



Exploring the impact of narrative arts activities on the self-concept of Grade 9 learners in group context

by

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**BOOK TWO
(ADDENDA)**



ADDENDA

The **ethical clearance certificate** and the **documents that pertain to the research process** at the school where I teach are included. (I obtained permission to reveal the name of the school in the addenda.)



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1 Addendum A: The narrative arts Life Orientation two-month programme

This addendum reveals the order of the narrative arts episodes and the worksheets and assignments. I included **Table 1** that is part of Chapter 5 (as well) in order to allow the reader an opportunity to see how the programme fits together. (Some episodes, as the reader will see, will have step-by-step instructions that I included for the teacher-facilitators.)

Table 1: Overview of the narrative arts episodes

Class episodes	Homework exercises	Graffiti wall pointers	Materials needed (Digital video camera always present)	Dates
1. Orientation: Community discussion	Worksheet 1		Worksheet	16 & 20 January 2006
2. Collective graffiti wall			Big cardboard and crayons	23 & 25 January 2006
	Start individual graffiti wall and complete worksheet 2		Worksheet	
3. Individual identity collage		Each child writes something on a sticker about him or herself and adds it to the wall.	Magazine images and A3 white paper	26 & 27 January 2006
4. Funny assumption introduction	Complete worksheet 3 and label collage images	Each child writes something on a sticker about him or herself (or any impressions about the group) and adds it to the wall.	Props, hats, wigs, funny masks ... Black and white photocopies of collages	30 January & 3 February 2006
5. Mind map of the future	Complete worksheet 4, identify the 7 most important dreams and complete the future map		Worksheet	6 & 10 February 2006
6. Life Orientation test (Self-description)				7 February 2006
7. Wire sculpture or Dream Trees			Wire trees in cement buckets, safety pins and coloured beads	13 & 17 February 2006



8. Compare the identity collage and the future mind map	Complete worksheet 5		Worksheet 5	20 & 24 February 2006
9. Test – Externalisation of the “cartoon” problem	Test is worksheet 6	They need to draw a basic sketch of the problem and add it to the wall.	Pictures, cartoons	28 February 2006
10. Preparation for photo and video sessions and discussion of motivational sayings or quotes				27 February & 3 March 2006
11. Photo session 12. Camera presentation and start of group paper ball	(Episodes 11 & 12 take place within 45 minutes) (Give instructions on the matchbox summary)			
13. Paper ball completion and discussion		Each child writes something on a sticker, namely a final thought and then adds it to the wall.		13 & 17 March 2006
	Complete account of myself – Match Box Summary			13 & 17 March 2006



1.1 Episode 1: Orientation: Community discussion (linked to worksheet 1)

The teachers handed each learner in the small group a copy of worksheet 1 and then a discussion regarding community occurred. The teacher asked the group members to respond to the question on the worksheets. At the end of the lesson or episode the learners were asked to complete the worksheets at home and to bring them to the following Life Orientation lesson.

1.1.1 Worksheet 1

(Orientation discussion)

Name: _____

1. What is a democracy? (What does it mean to you at this stage?)

2. What would you say are the characteristics of a community?

3. How would you describe the ideal school or classroom community?

4. What do you think we mean when we say we need to support each other?

5. What do you think, is "responsible living"?

6. Who is the individual in the community?

7. How would you describe the connection between the individual and the community?

8. What makes a community a "negative living space"?

9. When is individuality (or the importance of the individual's contribution) healthy for the whole community?

10. When is individuality "negative" for all?

11. What do you understand when you hear "suffering"?



12. Why do you think the individual struggles at times (within the community)?

13. What (do you think) is the responsibility of the individual when he or she suffers?

14. What (do you think) is the responsibility of the community towards the suffering member?

15. What happens to the community when the individual suffers?

16. Describe a well-functioning community that you would not mind joining.

17. Interesting, personal thoughts that came to mind:

18. How can we improve this discussion in future?



1.2 Episode two: Collective graffiti (identity) wall (linked to worksheet 2)

Rationale

The group participates in constructing or creating a group artwork that would symbolically illustrate their (positive) collective identity. Each group member needs to contribute to this expressive piece, in order for each member to feel part of the process. The artwork will have as theme: Who are we?

Step 1

Let the children sit around the cardboard and place the kokis/crayons on it. Let them settle down.

Step 2

Tell the group: *We are going to start creating a collective graffiti wall that will reflect our community and individual identities. Today we are just going to take, as starting point, the identity of this group or the Grade 9's as a whole. Over the next few weeks, we will add the elements of each individual's identity. Each of you will write something about the group on the "wall" today. Remember, this cardboard is a "small" wall and we need to see it as a "symbolic" wall. Our writing needs to be clear, but not too big, because we need space for other issues that we will add over the next weeks. The word should fit more or less into a block that is half the length of a regular ruler and twice as thick - about 15 cm long and 5 cm wide. (This is not a RULE, but a guide!)*

Step 3

For approximately **5 minutes**, discuss some of the questions below. You need not finish them all. Just orientate the children and let the concept of IDENTITY come to the fore.

Some introductory questions:

1. How do people **positively** express themselves?
2. What (in your own words) is "identity"?
3. What do you think is an identity crisis?
4. Why do you think people spray graffiti on walls?

(Please explain to them that even though there are established graffiti artists, who produce interesting art on buildings that need decoration, some graffiti expressions are often statements that are not “legal” and they damage beautiful sites. We however would like to make a legal POSITIVE artwork on this old cardboard sheet!)

5. How do you think they feel when they do it?
6. What do people gain from expressing themselves?
7. Why is it valuable at times to make, build, draw or bake something?
8. How do you express yourself when you feel a bit “stressed”? What makes you feel better?

Step 4

(Spend about 12 minutes on this part.)

Now, each one of us is going to write something on this wall. Encourage them to make it a bold or “arty” impression on the wall, which relates to the way they write it. It must look graffiti-like (but no pressure) and they can write their words on the big cardboard anywhere they feel like.

IMPORTANT: They need to write words that describe **positive aspects** of their identity as a Grade 9 group. Put differently, what can they identify with as Grade 9’s? Look at the pointers below:

- Allow some time for reflection.
- (If you feel that they are in need of guiding questions, use the ones below. ***)
- Let each pupil say the word they wanted to write – so that we don’t have duplicates - they must each at least write one word, but they may add more.

Guiding questions ***

WHO ARE WE?

1. How old are we?
2. In what grade are we?
3. What are we good at?
4. Our nationality?
5. Cultural background?



6. Religious orientation?
7. Music taste?
8. Favourite sports?
9. How do we relax?
10. How do we communicate?

If you have some spare moments, ask the pupils briefly, what they wanted to say with the word they each wrote.

Step 5

(After completion of the group artwork, reflection takes place.)

Take about 10 -12 minutes for this part.

Take the graffiti wall and make it stand against something higher that the learners so that they can all see it.

Ask them:

How do you individually feel about the artwork?

What strikes you when you look at the collective identity (graffiti wall) artwork at this stage?

What do you think are the strengths within this small group?

What are the people in this group (individually) good at?

Look at the wall and imagine a symbol or single word that would describe to you the group's identity?

*What do you think is missing on this wall at this stage? Remember we are trying to answer the question: **Who are we?***

Step 6: Homework for the next lesson:

Hand them each a blank A4 sheet. On this, they need to start their personal graffiti "wall". They will add interesting aspects of their identity as they become aware of it. They need to work on it each week. This "wall" will help them when they need to write the final assignment in which they tell their personal story to themselves and their friends.

- Please take in **worksheet 1**. Pupils must make sure their names are on it.



- Hand out **worksheet 2**. Tell them **worksheet 2** must be completed for Thursday. We need it for Thursday, because they will have Life skills (or Life Orientation) in the Discipleship period this week – and the next activity is based on **worksheet 2**.
- Take in all the blue video forms and all the interview consent forms and put in the folder I provided.

1.2.1 Worksheet 2

(Preparation for the identity collage) Name: _____

1. What do I (at present) regard as my special gifts?

2. Name two best skills, talents or abilities are:

3. What REALLY interests me? (Name at least two things.)

4. Amongst what type of people do I generally feel “alive”?

5. What do I really enjoy?

6. How shall I summarise my identity in one sentence?

7. What am I good at?

8. With which admirable activities can I associate?

9. When do I feel respected? (When do I feel my identity is valued?)

10. How do I show respect for the identities of others?

11. Do I personally respect my own identity?

12. How do I positively feed my own identity? (How do I keep my interests alive?)



13. When do I feel threatened or insecure?

14. What makes me angry?

15. What makes me extremely happy?

16. What prevents (me at times) from being truly myself?

17. What makes me, me?

18. What do I regard as the most colourful aspects of my identity?

19. What do I find humorous about my identity?

20. Is there someone with whom I can truly identify?



1.3 Episode three: Creating the identity collage

This activity takes place in an atmosphere of secrecy. Do not let them discuss any of their images with others! During the next lesson they will understand!

