



# MAKE IT, BE IT, SAY IT

A study to determine the value of using hands-on arts activities and dramatic processes to break down barriers to learning.

A research project designed & executed by  
Jenny Rogers, M.F.A. Graduate Candidate, Eastern Michigan University  
© 2017

# Barriers to learning

## Internal

- Lack of self-esteem
- Low self-worth
- Lack of confidence
- Feeling unvalued/invisible
- Fears
- Negative attitudes
- Hidden curriculum issues
- Poor attendance
- illnesses

## External

- Racial & ethnic identity
- Poverty | hunger
- Parental conflicts
- No parent/one parent
- Family instability
- No housing/low housing
- Community conflicts
- Inability to engage in extra-curricular activities
- Poor attendance
- Exclusion
- Linguistic adjustment

# The Power of Play

Creativity, play, and dramatic processes help a person to learn academically as well as successfully tackle social and emotional challenges and working in community.



## Make it, be it, say it

EMU Winter Camp  
Hands-on Arts Study

### PHOTO ARCHIVE

#### CREATING







# RESEARCH QUESTION:

“Can a four-day, hands-on, arts-based workshop that incorporates process drama increase a student’s self-awareness, confidence, understanding of community, and concern for others?”

A research project designed & executed by  
Jenny Rogers, M.F.A. Graduate Candidate, Eastern Michigan University

# RESEARCH APPROACH: Mixed-Methods

## Quantitative

## Qualitative

PRE-TEST SURVEY

Participant # \_\_\_\_\_

	SELF-AWARE	I strongly agree	I agree	I don't know	I disagree	I strongly disagree
1	I am a good communicator; people easily understand me.	1	2	3	4	5
2	I have the power to choose who I am.	1	2	3	4	5
3	I know what is important to me; what I care about.	1	2	3	4	5
4	I feel good about myself.	1	2	3	4	5
5	I have goals, I know what I want to accomplish.	1	2	3	4	5
6	I know my strengths.	1	2	3	4	5
7	I don't wait to ask to participate, I jump right in.	1	2	3	4	5
8	I am willing to take risks to learn new things.	1	2	3	4	5
9	I like to help others.	1	2	3	4	5
10	I hide my true self from others.	1	2	3	4	5
11	I always have to be in charge.	1	2	3	4	5
12	I take time to listen to others.	1	2	3	4	5
13	I try to understand others' points-of-view.	1	2	3	4	5
	COMMUNITY	I strongly agree	I agree	I don't know	I disagree	I strongly disagree
1	I know what "community" means.	1	2	3	4	5
2	I am accepting of my classmates.	1	2	3	4	5
3	I treat others fairly and with respect.	1	2	3	4	5
4	I belong to more than one community.	1	2	3	4	5
5	I have something in common with everyone in my class.	1	2	3	4	5
6	I am comfortable with who I am in my community (self).	1	2	3	4	5
7	My words and actions affect others.	1	2	3	4	5
8	I have a lot to offer my "community" (self).	1	2	3	4	5
9	I am interested in creating a better classroom community.	1	2	3	4	5
10	I am willing to sacrifice for people in my classroom.	1	2	3	4	5

EMU WINTER CAMP  
"Make It, Be It, Say It"

Designed/Facilitated by Jenny Rogers, M.F.A., ACTY Candidate

Participant # \_\_\_\_\_



## "MAKE IT, BE IT, SAY IT" JOURNAL

EMU WINTER CAMP  
DEXTER SCHOOLS, 6TH GRADE



FEBRUARY 21, 2024  
CREATOR/FACILITATOR: JENNY ROGERS  
Faculty Advisor: Barbara Lefkowitz, PhD

# QUANTITATIVE RESULTS

## Movement in scoring

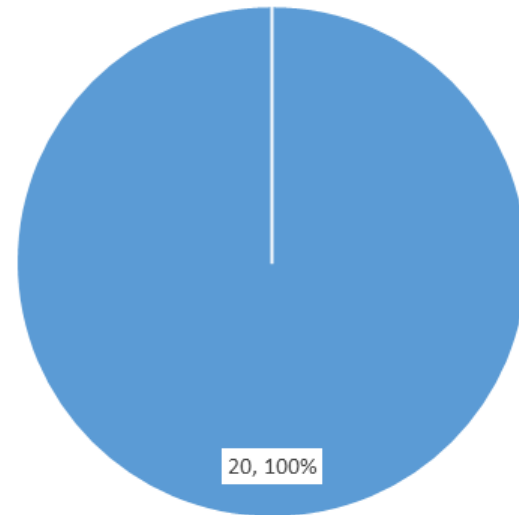
Measuring the four categories of the research question involved recording the direction of the movement, up or down (towards Strongly Agree or Strongly Disagree, respectively), or if there was no change in responses at all.

Movement signifies that participants were impacted by workshop activities and content.

