment for all Primary School Students.

Accordingly, we wish to invite your students to a matinee performance in the Xxxxxxxx College Street Hall. The times and dates to choose from are as follows :

Thursday, December 2nd at 10.15 am or 1.15 pm
Friday, December 3rd at 10.15am or 1.15 pm

Performance time should be approximately 90 minutes. At the Matinee performances all Primary School students will be admitted for the nominal fee of $2.00 per student.

An evening performance, open to the general public, will be held at 8.00pm on Saturday, December 4th.

As so many students have gained so much enjoyment from previous years productions, we do hope that your school will be able to share in this fun way to end the school year. We look forward to seeing you at one of the performances. Could you please indicate your interest and approximate number of students attending on the attached booking form, and return it to Xxxxxxxx College in the envelope enclosed. An invoice will be sent prior to the performance.

We look forward to your presence at *The Sleeping Beauty*

Yours faithfully

Jean Christie
Development Coordinator
jchristie@xxxxxxxxxxxxxxxxxxx

The Xxxxxxxx College Pantomime Production
'Raison D' Etre'

"The Pantomime exists as an opportunity to have fun and provide entertainment'.

The productions encourage development by promoting students' gifts and talents through voluntary involvement in a vibrant and exciting environment.

Students are encouraged to take ownership of and responsibility for each production. This extends their personal and social skills and enhances their sense of self-worth."

Send in your booking sheet
by November 9th
and you will automatically go
in the draw to win this
CD/MP3 player!

Programmable radio cassette recorder
with CD/MP3 player
AC/DC and 3 Year Warranty

Xxxxxxxxl College presents...
The Sleeping Beauty

Name_____Age_____

School_____

Celebrating

50

Years of the Panto

with the all new production of

"The Sleeping Beauty"

FOR SCHOOLS: DEC 2nd & 3rd FOR ALL: SAT Dec 4th

8.00pm at the Xxxxxxx Street Campus Hall

for bookings ring Jean xxxx 0888 or 0417 xxx xxx

Xxxxxxxx College

Xxxxxxx College presents....

The Sleeping Beauty

Please return asap. Book before November 9th and you will automatically go in the draw to win a CD player foe your school

School _____

Your name _____

Number of students _____

Preferred day and time   Thursday December 2nd 10.15am ☐

Thursday December 2nd 1.15pm ☐

Friday December 3rd at 10.15am ☐

Friday December 3rd at 1.15pm ☐

Ofice Use Only

Date ordered _____

Confirmation Sent _____

Invoice Sent _____

PLEASE FAX THIS FORM TO THE ATTENTION OF JEAN xxxxxx FAX: xxxxx xxxxx

The Stories are Centuries old.
They shout of discovered love and lost hope,
of humour and anguish,
of mystery and maidens
and tragic farewells.

Within three plain walls and a curtain
lies a world in which we've never lived.
A world we think we know.

The Performing Arts are beacons of the times.
They reflect the best of us
and the worst of us

As they tell their tales,
on a stage,
shining in the light."

Anonymous

Sharing Faith, Hope & Love

Appendix C: Copy of Ethics Approval Form

ACU
National

Human Research Ethics Committee

<u>Committee Approval Form</u>

Principal Investigator/Supervisor: Dr Kath Engebretson Melbourne Campus
Co-Investigators: n/a
Student Researcher: Mr Ron Sproston Melbourne Campus

Ethics approval has been granted for the following project:
Personal development in extra curricula activity

For the period: 0 1112101 - 31101103
<u>Human Research Ethics Committee (HREC) Register Number:</u> V2001.02-28

The following <u>standard</u> conditions as stipulated in the *National Statement on Ethical Conduct in Research Involving Humans (1999)* **apply:**

(i) that Principal Investigators / Supervisors provide, on the form supplied by the Human Research Ethics Committee, annual reports on matters such as:
- security of records
- compliance with approved consent procedures and documentation
- compliance with special conditions, and

(ii) that researchers report to the HREC immediately any matter that might affect the ethical acceptability of the protocol, such as:
- proposed changes to the protocol
- unforeseen circumstances or events
- adverse effects on participants

The HREC will conduct an audit each year of all projects deemed to be of more than minimum risk. There will also be random audits of a sample of projects considered to be of minimum risk on all campuses each year.

Within one month of the conclusion of the project, researchers are required to complete a *Final Report Form* and submit it to the local Research Services Officer.