The brief is: *Build a visual identity document of yourself. What am I like? You need to tell your life story to yourself, using pictures. What do you like, who you are...not what you are dreaming of in the future! (Think of the questions on worksheet 2. Now you are visually expressing some aspects of your identity. You are creating a quick colourful summary of yourself!)*

Teachers please do the following:

1. Place the children far apart from each other in a type of "circle" or "against" the walls. There needs to be a neutral space in the middle of the room. They must not be able to touch each other, because they need space to work on their own without distractions! They need to have their own pair of scissors and glue.
2. Hand out a blank A3 paper to each one and a pile of magazine images. The piles are marked BOY or GIRL.
3. They need to open the pile and select images that they feel could describe aspects of their (personal) individual identities. These images could simply be symbols as well. The pictures that they choose need not be "representative" of personal detail. For example, a picture of a **cat** can mean the person is a cat lover or that the person sees him or herself as an evening person that only starts living at midnight.
4. You may show them the black and white example, if you feel they need extra help.
5. The task they need to do first is to page through all the images and remove the ones that are "meaningless" to them. These they can place in the neutral area of the room where others can later search for an extra image. (I think let the teacher collect the extras. Otherwise the pupils will walk around and bother each other. The teacher can distribute some extra images to those who indicate they might want some extra image.)
6. They need to stick at least **ten** images on the A3 page that "describe" the personal self with images. They **MUST NOT USE** any words! They must simply stick the images and the page must remain **ANONYMOUS – NO HANDWRITTEN WORDS!** They may stick it



any way they like! The collage must look as colourful as a “smartie box cover”. (Let them write their names on the BACK of the collage.)

7. The learners must not share their images with each other. There must be an element of “secrecy”, which we need for the *assumptions* section, which will be dealt with in the next lesson.
8. Take in the collages and **worksheet 2**.
9. Tell the children they need to add something to their personal graffiti wall at home.



1.4 Episode four: Funny assumption introductions (drama element, linked to worksheet 3)

Rationale: Do a simple “drama-type” activity that could help them to think about assumptions. Each group member gets an opportunity to introduce a fellow group member to the group, by using the collage created in episode three as a reference point. (This lesson uses the identity collage images that were created in episode three as a “connecting point” between the learners.)

Step 1

Setting: Learners sit in an informal circle. Place the collective graffiti wall in the middle. Tell the learners to ignore the wall (because only at the end of the lesson will they stick something on it).

Step 2

Start the session with icebreaker type of questions. Let the pupils work in pairs or in threes. Hand one person in each group a list of icebreaker questions. He or she then asks the other two. This should take about 3 - 4 minutes.

Icebreaker questions

1. What do you keep under your bed?
2. Name your favourite toothpaste and the colour of your toothbrush.
3. Describe your favourite dish or takeaway.
4. How often do you cut your toenails?
5. What is the craziest thing you have done so far?
6. What do think during break when you eat your snacks?

Read to them: *We received interesting answers because we have asked strange questions. Let us consider what happens when we assume we know others well – and we do not ask questions to guide us, simply because we believe we know it all!*



Step 3

Hand a black and white A4 identity collage to each pupil, but it must be someone else's. Tell them to give it back to you IMMEDIATELY if it is theirs, the moment they receive it, because you need to keep the "secrecy" going!

*Tell them: You will need to become the person whose identity collage you have received, and will **humorously** introduce **yourself** to the group, based on the images you see in front of you. You need to put on a hat or something else to add some humour to the introduction and to reveal to the group that you are no longer your usual self. We will reveal whose collage we have "become" only at the end of **all the introductions**. The audience may never see the images!*

*You are going to introduce yourself as famous person I (based on someone else's identity collage that you have in front of you) and you will tell the audience about your fantastic life and your **SMART IDENTITY**. The audience needs to listen carefully, in order to hear what funny mistakes you make (because you have each other's collages remember. (You need to listen who is introducing you!) You need to think of ways to make the person whose identity you have taken on, feel and look as special as possible!*

Hand out some party hats and everyone puts one on. *The hats signify that we are going to be someone else. We are going to be actors! Don't be tense, it is just a symbol! You may add some movements! Be respectful! You may add very funny things, **SIMPLY BECAUSE** you assume you know the person so well that you have even become who they are! You need to make at least 5 statements on your **wonderful identity!** Imagine that you have made the collage and know you are explaining to the audience the significance of the images.*

After everyone has had a little performance, they take the hats off and put them in the box.

Step 4

After all the "assumption" introductions are done, a few **reflection questions** are addressed:

1. What can assumptions lead to?
2. How does it feel to be someone you are not?



3. How do we feel when people, instead of asking us (you and me) about our opinions, simply “think on our behalf”?

Step 5

Now we will reveal who introduced whom. After the collages are handed back to the correct owner, each group member gets an opportunity to name three important identity issues portrayed on the identity collage. This is the PROPER personal INTRODUCTION. The pupils need to mention at least the two most important aspects of their identities.

Hand out a big sticker to each pupil. After the personal introductions, they write one positive statement or fact about themselves on the sticker, and stick it on the collective graffiti wall.

Step 6

Hand them each a plastic envelope with another copy of their identity collage and a string of stickers with which they clarify the images. The worksheet will also be in the envelope! They need to complete it for the next lesson.

You may hand them the colourful collages, but they must hand them back at the end of the lesson! These colourful collages we want to keep for the time being for assessment purposes.

1.4.1 Worksheet 3

(Reflections on the assumptions issues)

Name: _____

1. What do I think people need to know about me before they “understand” me?

2. How do I normally introduce myself to strangers?

3. Am I perhaps responsible for some “assumptions” others have of me?

4. How did it feel when I was introducing someone else with “assumed” information?

5. Did I recognise myself in the FUNNY assumption introductions?



(After the PROPER personal INTRODUCTIONS)

6. Did I recognise some serious “funny mistakes” the assumed presenters made about me or any other person? (Explain)

7. Which other people in the group are most like me, and least like me?

8. Why are differences within this (small group) community good for the group?

9. How do I think others see me?

10. Did I assume ideas about some group members that were cleared up?

11. With what type of person do I normally get along well?

12. The 10 best (humorous - 5 and positive - 5) words that describe me are:

13. How do I feel about my identity collage?

14. What do these images or pictures bring immediately to my mind when I look at them?

15. Which image is (or images are) very close to my heart?

16. Assumptions can have serious consequences! Explain.

1.5 Episode five: Future map introductory discussion (linked to worksheet 4).

Step 1

Have brief 3-minute discussion on the different types of dreams we get. (Sleep dreams and motivational aspirations.)

Did anybody dream a scary dream lately?

Why do you think we dream dreams?

What is the function of dreams?

Do you think some dreams have spiritual meanings?

Step 2

Give each pupil an opportunity to talk about two dreams or aspirations close to their hearts. Spend about 10 – 15 minutes on this.

Step 3 – Graffiti wall addition

Each child writes a personal dream on a sticker (coloured card this time) and adds it to the collective graffiti wall.

Step 4 – Visualisation

Read to them: *If your future were a place (a symbolic landscape that you could identify with), what would it look like?*

Get the children to close their eyes for one minute and ask them to try to imagine a landscape that they would want to house their futures. Thereafter each pupil mentions the landscape that came to mind. Please tell them that *we know it is impossible to have one LANDSCAPE THAT CAN BE SYMBOLIC OF ALL THE DREAMS THEY MIGHT HAVE*. We would like to get a general idea of a "place" that could house most of their dreams. Spend about 3 – 5 minutes here.

Step 5 – A map to help me reach that future destination(s)

What are the steps I need to take to reach my future dreams?



Draw a map that will plot your dreams and will reveal the major steps you need to take in order to get there. You may be as creative as you like! (Show them the example I prepared.)

Step 6 – Hand out worksheet 4

If there is time left, let them immediately start to fill in the worksheet. They need to complete it first and thereafter start constructing their future maps for homework. For homework they need to complete the map and select the seven most “important” dreams and aspirations and ascribe a symbolic colour to each one.

Hand each child an A3 page. They will have to fold it in order to get it into their school bags. The map must include some evidence of something they did by hand. In other words, it must have elements of drawings, personal scribbling. The map must not be just pictures! They need to find their own pictures at home!

Reminder: Add something to your personal graffiti wall.

1.5.1 Worksheet 4

(Future map self-reflective questions)

Name: _____

1. What type of career would you like to follow?

2. Where would you like to study after Grade 12?

3. Which overseas country would you like to visit? Why?

4. Where do you see yourself in the future?

5. Where would you like to live?

6. What type of car would you like to drive?

7. What type of house would you like to live in?



8. What cultural ambitions do you have?

9. What are your sport ambitions?

10. What are your crazy dreams all about?

11. What are the fun things you would like to do one day?

12. What type of person would you like to marry one day?

13. How many children would you like to have?

14. Will you have any special pets?

15. How will you spend your leisure time?

16. Would you like to learn to play an instrument perhaps?

17. Would you like to join a society?

18. Is there a special "expensive" sport you would like to practise?

19. Are there any hobbies you still want to pursue?



1.6 Episode six: Life Orientation test during the test period

Question 1

It is November 2009. You have just finished your Grade 12 exam. You decided to look for a part-time job in the holiday season. To your surprise you see the ideal holiday job in the newspaper. Answer the following questions as imaginatively as possible.

1.1 Describe your ideal holiday job. Keep the following pointers in mind when you construct your answer:

- Where is the job located? (Where is the job?)
- What is this type of job called?
- What skills do you need for this job?
- What type of service will you deliver?
- How much will you be paid?
- How much people contact will you experience while on the job?
- What type of person is fit for this job?
- Working hours?

