

Engaging Self-Expression of Elementary Students using Photovoice

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This paper explores the expression activities, which were held at home by children who were not able to go to school due to the COVID-19 pandemic. The case study is involved two elementary school students and expressing the role play after reading. Self-expression activities were carried out four times in total and photographs, videos, and researcher's observations were collected and analyzed. The results of the research are as follows. Firstly, a role play as a form of play was a factor in "refreshing" for the trapped daily life with the house being changed into a public activity space. Secondly, the expression activities and a role play by the participants faithfully self-expressed a girl who is lovely cute, a boy who is strong and cool based on typical gender role and stereotypes. Thirdly, the relationship between the participants showed that there is the possibility of change from competition to understanding and caring for each other.

Key words: Self-expression, Self-directed Learning, Role Play, Photovoice, Self-study

Introduction

This paper is based on self-study conducted at home during the period from March to May when the pandemic by COVID-19 virus initiated. Study can be referred to as a kind of home schooling

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of children who had to stay at home to take online lessons. I am a researcher as a mother of children and as an instructor of dancing, I intended to provide our children staying at home all day long with a small amusement through role playing after they completed reading a book. The photovoice approach was employed for the elementary school students having no options but to stay at home for 24 hours a day who occasionally exhibited preference to the role playing through which the interest and amusement thereof could be attained for them in the process of selecting photographs and moving pictures reflecting their minds. The present study, initiated with little concern, can also be regarded as a self-study of a mother intending to approach to minds of her children, as well as an alternative searching for the optional amusement for her children bound at home due to COVID-19 virus.

This study intends to explore the self-expression of elementary school student through role playing after reading. The studies, inquiring into role playing of children, have been conducted continuously. The problem solving skill of students are promoted directly or indirectly through role plays of students participated voluntarily, by which the students can experience what other people think via process of empathizing, and can get over egocentrism(Shaftal, 1982). The enhancement in capabilities of self-expression, sympathy, and collaboration was also discovered from role plays of students in elementary school(Kim, 2000). Through recognition and expression of emotions of other people by students through recreation of characters in role plays after reading, the role of internalization to interpret and to appraise in association with respective experience appeared(Ko, 2014). Besides, the linguistic skill of children, who participated in role plays, was found promoted through efforts to find languages pertinent to each role, together with nourishment of morality as citizens in the democratic society resulted from making discussions and compromises of behaviors in the role play(Ahn, 2005).

The photovoice study is understood as a means of expressing one's opinions frankly through photographs and moving pictures(Farley, et al, 2017; Trout et al, 2019), by which it is exploited in studies with subjects of young students or foreign students, (Admiraal et al, 2019; Agarwal et al, 2015; Del Vecchio et al, 2017)as well as teacher(Aarto-Pesonen & Tynjala, 2017) in educational practice (O'Malley & Munsell, 2020; Wang & Burris, 1997). In the present study, two subjects, participated in the role play, were supposed to select pictures of the role play to tell reasons behind the selection of corresponding picture to identify respective self-expression tendencies.

This research focused firstly on identification of the significance of role play via self-expression at home and the exploration of characteristics and changes in self-expression. Through which, the characteristics and changes in self-expression of participants will be explored by exploiting selected pictures and roles for other person presented in role plays.

The exploration of self-expression of children at home upon completion of reading books according to the situation wherein social distance between people had been introduced into routine daily lives

due to the pandemic of COVID-19 virus would be significant, in that it would provide us with self-observation playing each role of other person in different spaces, together with conducting a variety of roles of researcher. Thus, the present study was carried out by a mother having the perspective of a researcher to see self-expressions of her son and daughter playing roles of other persons upon completion of reading books based on the advantage of participation of photovoice approach.