If the project continues for more than one year, researchers are required to complete an *Annual Progress Report Form* and submit it to the local Research Services Officer within one month of the anniversary date of the ethics approval.

Signed: .... Date: ....
(Research Services Officer, Melbourne Campus)

Page 1 of 1

Appendix D: Letters to the Participants and Consent Forms

AUSTRALIAN CATHOLIC UNIVERSITY

INFORMATION LETTER TO PARTICIPANTS

TITLE OF PROJECT: Personal Development in Extra Curricular Activity Participation

NAME OF STAFF SUPERVISOR (Pro Tem): Dr. Kath Engebretson B.Ed. Grad. Dip. R.E.

M. Curriculum Studies. Ph.D.

NAME OF STUDENT RESEARCHER : Ron Sproston B.A. Dip Ed.

Grad. Dip. Student Welfare. M. Ed.

NAME OF PROGRAMME IN WHICH ENROLLED: Ed.D.

The purpose of this study is to examine the effects of participation in extra curricular activity on personal development. To do this will involve the use of rehearsal videotapes, rehearsal journals, small group and individual interviews.

Should you choose to participate, the interviews will necessitate your reflection on and sharing of your experiences and feelings during your participation in this activity.

Both individual and group interviews will take place in familiar and comfortable surroundings at mutually convenient times. It is anticipated that individual interviews will last between 30 and 45 minutes and group interviews no more than 2 hours. Normally, no more than two interviews will take place with each participant.

It is hoped that you will benefit from this research as a result of your increased awareness of the advantages of involvement in extra curricular activities. In addition, as the role and significance of extra curricular activities outside of the formal curriculum has not been much studied in Australia, this study will be breaking new ground. The research results will be published as part of an Ed.D. thesis, a copy of which will be made available to Emmanuel College as the host school.

You may, of course, choose not to participate in this study and do not have to justify that decision. You may also discontinue participation in the study and withdraw consent for

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your contribution to be included in the study's findings. If, in the future you wish to be involved in this extra curricular activity, any such decision will in no way jeopardise your opportunity for involvement.

The confidentiality of your involvement will be ensured by the removal of all personal and location names from any published material and the secure storage of all information gathered during the process of the study.

Any questions regarding this project should be directed to Dr. Kath Engebretson:

    Dr. Kath Engebretson B.Ed. Grad. Dip. R.E. M. Curriculum Studies. Ph.D.

    on telephone number   99533292

    in the School of Education (Religious Education)

    at Australian Catholic University
      St. Patrick's Campus
      Locked Bag 4115
      Fitzroy
      Vic. 3065

Ron Sproston may be contacted through Dr. Kath Engebretson.

I will be happy to discuss with you at any time the ongoing developments in the study as well as the final results of the project.

This study has been approved by the Human Research Ethics Committee at Australian Catholic University. I have also obtained approval for this study from the Catholic Education Office, Ballarat and Mr. Peter Griffin, Principal of Emmanuel College

In the event that you have any complaint or concern about the way you have been treated during the study, or if you have any query that the Supervisor or Student Researcher have not been able to satisfy, you may write to the Chair of the Human Research Ethics Committee care of the nearest branch of the Research Services Unit. The address of that unit in Victoria is:

        Chair, HREC
        C/o Research Services
        Australian Catholic University
        Locked Bag 4115
        FITZROY VIC 3065
        Tel: 03 9953 3157
        Fax: 03 9953 3305

Any complaint or concern will be treated in confidence and fully investigated. You will be fully informed of the outcome.

If you agree to participate in this project you should sign both copies of the Consent Form, retain one copy for your records and return the other copy to the Student Researcher.

Yours sincerely,

………………………………………….
……………………………………………
Kath Engebretson   Ron Sproston

Australian Catholic University

CONSENT FORM

TITLE OF PROJECT: Personal Development in Extra Curricular Activity Participation

STAFF SUPERVISOR (pro tem): Dr. Kath Engebretson B.Ed. Grad Dip. R.E.

M.Curriculum Studies. Ph. D.

STUDENT RESEARCHER: Ron Sproston B.A. Dip Ed. Grad Dip. Student Welfare M.Ed.

I .... have read and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I can withdraw at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

NAME OF PARTICIPANT: ....
(block letters)

SIGNATURE ....   DATE ....

SIGNATURE OF SUPERVISOR:...

DATE:………………………………………..