(10 x ½ = 5)

1.3 You apply for this temporary position. The advertisement stated that you needed to include the following in your application:

- a) A paragraph of (at least) **100** words in which you introduce yourself.

(10)

- b) A paragraph of (at least) **50** words in which you try to convince the person handling the application forms that you should be invited for an interview.

(5)

1.3 You received a phone call and you are invited to an interview. At the interview they ask you a number of questions. What do you think your answers will be to the following questions?

- a) How did you become interested in this type of job?

(2)



- b) What type of people do you think you will be working with in this environment?
(2)
- c) What do you find funny?
(2)
- d) Can you tell us about a most “embarrassing” moment that had a good ending?
(2)
- e) What do you expect to learn during the next two months – if we appoint you?
(2)

Question 2

2.1 Make a quick drawing of yourself in a positive mood. **Fill the whole page.** At the bottom of the page, write one sentence that summarises the scene.

(5)

[Total 5 + 15 + 10 + 5 = 35]

1.7 Episode seven: Wire Sculpture – group artwork

Rationale: Expose learners to colour and the creation of something beautiful to possibly enhance personal involvement in order to stimulate personal and collective reflection. What effect does “aesthetic” group activity have on learners when the aim is to attempt to make “abstract” personal issues a little more spectacular and perhaps “worth” discussing?

Step 1

Provide each child with a little plastic bag that has six safety pins and beads. They take one bead for each of the six most prominent dreams and aspirations they have and link them creatively or merely string them together. They must at least use five pins and beads. Any leftover pins and beads should be handed to the teacher. The teacher can make a bead string – ensuring that all the branches are used. If the learners use all the pins and beads, ask one or two (depending on how many empty branches there are) to have their beads strings and to put the one half on an empty branch.

Step 2

After they have strung their beads together, a discussion will start and the construction of the dream tree will begin. Each child will get a chance to tell the group what the beads on his string represent. After this, he or she may add the string to the tree. They can each bend their branch the way they want to and add their dream bead string.

Step 3 – After they have made the tree.

Close your ideas and let us have silence for 45 seconds. They can all reflect a little on the construction they have made. Tell the children to keep their eyes closed. Whilst they are quiet, sprinkle some angels' hair on the tree. When they open their eyes, there must be a little “magic” there! The tree must look glamorous!

Step 4

Have a few *deep impressions* voiced, by asking question such as:



- What does it feel like to see your dreams on the wire tree like that?
- What do you think would happen to you as an individual and as a group if all these dreams come true?
- What spiritual thoughts can you link to this?
- Any scripture that comes to mind that has trees as a significant metaphor.
- What other thoughts come to mind when you look at this?

A group discussion can take place regarding the importance of dreams.

Use the following questions as guidelines. You may add your own.

- How do my dreams compare with those of the others?
- What impact do dreams have on our lives?
- What is the purpose of dreams or aspirations?
- What happens or could happen when we have no dreams or aspirations?
- What impact do our dreams have on our community?
- What impact would a lack of dreams have on our own lives and on our community?

“Powerful reflection”

The learners need not necessarily answer these questions. They are mere “little mirrors for the soul”! Allow the ones who want to speak an opportunity to do so.

- For how many years will my dreams provide direction?
- Imagine that your most important dreams or aspirations vanish ... What will it feel like?
- What is at the heart of my dreams?
- Are all my dreams for “one day”?
- Which of my dreams are definitely worth pursuing?
- Are my dreams worth living for?

Step 5

Collect the future maps the children made. Tell them that they will receive next week’s work later in the week. They will receive the new worksheet and the instruction later in the week.



1.8 Episode eight: Comparing the identity collage and the future map in a quiet class atmosphere (linked to worksheet 5)

Rationale: Learners are given 35 minutes of silence during a Life Orientation lesson to consolidate the personal gains they have made with regard to their identity issues and their future aspirations. The atmosphere is relaxed, but serious. They complete worksheet 5 during this lesson.

1.8.1 Worksheet 5

(Reflections linked to the identity collage and the future map.)

Name: _____

Place your identity collage next to your future mind map and answer the questions that follow. You need to complete it as thoroughly as possible during this period and everything needs to be handed to the teacher. You must finish during this period and you may not take anything handed to you home!

1. List any 10 words that pop into my head when I look at my dreams on this map.

2. What is my biggest dream? What is my main passion?

3. Is there something all my dreams have in common? Do my dreams indicate a general direction?

4. How does the picture I “painted” of myself on the identity collage compare with the images I created on my future map? Can I see the connection between whom I said I was on the identity collage and my future dreams?

5. What do I really enjoy that I can see on my identity collage and on my future map? Name the images (pictures) that you can link from the identity collage to the future map and vice versa.

6. Which of these possible and “impossible” dreams excite me the most?

7. Which dreams are humanly IMPOSSIBLE (*unless a miracle happens*)?



8. Do I have enough dreams to keep me going? For how many years do you think will you be ACTIVELY busy making the furthest dream on the future map a reality? Must I get some more dreams?

9. What do I really need to do **very soon** to make at least one dream or aspiration come true?

10. What do I need to buy *or wish I could buy* to make a specific dream come true? Name the dream and the amount of money you think you will need to make this happen.

11. What major adjustments do I need to make to achieve the closest dream (in time) come true?

12. Name two dreams, goals, or aspirations that **I have control over**.

13. Name two dreams that will require help from others.

14. Which dream will require the most effort? Name the dream and explain the effort the dream will require from me. What will the major challenges be?

15. What major problem(s) may prevent my dreams? What prevents me from being the best that I can be?

16. What prevents me from truly realising my "COMPLETE" potential at school? What is there that **I have control over** that I need to change to help myself reach my full potential at school? Name the "thing" that stands between better academic output and me? How can I describe this "problem" to myself that could eat some of my dreams – if I am not careful?

17. Generally speaking, what skills, aptitudes and interests do I need to make my dreams come true?

18. What career type do I want to pursue?

19. How will my dreams and their fulfilment benefit the community?

20. Who are the most important people who need to know about my dreams?



21. How do these (near and far) dreams influence my present reality or everyday life at school? Am I living responsibly? Am I “growing” my dreams? What is my attitude towards these “precious future lights”?

22. Can I even now, actively start working towards realising some of my dreams (or one of my dreams at least) revealed by the future map? Name and explain.

23. Now that I have looked a bit closer at these important aspects of my life, what other interesting words can I add to my personal graffiti wall? In the block below, add these NEW positive words that come to mind.



Episode nine: Externalising the problem

Worksheet 6

1.9 Externalisation – depicting and labelling the main problem

Name: _____

*You are going to create an “artwork” that represents your major obstacle in achieving your full potential **at school** (and later in life). You are going to create a cartoon image of what you think your problem looks like (if it was possible for it to look like a cartoon character). We all know that “problems” don’t look like cartoon characters, but for the purpose of assisting you to take a HUMOROUS and objective look at the “cartoon” that stands between you and a successful school career and a GREAT future, we are assuming that problems can look like cartoon characters (at least for the duration of this lesson).*

*This exercise aims at assisting you to see the PROBLEM from a different angle. You are given a number of cartoon images that you may cut and paste in the way you desire. There are many other cartoons available elsewhere, but please use the ones provided. You are free to **draw your own cartoon** if you do not want to make use of the ones provided.*

An example:

I am in Grade 9 and I could be underachieving because of a number of problems or reasons, for example: **bad attitude**, lack of discipline, **laziness**, fear of Afrikaans/Maths, **peer pressure**, lack of concentration, **being cool**, lack of motivation, **bad friendships**, being computer-crazy, **too much sport**, boredom, **anger**, lack of planning, **loneliness** ...

*Let us say, for example I suffer from **distraction**, and it is ruining my efforts to gain ground in my academic work. I am constantly busy with everything else but the task. I am always in trouble because **distraction** causes me to get involved in fights and other people’s quarrels that do not really concern me! In class, I am a major burden to my teachers and friends because I actually make it my mission to distract others, and it does not lead to happiness really and if I am honest with myself, I do not really enjoy it too. What am I going to do? I need to find a way to gain control over this problem.*



*Before I create the cartoon character of what I think **distraction** looks like, I will answer the following questions to help me gain insight into the nature of this “problem”.*

1. How does this problem make me feel?

It makes me feel important because I have the teacher’s and the classmates’ attention! However, after a while I feel so stupid, because I realise I do not know what is going on in class and I have a detention waiting for me, simply because I was clowning around!

2. When does this problem bother me the most?

Whenever I am in class and I sit amongst my friends. At home, when I have to do homework, I figure out many things to do and ...

3. What will happen to my school career if I do not tackle this problem now?

I will not enjoy the rest of my school career and ... I will not leave this place a happy person ... I will feel I have wasted part of my life ... I will definitely not achieve the results I need to enter university to become a computer engineer.

4. What can I do to minimise the influence of this problem?

For a start, tell my teachers to move me away from the people I usually distract and focus on the task. Perhaps I will need to go and speak to someone or my teachers if I find that the urge to distract others and myself does not go away.