Methods

Participants

Two students in an elementary school were participated in the study. They were brother and sister. Younger sister, “Cutie” (pseudonym), is the first grade just entered the elementary school and anticipates her school life. “Smartie (pseudonym)” is a third grade boy who enjoys being liberated from going to school due to pandemic of COVID-19 virus. On the whole, they maintain a favorable relationship to each other wherein Smartie would prefer to engage in plays fighting against invisible enemies to protect the earth, whereas Cutie is an active girl prefers particularly to hear “(you are) cute” from others. They had to stay at home 24 hours a day during the period started from the end of February to Mid of April, wherein they had been affectionous to each other, however on entering April they became sensitive to each other and exhibited discords at home due to the long stay. They used to engage into the hand-to-hand struggle before they began to go to school on April 20, from which the affectionate relationship, as a brother and sister, seemed to be recovered gradually. This study was carried out during the period of approximately a month wherein the brother and sister experienced the recovery of affectionous relationship as a brother and sister, during which the role plays were carried out according to situations at each instance.

Data Collection

The data used for the study were collected during the period from March to May 2020, wherein students were forced to stay at home due to the pandemic situation. The data were comprised of stories in the 5 books of fairy tales, scripts for role plays, photographs, and video clips. The time required for the investigation lasted approximately 90 minutes initially and then reduced to 40–50 minutes. Title of the books of fairy tales were “The Lie”, “The Secret Gate”, “The Flower Garden of Badger’s House”, “The Three Kingdoms - Cartoon”, and “Belinda the Ballerina”; these were exploited for the role play. At each instance of role play, the researcher created respective folders for Smartie and Cutie to store photographs and moving pictures pertinent to each character to facilitate mutual communication

and share of the materials. The participants in role play were asked to select the most preferred three photographs and moving pictures to say the reasons behind each selection. Smartie selected a total of 163 photographs and 45 moving pictures, while Cutie selected a total of 165 photographs and 47 moving pictures, from which the three photographs and three moving pictures together with audio-files selected by participants in each role play were exploited for the analyses.

Data Analysis

The data comprising photographs and video clips were collected from the role plays conducted 4 times in this study and were stored in respective folders of participants from which photographs and moving pictures were analyzed by content analysis. The selection of respective materials was based on the 24 video clips and photographs selected by the two participants from conducted four role plays, from which the reasons behind each selection and statements in expressions in each role play were summarized. Based on these data, the self-expressions of each participant in role plays were analyzed.

A Smart Boy who Fights Well and A Pleasant Cute Girl

The results of this study were derived, by dividing entire role plays conducted in the study into each role play performed four times, in terms of major activities of participants, analyses thereof, and self-expressions of Smartie and Cutie.

Major Activities in Role Plays

The First Role Play: ‘The Lie’

Contents of the book for the first role play, ‘The Lie’, was selected because the stories therein were comprised of stories of a brother and a sister, and the participants of the role play, the brother and sister, were expected to play each role more realistically. In the actual role play, the roles of both Smartie (elder brother) and Cutie (younger sister) were switched as younger brother and elder sister. Upon completion of the role play, Cutie exhibited satisfaction on the role she did whereas Smartie manifested sensitive reactions on the role he did.

Smartie

Photograph 1. I am feeling comfortable with the posture of my legs just like father’s ones contrary to her posture (being punished by) hanging both arms up.

Moving Picture 1. I like running and the scene looks nice.

Moving Picture 2. I love the scene picking up the money, putting them into my pocket, and running. In particular, I like the scene picking money up.

Smartie was delighted with roles appearing nice (to his eyes) compared to the roles of his younger sister. He selected scenes of free talking while being punished, running toward a camera by waving his hand nicely, and picking up the money into his pocket promptly.

Table 1. *The Story of Role Play 1, “The Lie”*

Date and Time	13:00~14:30 (90 min.), April 10, 2020
Title of The Book	The Lie (Author: Go Dae-Yeong, Illustrations: Kim Yeong-jin, Children’s Traveling Companion Press
Role	Byeong-gwan: Smartie, Cutie’s Father: Smartie ※Smartie and Cutie took roles of Byeong-gwan and Ji-won respectively however they occasionally switched each role interchangeably.

Cutie

I don’t like the scene picking up the money just like a thief. I don’t like the scene my elder brother looks haughty. I like the scene my elder brother is being scolded.

Moving Picture 1. I loved to hear Smartie (elder brother) told me ‘Elder Sister’; besides there are scenes of myself alone.