SIGNATURE OF STUDENT RESEARCHER: ....

DATE:...…………..

(To be retained by the participant)

Australian Catholic University

PARENT/GUARDIAN CONSENT FORM

TITLE OF PROJECT: Personal Development in Extra curricular Participation

NAME OF STAFF SUPERVISOR (pro tem): Dr. Kath Engebretson B.Ed. Grad.Dip.R.E.

M.Curriculum Studies.

Ph.D.

NAME OF STUDENT RESEARCHER: Ron Sproston B.A. Dip.Ed.

Grad.Dip. Student Welfare. M.Ed.

I .... (*the parent/guardian*) have read and understood the information provided in the Letter to the Participants. Any questions I have asked have been answered to my satisfaction. I agree that my child, nominated below, may participate in this activity, realising that I can withdraw my consent at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify my child in any way.

NAME OF PARENT/GUARDIAN: ....
(block letters)

SIGNATURE ....……DATE………………………………

NAME OF CHILD   ....
(block letters)

SIGNATURE OF SUPERVISOR:

……………………………………………… DATE:……………………………………..

SIGNATURE OF STUDENT RESEARCHER:

……………………………………………… DATE: …………………………………
(To be retained by parent/guardian)

ASSENT OF PARTICIPANTS AGED UNDER 18 YEARS

I …………………………………………. (*the participant aged under 18 years*) understand what this research project is designed to explore. What I will be asked to do has been explained to me. I agree to take part in the project, realising that I can withdraw at any time without having to give a reason for my decision.

NAME OF PARTICIPANT AGED UNDER 18:   ....

(block letters)

SIGNATURE

....DATE.............................………...

SIGNATURE OF SUPERVISOR:...

DATE:…………………………………..

SIGNATURE OF STUDENT RESEARCHER: ....

DATE:.............................…………….

(To be retained by participant)

Australian Catholic University

CONSENT FORM

TITLE OF PROJECT: Personal Development in Extra Curricular Activity Participation

STAFF SUPERVISOR (pro tem): Dr. Kath Engebretson B.Ed. Grad Dip. R.E.

                                     M.Curriculum Studies. Ph. D.

STUDENT RESEARCHER: Ron Sproston B.A. Dip Ed. Grad Dip. Student Welfare M.Ed.

I *...* have read and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I can withdraw at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

NAME OF PARTICIPANT: ....
                                        (block letters)

SIGNATURE ....   DATE ....

SIGNATURE OF SUPERVISOR:...

DATE:…………………………………..

SIGNATURE OF STUDENT RESEARCHER: ....

DATE:.................................…………..

(To be returned to the student researcher)

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Australian Catholic University

PARENT/GUARDIAN CONSENT FORM

TITLE OF PROJECT: Personal Development in Extra curricular Participation

NAME OF STAFF SUPERVISOR (pro tem): Dr. Kath Engebretson B.Ed. Grad.Dip.R.E.

M.Curriculum Studies.

Ph.D.

NAME OF STUDENT RESEARCHER: Ron Sproston B.A. Dip.Ed.

Grad.Dip. Student Welfare. M.Ed.

I .... (*the parent/guardian*) have read and understood the information provided in the Letter to the Participants. Any questions I have asked have been answered to my satisfaction. I agree that my child, nominated below, may participate in this activity, realising that I can withdraw my consent at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify my child in any way.

NAME OF PARENT/GUARDIAN: ....
(block letters)

SIGNATURE ....……DATE……………………………….

NAME OF CHILD ……………………………………………………………………………
(block letters)

SIGNATURE OF SUPERVISOR:

……………………………………………………   DATE:……………………………………..

SIGNATURE OF STUDENT RESEARCHER:

……………………………………………………   DATE: ……………………………………

(to be returned to the student researcher)

ASSENT OF PARTICIPANTS AGED UNDER 18 YEARS

I …………………………………………. (*the participant aged under 18 years*) understand what this research project is designed to explore. What I will be asked to do has been explained to me. I agree to take part in the project, realising that I can withdraw at any time without having to give a reason for my decision.

NAME OF PARTICIPANT AGED UNDER 18: ....
(block letters)

SIGNATURE

....DATE.....................................……....

SIGNATURE OF SUPERVISOR:...

DATE:………………………………..

SIGNATURE OF STUDENT RESEARCHER: ....

DATE:...................................………….

(To be returned to the student researcher)