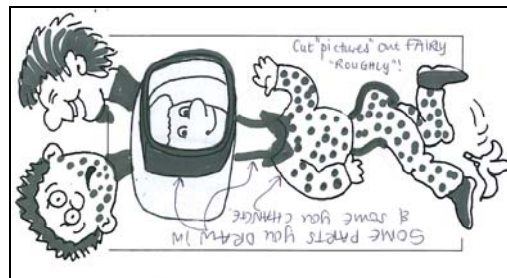
5. How will I feel and perform academically if start controlling this problem – instead of it controlling me?

I think I will actually feel much better than I do now, because everybody thinks I am a clown and no one takes me seriously... I am always the first one to be blamed, simply because everyone knows about my distracting tricks. Perhaps I will start enjoying school. It must be great to take a good report home and not to make up all those silly excuses for the bad marks my parents see. I will become a victorious person!

Please remember the following:

- The problem does not necessarily have to be “negative”! It does not have to be something like LAZINESS or UNFRIENDLINESS! You may have a problem that is caused by your ENJOYABLE SOCIAL ACTIVITIES – you may be **too popular**, and as a result, you do not have any time to do your homework!
- You need to address the problem over which you have control. You may not say the problem lies with someone else. We are now looking at the problem that is where you are. If you believe the problem most definitely lies out there, then you need to **react** to other people’s influence on your problem.
- If you feel your problem is too personal or “embarrassing”, you may give it a CODE name or a fictitious name.
- If you honestly feel you are achieving to the best of your ability, then you may create a cartoon character that reveals why you are successful. You may then draw a picture of **perseverance, diligence, concentration, effective planning, effort ...**

(Let us return to the distraction example.) Well, after I have answered the questions I feel a bit more inspired to give my problem a cartoon “body”. I will let distraction look like this:



ENCOURAGEMENT TO MYSELF: I am sure I can beat this “cartoon creature”! A little determined step each day will get me somewhere eventually. It is not where I start, but where I finish!

Answer the questions and create your own humorous “cartoon problem”.

1. How does this problem make me feel?
2. When is this problem bothering me the most?
3. What will happen to my school career (or my future) if I do not tackle this problem now?

4. What can I do to minimise the influence of this problem?
5. How will I feel and perform academically if I start controlling this problem?

Create your own cartoon problem on the blank page provided. You should give the cartoon character a name and write a note of encouragement to yourself at the bottom.

After you have done everything, make a **quick** (stick) drawing on the sticker provided, that is a “copy” of your cartoon problem and stick it somewhere on your group’s graffiti wall.

YOUR CARTOON CHARACTER SKETCH OR CREATION HERE BELOW IN THE BLOCK:



You may use some of the images supplied to compile a representation of your cartoon problem. You may cut and paste as you feel like, or you may draw your own problem too.

I copied some pictures (that could represent various moods) from children’s colouring books and each pupil was supplied with sheets of pictures that they could cut or copy some pictures from. (The other pages had the images of bodies without heads – and various poses – that the learners could combine to suit their cartoon problems.)

1.10 Episode ten: Preparation for the prophetic photographs and the video recording sessions

Discussion: Photographs and inspirational one liners/ motivational sayings

Rationale

We are going to prepare the children for what will happen next week. Next week a prophetic (symbolic and victorious) photograph will be taken of each child, and individually they will each read a motivational saying or an inspirational one liner (of their choice) into the video camera.

Step 1

Settle the children. Let them stick the photocopies of their dream maps on the graffiti wall.

Step 2

Talk about photographs and the value we attach to them.

(Use the questions below to stimulate conversation. You may include questions of your own.)

- Why do we take photographs of ourselves?
- What use is having photographs?
- Which of you have digital cameras?
- Do you think photographs are “powerful”?
- Where and when do we usually take photographs?
- What do we normally do with some photographs we print?
- Where do you keep your photographs?
- Which of you enjoy being photographed?
- Which of you enjoy being the photographer?
- Does anybody have a funny true story about taking photographs?
- Which of you have a photograph that you treasure? (Can you tell the group briefly about it?) Why is it that important to you?
- Is there anyone with an idea of a special photograph they want to appear on one day (– apart from your wedding day)?



- How do you think you are going to feel one day when you have achieved your major dream?
- What type of photograph of yourself would you like to take that day?
- What expression do you think should be on your face when you are victorious?
- What do you think you will be wearing on this photograph?
- Where would you put this photograph?

Step 3

Tell the learners: *Next week we are going to take a prophetic photograph of each of you. We are going to imagine that you have been successful in whatever goal you targeted. You may bring things from home to use as symbols that will appear on the photograph with you. For example, if you want to be a professional soccer player and play for a club of your choice, you can bring a shirt that you could quickly put over your school shirt or a trophy ... Bring something that you can keep in your hands or show as a symbol. (If you want to climb Mount Everest, you can bring a pair of hiking boots or a backpack that will be symbols of this achievement.) You will then pose for this prophetic photograph with the things around you or on your head or in your hands.*

You need to bring everything you need and be ready when the Life Skills period starts. Start making a list of things you need for this photograph. Do not leave it for the night before the next Life Skills period.

Remember that the photograph is supposed to be a portrait of you that reveals you in a victorious mood. You have just accomplished a major dream!

After the prophetic photographs, you will read a saying or proverb into the camera. Here are a few examples. Over the course of the next week, you need to find one with which you can associate. It must take less than 10 seconds to read it into the video camera. You need to come prepared for the still photograph and the one liner you need to read into the video camera.



Step 4

Hand out some proverbs and let them each get a turn to read one aloud.

You can then allow some time for discussion or opinions on the proverbs. Tell the pupils that in their school diaries they may find quite a few.

Quotations and words of wisdom people wrote (Some examples I found in books that other people said – please find your own saying or make up your own):

Success is not a result of spontaneous combustion; you must set yourself on fire.

It is the greatest of all mistakes to do nothing because you can do only a little. Do what you can.

Books without the knowledge of life are useless.

The impossible is often the untried.

A laugh is a smile that bursts.

Live so that your friends can defend you, but never have to.

Your yesterdays are gone forever so use your todays to build your tomorrows.

No man is useless while he or she has a friend.



1.11 Episodes eleven and twelve: The actual taking of the prophetic photographs and the recording of the video statements (linked to the matchbox summary)

After the learners had taken their prophetic photographs and completed video recordings they are handed the assignment that needs to be completed for the next Life Orientation lesson. They receive instructions regarding the matchbox summary.

Matchbox concluding exercise

We have come to the end of the Life Skills process for the first term and there is one assignment left, namely the **concluding exercise**. You are going to summarise the process you were part of "in a matchbox".

You received:

- a matchbox
- a "grid" from which to cut the paper for the pages that will fit inside the box
- a cover for the box.

You need to do the following

Two to three **sentences** per topic. (Use the following numbers and headings)

INSIDE THE BOX

1. How I see myself
2. My goals, dreams and aspirations
3. My greatest challenge or obstacle – the humorous picture and a brief explanation
4. The motivational motto/ saying you enjoy
5. A Scripture verse that has deep personal meaning.
6. What I learned from others in the group. (You need not mention their names.)
7. How you think you think you could serve your school community and the wider community one day as you live your dreams.



OUTSIDE THE BOX

8. Your personal graffiti wall

9. Your name on the outside

(And your name under the tray.)

10. Photograph of the victorious you

Additional information:

- You are welcome to be as creative as you want to be!
- You may type everything on the computer and stick it on the matchbox.
- You may paste parts of your ID collage and your Future maps on the writing.
- Make sure your box can close nicely.
- You are welcome to add more paper strips.

You need to hand in this assignment next week Monday, with your personal graffiti wall.

Be as accurate and honest as you can and try as hard as you can to enjoy it as much as you can! We know you can “can” this “thing” into this box! At the end of it all you will say, “I turned my *can* into a *could* and it was *good!*”

Each learner received extra sheets or templates to assist them to cover the box and cut the small pages that had to be folded and inserted into the box. I include the images below:

1.12 Episode thirteen: The creation of the group ball - Contributing to our worlds

Rationale: This is the last lesson and ideal opportunity to reflect and anchor the process with a group activity.

Read this to the learners: *We spent some time talking about the community and the individual; we made identity collages to have a colourful look at who we are; we made a map of the future; we discussed our dreams and we built a dream tree; we cut our obstacles down to cartoon size; we took prophetic photographs and recorded motivational thoughts. We hope that by now, you have discovered that you are a precious person with unique potential!*

The previous exercises looked at who you are, but now we are going to look “out” to see this ball as the “world” in which we live and we are going to create a group ball that symbolises our individual and collective (small group) contribution to a world that needs each one of us.

What do you do best that you can give to the world to make it a better place for all?

Each pupil is handed a triangular piece of paper on which they create an artwork that will symbolise strength of theirs or their major gifting – through which they want to make a positive contribution to the world – or with which they want to serve the world. After the pupils have completed their art works, the triangles are joined to form a ball that symbolises the world and each learner gets an opportunity to talk about the contribution they want to make to the world one day.

THE END OF THE NARRATIVE ARTS EPISODES CLASS EPISODES AND EXERCISES

Learners were given a basic peer assessment type rubric with the names of the people in their group on it and they had to rate each other with regard to group participation.