Moving Picture 2. It was really funny to see Smartie (Elder Brother) scolded by mother alone.

Moving Picture 3. I was pleased to hear, “Elder Sister”, and I think (he / I) performed the role smart. Smartie (elder brother) appeared being exhausted while I was appearing cutely.



Figure 1. *‘The Lie’ picture and video clip*

Cutie selected scenes appearing superior to all scenes of Smartie (elder brother); this was estimated that she was in mental state being competitive with her elder brother. She selected scenes that Byeong-gwan asks her elder sister to play with pebbles, Byeong-gwan is being scolded more by mother while they were eating snacks, and Byeong-gwan stretched down his arms from above because he couldn't able to stand against that etc., that she felt pride. In the first role play, "The Lie", the participants compared mutual role players to each other in the role play of actual situation that portrayed the actual relationship between elder brother and younger sister who were situated in times of seclusion lasted more than a month. Smartie selected scenes appearing nicely, whereas Cutie selected scenes appearing superior to those of Smartie (elder brother).

Table 2. Analysis of the First Role Play, 'The Lie'

Players and Materials		Selection of Photograph and Moving Picture	Reasons of Selection	Analyses
Smartie	Photograph 1	The scene Byeong-gwan talks something with his arms stretched down while he was being punished	He was pleased with the posture of his legs convenient comparing to his younger sister being punished with her hands raised.	Smartie preferred to select scenes of every role looked nice (to his eyes), and compared the roles with her sister slightly
	Moving Picture 1	The scene going to the playground	He likes running and the scene appeared nice to his eyes	
	Moving Picture 2	The scene of picking money	The running scene, especially picking up the money, appeared nice to his eyes	
Cutie	Moving Picture 1	The scene Byeong-gwan asks Jiwon to play with pebbles	She was pleased to hear 'elder sister' from her elder brother, and with the scenes of herself alone	Cute selected all scenes appeared superior to those of Smartie. She was pleased with feeling superiority, and selected scenes she appeared cutely.
	Moving Picture 2	The scene of eating snacks disclosed to mother and scolded thereby	Her elder brother was scolded by mother alone which was really funny to her	
	Moving Picture 3	The scene of Byeong-gwan talks to his elder sister that he picked up the money and it should be kept confidential	She was pleased with being called 'elder sister' and assumed herself having good performance capability, the elder brother seemed exhausted and she appeared cute	

The Second Role Play: 'The Secret Gate'

The book of "The Secret Gate" was selected for the second role play by taking the amicable roles to solve problems together in the play into account. The framework of competition in stories was felt after conducting the first role play, and the competitive relationship in stories after completing the second role play disappeared.

Smartie

Photograph 1. The scene was selected because I stretched out my hand with my peer to search for treasure.

Moving Picture 1. I am pleased to imagine that I am stepping on the rainbow

Moving Picture 2. I feel just like that I am a phoenix (bird of fire flame) it's so nice.

Cutie also selected this scene among the two similar scenes because she felt a little bit better in performance.

Smartie immersed in the scene he performed and felt pleasant feeling while he was thinking the performance of peer and the collaboration of two performers. He selected the scene by imagining the performance of counterpart, thinking himself as 'a bird of fire flame', solving problems with an appearance of rainbow, and backside appearance solving problems together though it would be less exciting.



Figure 2. *'The secret gate' picture and video clip*

Cutie

Photograph 1. I selected the scene because I thought Smartie asked me, 'marry me!'.

Moving Picture 1. It's so funny and makes me laugh the purple colored bird creeping.

Moving Picture 2. I simply selected the scene because the creeping of purple colored bird was so funny and made me smile.

Cutie was pleased with the funny scenes, wherein a boy, bent on his knee, was asking her for a marriage etc. thereby she selected corresponding photographs and moving pictures. She selected the scene, wherein she was standing still while a boy(Smartie) bent on his knee and the funny scene, though she appeared in the scene occasionally. In the second role play of "The Secret Gate", Smartie thought about the role of peer performer, and immersed in the scene he performed thinking himself

as “a bird of fire flame”, and pleased with the thinking, “I am glad to think that I am a bird stepping on the rainbow”. Cutie selected the scene wherein Smartie bent on his knee and said, “Please, marry me!”, and the scenes which were funny and made her laughing.