# of Participants with movement in survey scores	Research Question Category	# of participants who 'moved'/total participants
100%	Self-Awareness	20/20
90%	Confidence	18/20
100%	Understanding of community	20/20
95%	Concern for others	19/20

### Increased Self-Awareness

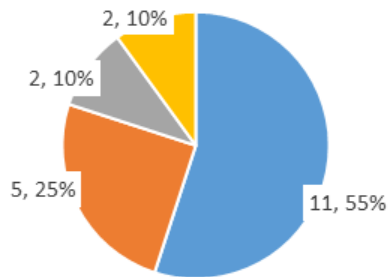
Individual Participant  
Questions relating  
to Self-Awareness



■ Movement: Movement in either direction shows increased self-awareness ■

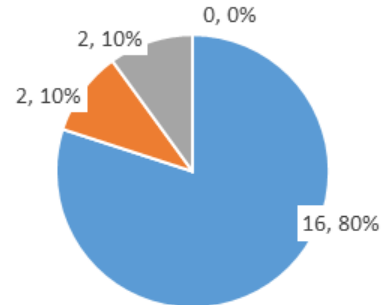
# QUANTITATIVE RESULTS

Increased Confidence



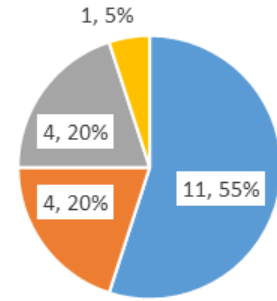
- Scores that increased, greater than those that decreased.
- Scores that decreased greater than those that increased.
- Equal number of scores moved in both directions.
- No change

Understanding of Community



- Scores that increased, greater than those that decreased.
- Scores that decreased greater than those that increased.
- Equal number of scores moved in both directions.
- No change

Increased Concern for Others



- Scores that increased, greater than those that decreased.
- Scores that decreased greater than those that increased.
- Equal number of scores moved in both directions.
- No change



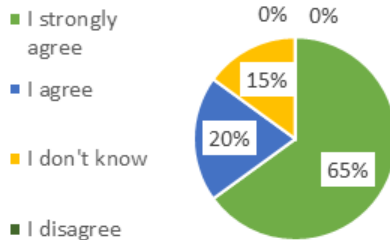
# QUALITATIVE RESULTS

## SELF-AWARE: #9. I like to help others.

88% of participants emphasized in a variety of ways that they like to give love, friendship, happiness, kindness and other positive characteristics. Survey data reveals an 85% and 90% desire to help others. The two instruments arrived at approximately the same results.

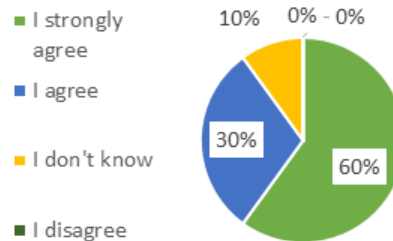
### Pre-Test Survey

# of Participants

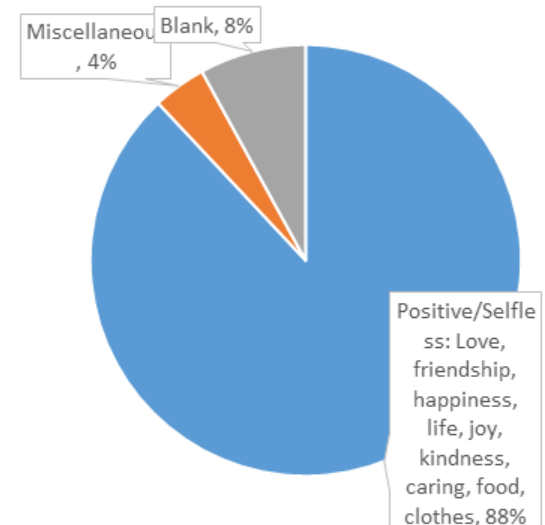


### Post-Test Survey

# of Participants



### Bio Poems: Gives





# IMPACT & FURTHER STUDY

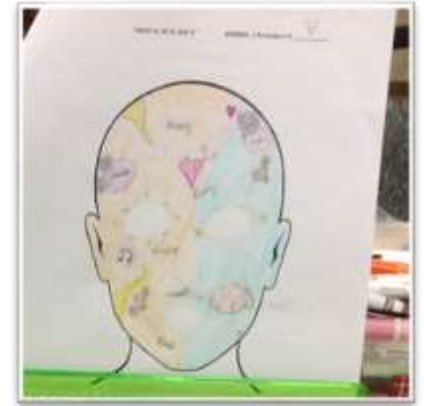


"I have met many new friends and have had a wonderful week. Ms. Jenny has been so kind and generous to us. I hope I can see her again. My legacy here is the joy I had and I hope they remember me by my fun, loving spirit. I will never forget this week and will remember my time here."

--P19E

"I would like people to remember this week with happiness. To reflect upon it and have a nice memory to turn to. It was certainly one of my favorite field trips and I would do it again a million times."

--P24N





# MAKE IT, BE IT, SAY IT

A study to determine the value of using hands-on arts activities and dramatic processes to break down barriers to learning.

A research project designed & executed by  
Jenny Rogers, M.F.A. Graduate Candidate, Eastern Michigan University  
© 2017