2 Addendum B: Grade 9 Life Skills – First Term 2006

Assessment outline

Grade 9

NAME:

Table 1: Assesment rubric

	Topic or issue					Marks
1	Did you hand in on time?	0	1			
2	Did you answer all the questions?	0	1			
3	Neatness. Does your worksheet invite the reader?	0	1			
4	Clarity. Did you formulate your answers clearly?	0	1	2		
5	Quality of the answers. Did you think or reflect before you answered?	0	1	2		
6	Honesty. Does the reader hear YOUR VOICE? (Did you give easy answers that you thought the teacher wanted? Can we get to know YOU in the answers?)	0	1	2	3	
	Worksheet 1	10				
	Worksheet 2	10				
	Worksheet 3	10				
	Worksheet 4	10				
	Worksheet 5	10				
	Worksheet 6 (Cartoon externalisation test)	10	Total		(60)	
7	Individual graffiti wall	5				
8	Identity collage	5				
9	Future map	5				
10	Externalisation illustration	5				
11	Final presentation about ME (Match box summary)	5				
12	Test about the holiday job (February 2006)	35				
13	Group contribution					
	Peer evaluation	10				
	Teacher evaluation	5				
13	The quality of your portfolio – Do you reveal self-respect?	10	Total		(85)	
			Final total	=	155	

3 Addendum C: Observer notes and observer schedule

3.1 Observer notes or letter

Dear observer

Thank you for offering to be involved in this process. I am extremely grateful and trust that you will enjoy the process with us. May you discover hidden aspects of your own potential!

What do you need to do? Well, the most important “thing” is just to be there! I want to sit near the group, but not to “intrude”. The main reason for requesting your presence is to have people that can verify the fact that the process actually took place and to make it an “objective” process.

I need you to:

- Observe the growth in the group’s interaction over this term and make notes of what the pupils enjoyed and where they were bored.
- “Judge” the value of the process and its activities.
- Record any thoughts about the situation that cross your mind.
- Suggest what we can use in the next lessons or next year.
- Remain neutral during the class situation – do not engage in conversation with the pupils during the course of the lesson. You may greet them before the lesson and may have a word with them after the lesson. (Do not interview the pupils about the lessons.)
- Do not keep a record of individual pupils. We will ask you to focus on a specific child’s reactions – if the need arises!
- Just RELAX and ENJOY if there is nothing that strikes you.
- Hand me your book (with your notes) at the end of each lesson, so that I can keep my records up to date.

We have five observers. Some will come on Monday and some on Friday. If you have an emergency, please don’t hesitate to call me on **083 277 8646**. I will then try to see if one of the other volunteers can take the slot.

Mondays: Grade 9 Peter **Period 3** (9:10 – 9:50)

Fridays: Grade 9 Matthew **Period 2** (8:30 – 9:10)



3.2 Observation schedule

Observation of the narrative arts episodes

Date:

Lesson heading or topic:

LEARNER BEHAVIOUR DURING A NARRATIVE ARTS GROUP EPISODE

Indicator: During a successful narrative arts group episode learners participate actively and meaningfully

Critical Question: Are the learners participating actively and meaningfully?

Criteria	Frequency		
	1	2	3
Learners discuss the issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners listen to each other and respond appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners are participating in the arts activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coding 1 = not at all
 2 = some of the time
 3 = all the time

Elaboration (Please write down all the other issues not covered by the criteria above that you feel merit attention.)

.....

.....

.....

4 **Addendum D: Requesting written permission from the school executive**

Dear Executive

I spoke to Mr Holloway during August 2005, and explained the nature of the research component of my studies and requested permission to conduct this at Hatfield Christian School as a legitimate part of the Grade 9 Life Orientation syllabus. Mr Holloway agreed to this, as did my supervisor at the University of Pretoria.

I am aware of the fact that I will need the written consent of parents whose children will be involved in interviews and audio recording and have prepared appropriate letters to those concerned. I will be working alongside Mrs Anderson in the Life Orientation classes for the duration of the research process. Mrs Jooste will be exploring the spiritual aspects that align with selected Life Orientation skills in the Discipleship classes.

Please peruse the attached copies of my letters addressed to parents of the students in both Grade 9 classes (for 2006) and those of students to be interviewed respectively. I feel the process is explained adequately in the two letters, but will be quite happy to consider any changes you may want to suggest.

A HCS stamp (on an official letter head) with a signature representing the School Executive at the bottom of the letter will indicate to me that the request to go ahead with the research has been granted. I need to send it to the university to obtain ethical clearance for the intended study.

Thank you for co-operating in this regard.

Pieter Pienaar

5 **Addendum E: Letters to Grade 9 parents**

5.1 **General letter to all 2006 Grade 9 parents**

Dear Grade 9 Parent

The Grade 9 Life Orientation syllabus suggests that schools conduct action research on the work done in the subject for at least part of the academic year. "Action research" within this context essentially means that aspects of the normal activities are studied "scientifically" or "democratically even" in order to collect information, which can be of value to both students and teachers.

This part of the work does not include counselling or therapy and will make use of the visual arts as a research medium. Students will be encouraged to make suggestions on how the subject content can be made more relevant to their needs and interests. All data collected will form part of the students' portfolios and will be accessible to parents at all times.

A small number of students (possibly 12) will be invited to participate in part of the research aimed at establishing the effect of the arts activities on the student's self-knowledge and self-concept. We shall make contact with you in due course if your child is being considered for this part of the programme and provide you with full particulars in advance, as your consent will be needed before we can proceed.

We are convinced that your child will find the work interesting and stimulating and look forward to contribute significantly to the value the Life Orientation syllabus has for your child.

Yours sincerely



5.2 Addendum E: Letter to request permission to do video work during the arts episodes

Dear Grade 9 Parent or Guardian

Request to compile a motivational video collage during the Life Skills periods

As we have informed you, “action research” will be conducted in the Grade 9 Life Skills periods during this term. We would like to use a video camera for approximately **3 to 5 minutes** (in each group) during the course of each lesson, in order to be able to make a motivational “movie” or construct an inspirational “video collage or diary” of the process. The screening of this edited video will take place in the beginning of the second term and all the Grade 9 parents will be invited to view this **highlight**.

Please note:

- The video clips are not used for any analysis! These clips will be edited in sequence to portray the collective (self-development) journey the Grade 9's would have experienced.
- A (3 to 5 minute) **segment** of a lesson is captured.
- The rationale for making use of the video camera is simply to attempt to enter the visual (digital) life world of the pupils, stimulate group involvement and add a visual “reality” to the creative process.
- The video camera will capture the colourful moments during the course of the process.
- At times pupils will read motivational statements and we would like to video-record such elements.
- There will always be a teacher present (who is the group leader) and it is most likely that a teacher will (always) take the video footage.
- The 12 pupils who volunteer to participate in the **interview** process (in the afternoon), will **not** be subjected to any video cameras! The interviews will simply be **tape-recorded**.

We need to have all the signatures of all the Grade 9 parents or guardians concerned, in order to adhere to legal (and ethical) legislation. We would like to start gathering the video clips as from Monday, 23 January. We would appreciate it if you would consider this request favourably. If you have any further questions, please do not hesitate to call Pieter Pienaar, who is co-ordinating this process, on 012 – 993 4353.

We/I hereby grant my/our permission for the motivational video clips to be taken during the Life Skills periods over the course of the first term. Furthermore, I understand:

- The motivational video will not be used as a data analysis source.
- This inspirational video is put together to add an exciting conclusion to this particular creative Life Skills approach.
- I am aware of the fact that I will be invited to the screening of this video that will take place in the second term.

Our/my child is in Grade 9.

Parent:.....

Parent:.....

Guardian:.....

6 **Addendum F: Participants' parental permission**

(Letter of consent parents sign – this might change slightly to accommodate the university format.)

Dear Mr Holloway

I would like my child _____ to participate in the interviews and audio recordings aimed at raising his/her self-knowledge and enhancing his/her self-concept. I understand that a professor of Pretoria's Faculty of Education supervises the full process and results will be made available to me and otherwise be kept confidential.

I have also read the information below and am in agreement with it.

1. There will be no psychological tests.
2. My child will be interviewed as the research progresses. Semi-structured interview questions to which I have full access will be used.
3. The interviews will be conducted over a period of 6 to 8 weeks after normal school hours at times I agree to. The interviews will be recorded and transcribed.
4. Parents of the interested participant will be welcome to the recordings when the data collection has been completed. Recordings not claimed will be destroyed and full confidentiality kept.
5. My child may withdraw from the research process at any time.