Table 3. *Analysis of the Second Role Play, “The Secret Gate”*

Players and Materials		Selection of Photograph and Moving Picture	Reasons of Selection	Analyses
Smartie	Photograph 1	The scene stretching out hands to grab a magic pen on a high tower	The scene comprises the search for treasure by stretching out respective hands with peers	Smartie immersed in the scene he played and pleased with the scene. It was identified that he was aware of peer performer and collaboration of the two performers for the play
	Moving Picture 1	The scene creating a rainbow by the magic pen handed over to purple colored bird (Bird: the Stoney Brother)	He was pleased with thinking of the scene of stepping on rainbow	
	Moving Picture 2	The scene of magic pen handed over to purple colored bird (Bird: “Smartie”)	He felt himself as a phoenix (bird of fire flame), and Cutie performed well among the similar two	
Cutie	Photograph 1	The scene of a (sitting) boy and a (standing) girl on a high tower.	She felt the scene wherein a boy was ‘asking for a marriage’	Cutie selected the interesting and funny scene of being asked for a marriage which is commonly shared by the girls of her age, and pleased with the selection.
	Moving Picture 1	The scene of magic pen which was found lastly and was handed over to purple colored bird (creeping bird)	The creeping purple colored bird was so interesting and funny	
	Moving Picture 2	The scene of magic pen which was found lastly and was handed over to purple colored bird thereby created the rainbow (flying bird)	The flying purple colored bird was so interesting and funny	

The Third Role Play: ‘The Flower Garden of Badger’s House’

The third role play was provided solely with each participant for the participants to concentrate on respective roles completely, and the stories after completion of the role play were performed independently.

Both Smartie and Cutie performed the play in scenes flying over by whirlwind, making decision to create a flower garden upon watching the flower garden on the fence of school, and performance of ‘aunt badger’, however, they wanted to perform the role of ‘uncle badger’ from the scene of pecking flower voluntarily. And, both participants commonly selected the two photographs of pecking flower with the hoe on their hand based on similar reason that it appeared ‘strong and powerful to their eyes.

The interest in watching photograph and moving picture of Smartie tended to be reduced when they were disclosed to him through talking, however he seemed to enjoy scenes he appeared nicely,

while Cutie selected three photographs and moving pictures directly and promptly as if she was annoyed by the selection.

Smartie

Photograph 1. It looks like fighting with ‘Ching Ching’. I like to fight with a sword, and the hoe seem like a real sword to me.

Photograph 2. He looks like a muscular man and he wields (the hoe) as if it is a sword.

Moving Picture 1. The hoe looks like a sword or it looks as it protects like a shield.

Smartie selected the scenes that remind the fighting with hoe like a sword, powerful appearance before the wielding of heavy sword, and skillful waving of hoe like a sword indicating his aspiration for a powerful warrior.

Cutie

Photograph 1. It looks powerful just like driving friends away.

Photograph 2. He looks powerful just like a hero.

Moving Picture 1. I am glad to make the flower garden. I like the number 2 and 7, and the number of moving picture happened to be 7.