Parent's signature:: Date:

Researcher's signature:: Date:



7 **Addendum G: Fourteen participant master tables**

7.1 **Girls' individual tables**

7.1.1 **Abigail's master table (Participant A)**

Abigail interview 1	Abigail interview 2	Abigail interview 3	Abigail interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
Dislikes studying A.i.8.1		Achiever at school, confident about future A.iii.6.1	
Restless and an inability to sit still and read A.i.8.2			
FS	FS	FS	FS
		A family person A.iii.3.2	Career aspirations vacillate between academic and sport careers A.iv.27.2
		Become a world traveller – outward perspective A.iii.3.6	
		Dreams of being a helpful physician who cures A.iii.17.1	
		Famous A.iii.3.7	
		Hard work with leisure activities A.iii.2.2	
		Meet sports stars A.iii.3.3	
		She will become patient with people A.iii.9.2	
		She will have to be a bright mathematician to fulfil her dreams A.iii.9.1	
		Wants to participate in challenging sports events A.iii.3.5	
		Wealth and life at the coast A.iii.3.1	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Displays openness to peer A.i.9.2			She can confide in close friends A.iv.9.3
Friends and parents help A.i.18.1			
GOB	GOB	GOB	GOB
Sees being in group as a fun privilege A.i.11.1		Group art is fun experience A.iii.19.1	Group discussions enjoyable – curiosity about peers' opinion quenched A.iv.10.1
Not swayed by group pressure A.i.13.3		Group art allows insight into others' minds A.iii.19.2	Her personal growth due to imitating a peer in group A.iv.27.1



		Group art reveals similarities and differences between people, in a pleasant way A.iii.20.1	She values her own opinion and those of others A.iv.18.1
PSGRI	PSGRI	PSGRI	PSGRI
Average insignificant group member - tomboy A.i.13.1			She values her self-insight and the role she plays in the group A.iv.24.1
Encouragement contributor A.i.10.1			
Joyful encourager A.i.7.1			
Not popular but well-known A.i.13.2			
SCPT	SCPT	SCPT	SCPT
Dislikes fighting – prefers peace A.i.15.1			
Dislikes criticism A.i.15.2			
SIE	SIE	SIE	SIE
Composed during conflict A.i.17.1			
SNE	SNE	SNE	SNE
Likes to talk about problematic issues A.i.17.3			Realisation that others must know about problem A.iv.8.1
Values emotional support and encouragement A.i.19.1			She enjoys being heard A.iv.17.1
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Adequate self-knowledge – express emotional states A.i.2.1	Acknowledges own style and taste A.ii.1.1	Aware of own capabilities to achieve difficult things A.iii.12.1	Acknowledgment of personal growth A.iv.26.1
Content about level of self-knowledge A.i.5.1			
P-EIM	P-EIM	P-EIM	P-EIM
Takes responsibility for own welfare A.i.4.1	The need for relaxation A.ii.7.1, A.ii.10.1, A.ii.13.2	Achievement and fame call her forward A.iii.7.1	Freedom and belonging when problem conquered A.iv.11.1
	Overcommitted A.ii.10.2	Desires to succeed A.iii.1.1	Her problem leads to depression or emotional turmoil A.iv.5.1
		Realisation of hard work ahead A.iii.2.1	Remains busy to avoid thinking of problem A.iv.9.2
		Wants to accomplish much – hungry for achievement A.iii.4.1	She internalises her problem and keeps it a secret A.iv.1.1
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Expressive, energetic	Inspired by music idol	Friends and family provide	Matchbox presentation:



dancer A.i.6.1, A.i.12.1, A.i.22.2	A.ii.4.2	courage A.iii.13.1	thankful for being self A.iv.27.11
		She needs support from family and friends to excel A.iii.10.1	Final arts process perception: fun A.iv.28.1
			Interview perception: helpful, learned about strengths A.iv.28.2, A.iv.28.3
S-AS-E	S-AS-E	S-AS-E	S-AS-E
A clever joker A.i.9.1	A stylish, fast, daring woman A.ii.14.1	Adamant to refuse negative input from others A.iii.5.1	She has compassion for others A.iv.23.1
A free person A.i.22.1	Appreciates beautiful jewellery A.ii.4.3	Resolute about persevering to achieve A.iii.11.1	She is uncomplicated and lazy A.iv.15.1
Christian music lover A.i.22.3	Appreciates nature A.ii.4.6	She is a persevering conscientious person A.iii.21.1	She is willing to risk socially or more confident in herself A.iv.26.2
Enjoys eating A.i.22.5	Aware of being different from others A.ii.2.1		
Gregarious noise maker A.i.22.8	Determined to follow personal preferences A.ii.6.1		
Happy A.i.3.1	Enjoys being well-dressed A.ii.7.2		
Individualistic and different A.i.1.1	Fashion conscious A.ii.4.5		
Joyful mother lover A.i.22.7	Fond of the adrenaline rush of cars and speed A.ii.4.4		
Leader A.i.14.1	Music appreciation A.ii.4.1		
Sports crazy A.i.22.6	Own personality is unique A.ii.3.1		
Uninhibited A.i.22.4	Skilled sports woman A.ii.13.1		
	Someone with opposite attributes who lives in the fast lane (extreme) A.ii.8.1		
	Visualises herself in popular, independent crowd A.ii.11.1		
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
Takes care of physical and spiritual health A.i.21.1			
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Trustworthy A.i.9.3			



SRB	SRB	SRB	SRB
Good relationship with father, he guides her A.i.16.1		Strength lies within self A.iii.13.2	Faith is a resource A.iv.9.1
Obedient to Biblical rules A.i.20.2			Life without God unimaginable A.iv.16.1
Obedient to parents A.i.21.2			She is serious about her faith A.iv.13.2
			Spiritual life will improve when problem conquered A.iv.12.1
			Visualises herself as an achiever, because of her faith A.iv.13.1
VS	VS	VS	VS
Values healthy lifestyle A.i.20.1		Being famous helps a lot A.iii.15.1	Be aware of your weaknesses and keep within boundaries A.iv.20.1
Celebrate your uniqueness A.i.23.1			Be self-knowledgeable A.iv.19.1



7.1.2 Celeste's master table (Participant B)

Celeste interview 1	Celeste interview 2	Celeste interview 3	Celeste interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
FS	FS	FS	FS
Certain about future calling B.i.2.1		Becoming a horse trainer is expensive future option B.iii.8.1	Future will bring freedom B.iv.25.7
		Have spiritual goals for the future B.iii.3.5	Likes to travel to jungle-like places B.iv.25.6
		Possible involvement with horses B.iii.3.8	Sees herself involved in natural medicines B.iv.22.1
		Sees becoming an author as a possible option B.iii.3.6	Will protect environment B.iv.23.1
		Wants to become a better artist B.iii.3.3	
		Wants to enjoy nature's beauty B.iii.3.2	
		Wants to preserve wild life B.iii.3.1	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Peers help her to work through issues B.i.18.1			
Tomboyish in friendship preferences B.i.8.3			
GOB	GOB	GOB	GOB
Groups provide an audience B.i.11.2		Didn't pay attention to other group members during activity B.iii.20.1	She was irritated by her group members B.iv.27.3
Prefers intimate groups B.i.11.1			
PSGRI	PSGRI	PSGRI	PSGRI
Others see her as artist B.i.14.1			Doesn't believe she played a major role in small group during process B.iv.24.1
Social acceptance due to joking nature B.i.9.1			
SCPT	SCPT	SCPT	SCPT
Dislikes being ignored B.i.13.2			Believes she is socially isolated, painful B.iv.5.2
Dislikes being seen as different B.i.13.1			
SIE	SIE	SIE	SIE
Reserved during conflict B.i.17.1			
Uniqueness valued by others B.i.10.1			
SNE	SNE	SNE	SNE
Longs to be valued B.i.8.2			
Longs to have more friends			



B.i.8.1			
Wants to be noticed B.i.4.2			
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Content with present level of self-knowledge B.i.5.1	Identity collage expresses her personality adequately B.ii.5.1		
Self-knowledgeable B.i.2.2			
P-EIM	P-EIM	P-EIM	P-EIM
Emotional about nature B.i.7.5	A need for more outdoor activities B.ii.10.1		Currently feels defenceless against the problem B.iv.8.1
Emotional roller coaster B.i.3.1	Wants to escape from city life B.ii.11.1		Emigrating will be the solution B.iv.9.1
Introversion helps her cope B.i.16.2			Foresees a time when the problem will be successfully conquered B.iv.8.2
			Is unable to verbalise the extent of the problem's damage B.iv.6.1
			Only her life is affected by the problem B.iv.7.1
			Personal well-being will be much better if problem is managed B.iv.11.1, B.iv.12.1
			Problem has no effect on her school work B.iv.5.1
			Secretive, neutral about externalised problem B.iv.1.1, B.iv.4.1
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Animals provide emotional comfort B.i.18.3	Her identity collage is not inspirational B.ii.6.1	Conservation aspirations will energise her B.iii.15.1	Addressing camera was enjoyable B.iv.18.2
Emotional bond with nature B.i.22.1	Longs to create art based on the images in her identity collage B.ii.15.1	Does not attach significance to the future map B.iii.1.1, B.iii.2.1	Arts process revealed new aspects that she cannot mention B.iv.26.1
Expresses herself with the arts B.i.12.1	Regrets that she cannot be with horses anymore B.ii.13.1	Dream tree was silly B.iii.19.1	Cartoon problem portrayed with known secret symbols she could draw well B.iv.2.1, B.iv.2.2
Music calms moodiness B.i.16.1	Sad about not having a horse anymore B.ii.9.1	Nature recharges her B.iii.13.1	Cowboy attire reveals her desire to relocate to Canada, where her father lives and she wants to ride horses B.iv.16.1
		Parents will support her dreams B.iii.10.1	Didn't care much about the preparation for the photo. Only brought horse items B.iv.5.1
			Enjoyed arts aspects of the process B.iv.10.1
			Enjoyed being



			videographed and became annoyed at the childishness within the group. Used the moment to be heard. B.iv.17.1
			Her images are not explained B.iv.27.1
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Animal-lover B.i.1.1	Capable artist B.ii.1.1	A talented artist B.iii.6.1	Camera friendly B.iv.17.2
Artist B.i.7.2	Horse lover who appreciates red Indian horse vocabulary B.ii.2.1	Confident with horses B.iii.9.1	Enjoys flowers B.iv.25.1
Easy person B.i.6.1	An adventurous horse rider B.ii.4.1	Crazy about horses B.iii.7.1	Enjoys particular rock band B.iv.25.2
Lonely and self-absorbed B.i.8.4	Appreciates nature B.ii.4.2	Positive about dreams B.iii.12.1	Interested in ancient history B.iv.25.3
Nature-lover B.i.7.4	Takes risks with horses B.ii.4.3	She is someone without pretence B.iii.2.2	Likes entertaining others B.iv.25.4
Protective of aspirations B.i.21.2	Wildlife person B.ii.4.4		Likes painting horses B.iv.25.5.
Rebel who likes punk-rock music B.i.22.2	Outdoors person B.ii.4.5		Likes to use "deep" language B.iv.19.1
Reserved/introvert B.i.4.1	Enjoys daring sports B.ii.4.6		
Separate/different B.i.6.2	Knowledgeable about horses B.ii.7.1		
Writer B.i.7.3	Calm person controlled B.ii.8.1		
	Adventurous pursuer of excitement B.ii.8.2		
	Prefers country living B.ii.8.3		
	Prefers boys' humour B.ii.12.1		
	Sees humour in nature B.ii.12.3		
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
Appreciative of own body B.i.7.1			Critical of her facial expression B.iv.13.1, B.iv.13.2, B.iv.18.1
Moral domain	Moral domain	Moral domain	Moral domain
MAC	MAC	MAC	MAC
'Reserved' or secretive about moral beliefs B.i.21.1			
SRB	SRB	SRB	SRB
			She is a person of faith B.iv.27.2
VS	VS	VS	VS
		Values natural resources B.iii.3.7	Small ideas can become big futures B.iv.20.1



7.1.3 Cheryl's master table (Participant C)

Cheryl interview 1	Cheryl interview 2	Cheryl interview 3	Cheryl interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
			Academically she is fine C.iv.5.3
FS	FS	FS	FS
		Become a courageous woman C.iii.3.5	
		Become a psychologist C.iii.3.4	
		Foresees a successful future C.iii.2.2	
		Must become 'neutral' person to be psychologist C.iii.9.1	
		Plans a family C.iii.15.1	
		Sees herself autonomous C.iii.3.1	
		Wants to be a musician too C.iii.6.1	
		Wants to learn more sports C.iii.3.3	
		Will care for others C.iii.17.1	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Her school peers accept her C.i.4.1			
Role model provides guidance C.i.18.1			
Talks to peers about problems C.i.16.1			
GOB	GOB	GOB	GOB
Group members provide support C.i.11.1.	Sees herself outside the popular circles C.ii.11.1	Perceived others as being excited about group dream tree C.iii.20.1	Learned valuable truths from the other small group members C.iv.27.6
	Surprised at the acceptance she received in the smaller LO group C.ii.17.1		
PSGRI	PSGRI	PSGRI	PSGRI
Care-giving role C.i.7.1	Discovers a concern for others C.ii.15.1		Uncertain about her role in the small group C.iv.24.1
Not influential C.i.14.1	Feels unsure about her		



	social impression C.ii.10.2		
SCPT	SCPT	SCPT	SCPT
Loneliness C.i.13.2			Problem makes her retreat socially C.iv.5.2
SIE	SIE	SIE	SIE
Peers appreciate her C.i.9.1			
Reserved during conflict C.i.17.1			
SNE	SNE	SNE	SNE
Longs to be 'incorporated' C.i.19.1			
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Content with level of self-knowledge C.i.2.1	Sees identity collage as accurate self-reflection or evaluation C.ii.2.1	Convinced of her capabilities C.iii.4.2	
P-EIM	P-EIM	P-EIM	P-EIM
Acknowledges boundaries C.i.20.1		Perseverance makes dreams come true C.iii.8.1	Combating problem leaves her puzzled C.iv.8.1
Emotional fluctuations C.i.3.1		Self-discipline leads to success C.iii.11.1	Didn't find video recording threatening C.iv.17.2
			Her problem can be positively or negatively managed C.iv.2.1
			Longs to have problem removed C.iv.11.1
			Negative self-regard is problem C.iv.27.5
			Problem exaggerates all personal experiences C.iv.5.1
			She felt strange being photographed C.iv.17.1
			She is the only victim of the problem C.iv.7.1
			She suppresses problem C.iv.6.1
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Expresses herself with the arts C.i.12.1	Amazed at the power of images for self-presentation C.ii.6.1	Appreciates future map C.iii.2.1	Arts process helped her to establish goals for her life C.iv.26.2
Mother provides insight C.i.16.3	Is ecstatic about her identity collage C.ii.1.1	Enjoyed dream-tree activity C.iii.19.1	Arts process impacted her thinking C.iv.26.1
Writing helps alleviate stress C.i.16.2	Sad she had to quit dancing C.ii.7.2	Narrative arts activities built her confidence C.iii.21.1	Believed in her significant video recorded statement C.iv.18.1



	Values self-expression highly C.ii.7.1	Parents are dream resources C.iii.10.1	Cartoon externalisation of problem minimises its influence C.iv.4.1
			Choir gives her emotional lift C.iv.9.1
			Did minimal prep for the prophetic photo C.iv.15.1
			Prophetic photograph does not reveal her intentions C.iv.13.1
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Overresponsible C.i.21.1	Adamant but introverted C.ii.10.1	Appreciates vintage cars C.iii.3.2	Accountable, mature young woman C.iv.27.4
Reader C.i.12.2	Adamant, strong personality C.ii.4.2	Feminine taste C.iii.1.1	Caring, thoughtful person C.iv.27.2, C.iv.27.3
Vocal person C.i.1.1	Expresses herself through dance C.ii.4.1		Reserved but gregarious at times C.iv.27.1
	Her adamant nature is core in her life C.ii.8.1		Trustworthy and cheerful C.iv.25.1
	Is a skilled dancer C.ii.13.1		
	Longs to be independent C.ii.4.4		
	Sensitive C.ii.4.6		
	Vulnerable C.ii.4.5		
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
			Shies away from body image on photo C.iv.13.3
Moral domain	Moral domain	Moral domain	Moral domain
MAC	MAC	MAC	MAC
SRB	SRB	SRB	SRB
			Spiritual readings uplift her C.iv.9.3
VS	VS	VS	VS



7.1.4 Colleen's master table (Participant D)

Colleen interview 1	Colleen interview 2	Colleen interview 3	Colleen interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
			Her problem causes her to lose focus academically D.iv.5.3
FS	FS	FS	FS
	Pictures herself as a famous role model D.ii.11.1	A glamorous future ahead D.iii.1.1	Female weight lifter D.iv.14.3
		Acting can spiritually enlighten others D.iii.17.1	Considers a career in astronomy or science-related field D.iv.27.3
		Be backpacker for a while D.iii.3.1	Female weight lifter D.iv.25.5
		Considers astronomy as possible career field D.iii.8.3	Sees herself as very rich D.iv.25.1
		Desires a family D.iii.3.4	Sees herself in a leadership role D.iv.14.2
		Desires greater spiritual depth D.iii.18.1	Sees herself involved with charitable work D.iv.21.1
		Study to be an actress in UK D.iii.3.2	Wants to go into the sciences D.iv.25.2
		Venture into modelling D.iii.3.3	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Relationships with people seen as resources D.i.18.1			Friends can help her combat problem D.iv.9.1
GOB	GOB	GOB	GOB
Groups allow maximum participation D.i.11.1		Group tree activity affirmed everyone, learned from one other D.iii.20.1	Learned that all people are wonderfully unique D.iv.27.4
PSGRI	PSGRI	PSGRI	PSGRI
Caring D.i.22.3	Creator of social unity D.ii.7.1	She is a peacemaker D.iii.6.1	She became a confidante to some group members D.iv.24.2
Caring role D.i. 6.2	Peacemaker D.ii.13.3		She played the role of an encourager in the small groups D.iv.24.1
Children concern D.i. 7.1			
Joker role D.i.4.1			
Joker-encourager D.i.14.1			
Others see her as verbally expressive D.i.13.1			