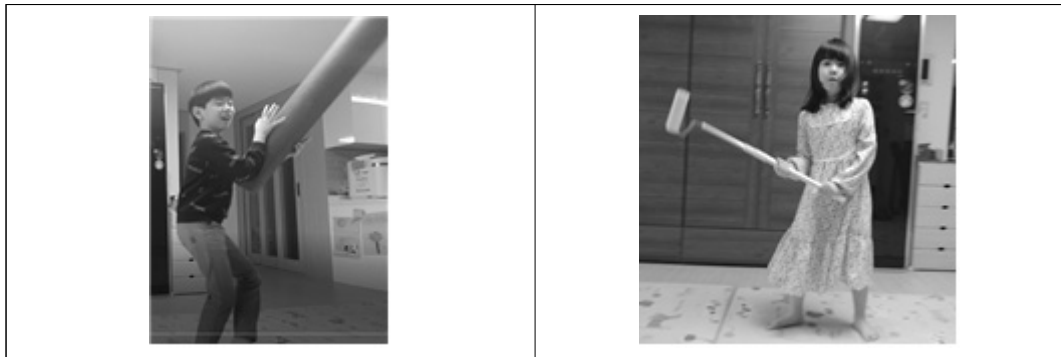


Figure 3. *the flower garden of Badger’s house picture and video clip*

Cutie also selected the two scenes of wielding hoe to and fro and waving the hoe powerfully indicating she aspires after powerfulness naturally. In the selection of photograph, she made her choice promptly as if she had lost the interest in selection of photograph. In the third role play, “The Flower Garden of Badger’s House”, the two participants performed each play solely without respective counterparts who were invisible to both of them. However, both participants selected the scene of

wielding hoe powerfully, wherein Smartie selected scenes of fighting with swords according to his preference, while Cutie selected the two scenes appeared powerful to her eyes promptly by referring to the number of moving picture. The role play performed alone has an advantage of prompt progress however none of them appeared interested therein as if they were bored.

Table 4. *Analysis of the Third Role Play, “The Flower Garden of Badger’s House”*

Players and Materials		Selection of Photograph and Moving Picture	Reasons of Selection	Analyses
Smartie	Photograph 1	The scene of pecking flower of uncle badger in the field 1	It is relatively realistic and the hoeing can be associated with the fighting by wielding a sword	Smartie selected the scenes associating with the fighting with hoe and powerfulness indicating that he aspires to be powerful or fighting against enemies well.
	Photograph 2	The scene of pecking flower of uncle badger in the field 2	It seemed powerful as a strong man wielding the hoe just like a sword	
	Moving Picture 1	The scene persuading uncle badger in the field not to peck flower	The hoe, pecking the flower, seemed just like a sword or a shield	
Cutie	Photograph 1	The scene of pecking flower of uncle badger in the field 1	It seemed powerful and driving friends away	Cutie selected two scenes of hoeing and of powerfulness indicating that she inherently aspires to be powerful -She became bored and uninterested in selecting photographs.
	Photograph 2	The scene of pecking flower of uncle badger in the field 2	It seemed powerful and resembles a hero	
	Moving Picture 1	The scene showing there are no needs to make a flower garden because of flowers blooming around the house	She was pleased with the making of flower garden, and the number of moving picture of 7 coincidentally matches with her preference to 2 and 7	

The Fourth Role Play of ‘The Three Kingdoms’ and ‘Belinda the Ballerina’

The fourth role play was provided in a way the participants would select desirable scenes from each book freely to construct pertinent dialogue and scenes. Cutie was supposed to assist Smartie when plays the role he wanted to play. Smartie also helped Cutie to play when she plays the role she wanted to play. Smartie selected the scenes from the ‘The Three Kingdoms’, whereas Cutie selected the scenes from the book, ‘Belinda the Ballerina’.

Smartie selected the scenes of ‘The Three Kingdoms’ comprising a variety of fighting and engagement, however he seemed distressed continuously and made the final decision on the day of performing role play with the ‘The Three Kingdoms’, thereby the preparations therefor were insufficient. Cutie was consistent in selecting the scenes from the book, ‘Belinda the Ballerina’, and prepared for the role play initially. Upon entering into the role play, Smartie turned the role he selected actively and gave pertinent explanations to Cutie as he was leading the role play, while Cutie appeared as if she met difficulties in performing the role play independently.

Smartie

It seems the head most moving picture failed. There are no such scenes.

Photograph 1. I am pleased to see Cutie threw herself down on her knees in front of me.

Photograph 2. It looks nice to fight against the enemy.

Moving Picture 1. Fight nice and defeat the enemy.

In the fourth role play, Smartie selected the book, “The Three Kingdoms”, comprising a variety of scenes fighting against enemies according to his preference to select scenes of the role play of the fight with swords or offering surrender of enemy. While watching the moving picture, Smartie thought the scenes, which could be found from the book, would become a failed role play, and he was flexible in the role play as he changed his character from Yu-bi to Jo-jaryong. Smartie seemed to be sticking to the nice character. However, in the fourth role play, he assigned the role of Ju-yu to Cutie, and took the role of Jo-jo, who was a villain to his eyes, to conduct the role play fluently.

Cutie

I will choose the scene wherein the roles of my elder border are absent. I won’t play the role coercively directed.

Photograph 1. It looks lovely and cute. Soft!

Photograph 2. It looks soft and cute.

Photograph 3. It looks cute and talented. It looks just like ballerina.

Cutie has been wanted to be a singing dancer, and selected the book, “Belinda the Ballerina”, to select scenes consisted of singing for the role play. The scenes of pivoting on a leg and seeing opposite side, of raising two arms round and turning, and of stretching a leg diagonally while pivoting with another leg, were selected for the role play.



Figure 4. *the three kingdoms picture and video clip*

In the fourth role play, each participant selected role plays different from each other and performed respective roles they wanted to play, wherein the innate dispositions of participants were expressed actively. Smartie was fond of fighting against enemies and selected the “The Three Kingdoms -Cartoon”, whereas Cutie, who loves dancing like ballerina, selected the book, “Belinda the Ballerina”. The reasons behind the selection of photographs and moving pictures were expressed in terms of ‘nice fighting’ and ‘soft and cute’, indicating respective innate dispositions. Smartie manifested his flexibility in selecting roles of Jo-jo, who was a villain to his eyes, or replacing the role of Yu-bi to that of Jo-jaryong, for the fluent progress of role play. Cutie was conscious of Smartie(elder brother) in selecting the roles of the scenes wherein she appeared cutely.

Table 5. Analysis of the Fourth Role Play, “The Three Kingdoms” and “Belinda the Ballerina”

Players and Materials		Selection of Photograph and Moving Picture	Reasons of Selection	Analyses
Smartie	Photograph 1	The scene Jo-jo (Cutie) offers surrender to Gwan-woo (Smartie)	I was pleased with seeing Cutie threw herself down on her knees in front of me	He selected the scene wherein he fought nicely in the role play he selected spontaneously He manifested flexibility in taking roles of a villain or replacing roles with other participant
	Photograph 2	The fighting scene of Jo-jaryong (Smartie)	The fighting looks nice	
	Moving Picture 1	The scene of defeating Yeo-po (Cutie) by Jo-jaryong (Smartie) joined with Gwan-woo and Jang-bi	He won nicely in the fight	
Cutie	Photograph 1	The scene of dancing to the music played in the restaurant of Fred	Her dancing looks soft and cute	She was conscious of Smartie (her elder brother) still thereby selected the role wherein she appeared cute. She changed her mind slightly when selecting moving pictures
	Photograph 2	The scene 1 of dancing in the metropolitan theater	The dancing looks soft and cute	
	Photograph 3	The scene 2 of dancing in the metropolitan theater	Because the performance was cute and looked just like ballerina	

Analysis of Role Play for Each Participant

Table 6. *Analysis of Role Play of Smartie and Cutie*

Order of Role Play	Smartie	Cutie
First	<ul style="list-style-type: none"> ·He appeared greatly interested in the role play ·He selected scenes wherein he appeared nicely, and conscious of his younger sister thereby selected scenes showing superiority to Cutie (his younger sister) 	<ul style="list-style-type: none"> ·She appeared greatly interested in the role play ·She compared every role with those of Smartie(her elder brother) in all scenes, and selected the role showing superiority to those of her elder brother, and manifested constant psychological competitiveness
Second	<ul style="list-style-type: none"> ·He selected the scene stepping on rainbow and pleased with the immersion in scenes he played ·He was aware of the role play to be carried out in collaboration with peer performer(Cutie) and other participants especially in selecting the scene searching for the treasure 	<ul style="list-style-type: none"> ·She exhibited an anticipation of being asked for a marriage from a boy which is frequently seen from girls of her age ·She felt pleasant feeling by selecting funny moving pictures she enjoyed
Third	<ul style="list-style-type: none"> ·He associate the scene of hoeing ground to make a flower garden with wielding a sword to fight or protecting with a shield. The selection of the scene based on powerfulness indicates that he aspires to become powerful. 	<ul style="list-style-type: none"> ·It seems the interest in role play of one person diminished rapidly ·The aspiration for powerfulness or hero in the role play appeared
Fourth	<ul style="list-style-type: none"> ·He carried out all the procedure comprising selection of books, scenes, and roles by himself. ·Smartie likes being seen nice and plays fighting against enemies thus he selected “The Three Kingdom - Cartoon” to select the scene of fighting against enemies in the role play. ·In regard to the managing role play, he exhibited his flexibility in selecting the role of Jo-jo, who was a villain to his eyes, and replacement of the role of Yu-bi with that of Jo-jaryong. 	<ul style="list-style-type: none"> ·Despite the selection of the book, the difficulty in selecting pertinent scenes still remains ·She manifested clearly that she wouldn’t select scenes coercively directed for she prefers to select interesting scenes ·The common reasons expressed with the term, ‘cute’, indicates that she prefers the term extraordinarily.

In the analyses of each role play performed by Smartie and Cutie, Smartie was found to have been immersing in each play gradually though he began respective role plays with simple interest. In the second role play where Smartie stated the situation of searching for hidden treasure together with peer performer as reasons behind the selection of corresponding photograph, he seemed to be immersed in the selected role play as he seemed pleasing with the stepping on rainbow or thought him just like a bird of fire flame. Smartie manifested the performance of actual fighting and powerful feature well in the third role play by wielding a hoe as sword, and led the role and scenes of fighting he preferred by directing the role of peer performer and selecting corresponding scenes including the selection of the book in the fourth role play.

Cutie also exhibited initial interest in the role play, however the interest seemed gradually fade away. It was found that an interesting role play needs to be considered for the role play of a lower

grade student in the elementary school. In the second role play, Cutie seemed to be pleased with interesting scenes of the role play by selecting a photograph depicted the situation just like being asked for a marriage. She selected a photograph portraying a powerful or pleasing scene in the third role play, however the level of interest in the role play dropped suddenly, thereby she encountered difficulties in selecting pertinent photographs and moving pictures. She had scruples about performing plays alone, and selected the scene of dancing ballet by following her preference in the fourth role play. However, Cutie assisted the role plays of Smartie actively, and performed the role play joyfully.

The Self-Expressions as “A Nice Boy who Fights Well” and as “A Cute and Pleasant Girl”

Analyses of the Self-Expression of Smartie and Cutie

Smartie, who makes much of the way of doing things or himself seen plausibly, and Cutie, who loves to hear “(you are) cute!” from others, expressed themselves vividly. Smartie applied the following criteria to select photographs and moving pictures: cool(3.5), fighting well(3.5), powerfulness(1.0), pleasant feeling(1.0), superiority(2), and cuteness(1.0), whereas Cutie selected following criteria: cuteness(3.5), pleasant feeling(3.5), superiority(2), powerfulness(2), and expecting proposal(1.0) for the selection of photographs and moving pictures.

Table 7. Analysis of selection criteria of photograph & moving pictures in participants

Order of Role Play	Smartie						Cutie				
	Cool	fighting well	Powerful ness	pleasant feeling	Superiority	Cuteness	Cuteness	Pleasant feeling	Superiority	Powerful ness	Expecting proposal
First	2				1		0.5	0.5	2		
Second	1			1		1		2			1
Third		2	1					1		2	
Fourth	0.5	1.5			1		3				
Total (12)	3.5	3.5	1	1	2	1	3.5	3.5	2	2	1

The reasons behind the selection of photographs and moving pictures of Smartie and Cutie were analyzed as in the following. Smartie preferred the character of “nice looking, fighting well, superior to others, powerful, and exhibiting we feeling”, while Cutie preferred the character “regarded as a cute girl, likes pleasant feeling, superior to others, powerful, and anticipating for being asked for a marriage”. In conclusion, Smartie projected himself as a “nice looking boy who fights well”, whereas Cutie projected herself as “a cute and pleasant girl”.

Changes Appeared in Self-Expressions of Participants in Role Plays

The brother and sister, who are students in the elementary school, used to read books and preferred to perform role plays, and began interested and participated commonly in the application of photovoice approach for the role play. In the initial framework of competition, the participants, who were conscious to each other, went into the relationship, wherein they share the ‘we-feeling’ or enjoying interesting situations. In the third role play of ‘mono-drama’, the participants recognized the opportunity of active participation and proposed the role play they wanted to perform respectively. The actual traits of participants appeared vividly in the fourth role play, wherein the participants helped each other to perform respective roles.

Smartie appeared with a sense of competition in the first role play with the consciousness of his relationship as brother and sister. In the second role play, he immersed in the role he played and stated his feeling, and felt the ‘we feeling’ by recognizing the role of counterpart as intended in the book. In the third role play, the researcher tried to conduct a role play of single performer unconscious to each other for the performers to grab the original idea of the book spontaneously. However the performer (Smartie) tended to be interested in the role play exploiting a tool (the hoe) and selected and played the powerful and fighting scene well. In the fourth role play, Smartie became more flexible in selecting books and performance to play spontaneously by which he played the role of villain's part or directed his counterpart (Cutie) with detailed explanations to lead the role play successfully.

Cutie exhibited her interest in the roles of elder sister and superiority among brother and sister contrary to her actual reality in the first role play. And in the second role play, Cutie appeared collaborating with Smartie for the search of magic with reduced degree of competition to each other, and exhibited a great interest in the introduction of “the Stoney Brother (a purple-colored bird)”. The interest in the third role play of doing alone diminished rapidly, and she encountered difficulties in performing the role of “Belinda the Ballerina” she had selected ambitiously in the fourth role play, however she enjoyed the role play by performing assistant role in the “The Three Kingdoms”.

Conclusion

The continuing long stay at home 24 hours a day of young children due to the pandemic of COVID-19 virus exerted a mother of three children as a researcher to see her two children as subjects of this study. By introducing the role play to be performed easily in usual daily living under the constraint of maintaining social distance to each other, it was intended to identify the interests and the changes in mind and self-expression of respective children by exploiting the photovoice approach. In short, this study can be regarded as a conversation path between mother and her children intended to see the inside of their minds through maintaining an appropriate distance to her children with the aid of the role play to be performed in the situation of closed daily living.

The role plays, to be performed after reading and performed in the midst of closed daily lives lasted a month and a half due to the pandemic of COVID-19 virus, intended to explore the changes in participants' minds and self-expressions while they were performing respective role plays varied each time.

The order of characteristic traits of Smartie, reflected through selection of photographs and moving pictures, appeared as in the following order: cool, fighting well, sense of superiority, powerfulness, we feeling-pleasant feeling. Whereas those of Cutie appeared as in the following order: cuteness -pleasant feeling, sense of superiority, powerfulness, and anticipation of being asked for a marriage. The role play were performed and varied four times consecutively depending on pertinent situations, and the participants in the role play were found taking care of each other and participated in each role play actively.

In regard to the research on self-expression of elementary school children in the role play after reading corresponding books, the closed daily lives seems ventilated through the role play. Though there had been slight changes in the closed daily lives of children due to the application for “emergent care of children”, the consciousness of each other and the competitive relationship diminished significantly. Self-expressions of participants enabled the identification of personal dispositions from the second role play. Smartie appeared as a boy preferred to be “a nice looking boy who fights well admiring powerfulness” together with manifesting “a sense of superiority, we feeling, and pleasant feeling”, while Cutie appeared as “a cute and pleasant girl admiring superiority and powerfulness and anticipating to be asked for a marriage”.

In the third role play, the brother and sister turned into a relationship of mutual understanding from competitive relationship and began to take care of each other. They collaborated in selecting scenes playing together in the two role plays and performed respective roles with interest by assisting roles of counterparts in the four role plays.

This paper is significant in that it inquired into the self-expression of children via exploiting the

role plays performed at home while the children were locked to stay at home due to the pandemic attributable to the COVID-19 virus. Four instances of the role play conducted in the present study characterize the features of the this study which was carried out during the period of unprecedented long stay of children for 24 hours a day at home that underwent slight changes in daily lives including the attending school for the emergent care.

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