SCPT	SCPT	SCPT	SCPT
	Others' expectations of her hampered true self-expression D.ii.3.4	Marriage is a risky issue D.iii.8.2	Problem causes social tension, affects many D.iv.5.2, D.iv.7.1
			Problem prevents her from being nice to people D.iv.12.1
			Problem terminates friendships D.iv.6.1
SIE	SIE	SIE	SIE
Avoids conflict D.i.17.1			
Inquisitive socially D.i.8.1			
SNE	SNE	SNE	SNE
Appreciates attention D.i.19.1			Once problem is eradicated, she will be more confident socially D.iv.11.1
Personal-emotional domain	Personal-emotional domain	Personal-emotional domain	Personal-emotional domain
LSK	LSK	LSK	LSK
Longs for more self-knowledge D.i.2.1	Needs self-discovery opportunities D.ii.3.3		
P-EIM	P-EIM	P-EIM	P-EIM
Lacks personal boundaries D.i.21.1	Clear personal vision and goal D.ii.4.1	Being self-disciplined and positive will lead to success D.iii.11.1	Desires to excel at school D.iv.27.2
Sulks to cope with problems D.i.16.1	Decided to become true to self D.ii.3.5	Education will provide future stability D.iii.15.1	Is determined to control her thinking to alleviate problem's hold D.iv.8.1
	Her masculine qualities are amusing D.ii.12.1	Fulfilling acting/modelling dreams now will lead to personal satisfaction D.iii.16.2	Sees a need to sharpen her planning skills D.iv.20.1
		Modelling and acting dreams for now as well D.iii.16.1	Struggles with two opposing natures within D.iv.2.1
		Modelling is true heart's desire D.iii.4.1	
		Studying in England will require much effort D.iii.8.1	
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
	Identity collage incomplete self-reflection D.ii.1.2, D.ii.5.1	Appreciates future map because it reveals her persevering nature and her love for people D.iii.2.1	Arts process helped her to set goals for her life D.iv.26.2
	Identity collage triggers dormant self-aspects D.ii.3.2	Arts process awakened more positive and happier aspects in her D.iii.21.1	Doing physical exercises will 'divert' problem D.iv.9.2



	Identity collage triggers personal vision and depression D.ii.14.1	Arts process highlighted new significant personal aspects D.iii.21.2	Enjoyed matchbox D.iv.10.2
	Have ambivalent feelings about the identity collage D.ii.1.1	Dream tree surprised her because insignificant material led to great art piece – art making is inspiring D.iii.19.1	Matchbox activity surprised her – unique experience D.iv.10.6
	Nature scenes awaken a peaceful realisation D.ii.2.2	Family members are helpful to assist in reaching personal goals D.iii.10.1, D.iii.13.1	Prophetic photo allowed her an opportunity to be 'dramatic' D.iv.10.4
		Future map reveals her happiness D.iii.5.2	Prophetic photo reveals her desire to be a significant mother with a family D.iv.14.1
		Identity collage and future map should not be seen as belonging to the same person D.iii.5.3.	Took preparing for the prophetic photo very seriously D.iv.15.1
		Identity collage reveals her sadness D.iii.5.1	
		Media keeps her dreams alive D.iii.14.1	
SA(S-E)	SAS-E	SAS-E	SAS-E
Energetic joyful person D.i.9.1	Adventurous D.ii.4.6	Is unique, loved by God and capable D.iii.12.1	A fan of soccer players D.iv.25.3
Expressive D.i.1.1	Affectionate towards children D.ii.19.1		Believes she has grown positively D.iv.26.1
Extroverted D.i.22.2	An attention-seeker D.ii.13.1		Daring D.iv.13.3
Gregarious D.i.22.1	Astonished about peaceful quality D.ii.2.1		Enjoys being video-recorded or on camera, is bold person. D.iv.17.1
Happy person D.i.3.1	Calm person D.ii.8.1		Grew in self-understanding D.iv.27.5
Joker who knows her limits D.i.6.1	Enjoys impressing people D.ii.13.2		Mischievous D.iv.27.1
	Fashion conscious D.ii.3.1, D.ii.9.1		Musical person D.iv.25.4
	Masculine qualities D.ii.2.3, D.ii.8.2		Recognises personal growth D.iv.4.1
	Sees herself as a pleasant person D.ii.6.1		Unsure of her true identity D.iv.1.1
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BA	BA	BAC	BA
		Responsibility to keep body fit D.iii.11.2	Even though prophetic photo is bad image of her, she still enjoyed it D.iv.10.1
			Prophetic photo is not best



			portrait of her, but she loves the stage-like setting D.iv.13.1
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Trustworthy D.i.10.1	Learning to appreciate people for who they are D.ii.4.2		
	Enjoys harmony and equality between people D.ii.4.5		
MNP	MNP	MNP	MNP
Need for spiritual discipline D.i.21.2	Covetous D.ii.19.2		Must learn to control her moral weaknesses D.iv.4.2
Jealousy and anger negative elements D.i.22.4	Hides aspects of herself D.ii.8.3		Occasionally she will be angry with those she envies D.iv.5.1
Jaquar can be metaphor for negative elements D.i.23.1	Inquisitive busy-body D.ii.19.3		
	Judges or evaluates people superficially D.ii.10.1		
SRB	SRB	SRB	SRB
Concerned about spiritual standing D.i.5.1	Her spiritual life needs attention D.ii.17.1		
Values spiritual discipline D.i.20.1			
VS	VS	VS	VS
Opposes social exclusion D.i.15.1			
Respect yourself and be wise D.i.20.2			



7.1.5 Leigh's master table (Participant H)

Leigh interview 1	Leigh interview 2	Leigh interview 3	Leigh interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
			Academic improvement will be the result of effective problem management H.iv.11.2
	FS	FS	FS
		Backpacker – world travels H.iii.3.3	Be an inspiration to others H.iv.26.3
		Be an award-winning actress H.iii.3.4	Live an exemplary life, a role model H.iv.22.1, H.iv.23.1
		Desires to be a role model for good values H.iii.2.3, H.iii.17.1	Wants to live a spiritually pleasing life H.iv.22.2
		Get married start a family H.iii.3.8	Wants to work with children H.iv.27.7
		Graduate from university H.iii.3.2	
		Own designer label H.iii.3.7	
		Possess expensive car H.iii.3.6	
		Sees herself as a celebrity H.iii.1.1	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Friends bring happiness H.i.3.1			
Friends help H.i.16.1			
Friends provide security H.i.4.1			
GOB	GOB	GOB	GOB
		Enjoyed hearing others' dreams for the tree H.iii.19.1	Saw passion in her group members' responses. H.iv.27.9
		Tree, enjoyable group activity – allowed self-expression H.iii.20.1	Video recording of motivational thoughts satisfied her curiosity about what others believed H.iv.18.1
PSGRI	PSGRI	PSGRI	PSGRI
Concerned about others H.i.7.2	Care-giver H.ii.4.8		Encourager in group setting H.iv.24.1
Peacemaker H.i.14.1	Caring H.ii.8.3		
Protects people H.i.9.2			
Responsive to peer problems H.i.10.1			
Spread acceptance			



H.i.11.2			
Unites people H.i.14.2			
SCPT	SCPT	SCPT	SCPT
Less talking could stop trouble H.i.8.1			Frustrated with class clowns who distract her H.iv.1.1
Temper can ruin relationships H.i.17.2			
SIE	SIE	SIE	SIE
Avoids conflict H.i.17.1	Social interaction is major focus H.ii.9.1		
Content with classroom role H.i.13.1			
Hates being belittled H.i.15.1			
SNE	SNE	SNE	SNE
	Did identity collage to help others understand her better H.ii.1.2, H.ii.2.1		
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
On the road to self-discovery H.i.2.1	Collage is adequate self-presentation H.ii.1.1		
P-EIM	P-EIM	P-EIM	P-EIM
Need to establish personal boundaries H.i.5.2	Relaxing in nature is neglected H.ii.10.1	Acting profession requires patience and perseverance H.iii.9.1	Conquering problem will lead to personal happiness H.iv.11.1
	Suppresses vulnerable self-aspects H.ii.10.2	Becoming an actress is demanding H.iii.8.1	Doesn't mind being on camera H.iv.17.1
		Becoming an actress is main passion H.iii.4.1	Problem causes emotional distress H.iv.5.1
		Desires a family above all H.iii.15.1	Removing the problem will allow her to concentrate H.iv.12.1
		Future starts now with hard work at school H.iii.16.1	Strives for excellence H.iv.27.8
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Family H.i.18.4	Identity collage expresses only part of her H.ii.5.1	Acting helps her emotionally H.iii.7.1	Arts process was a helpful journey of self-reflection H.iv.28.1
Friend H.i.18.1	Identity collage makes her feel special H.ii.3.3	Family and friends can encourage her to pursue dreams H.iii.10.1	Cartoon externalisation made her come to terms with problem H.iv.4.1
Mom H.i.18.3	Surprised at finding imagery that reflects her truly H.ii.6.1	Future map guides her efforts, she can aim strategically H.iii.2.1	Enjoyed prophetic photograph, recognised the future H.iv.10.1, H.iv.10.2, H.iv.13.1
Teacher H.i.18.2	Surprised to find that pictures can be effective self-symbols H.ii.3.2	Music helps her unwind H.iii.13.3	
		Spiritual resources and family can spur her on H.iii.13.2	
		Tree, enjoyable self-	



		expression H.iii.19.2	
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Actress H.i.22.2	Affectionate H.ii.14.1	Is determined to follow her heart H.iii.12.1	Amicable person H.iv.27.5
Benevolent H.i.22.5	Appreciates nature, nature-lover H.ii.4.1, H.ii.4.6	People lover H.iii.2.2	Hospitable H.iv.27.3
Gregarious H.i.22.6	Daring person H.ii.11.1		Is actually a leader not a follower H.iv.9.1, H.iv.26.4
Joyful fun-lover H.i. 9.1	Expensive taste H.ii.4.4		Loves children H.iv.16.1
Loyal gregarious friend H.i.6.1	Fan of movie stars H.ii.4.7		Loyal friend H.iv.27.4
Music lover H.i.22.4	Gentle H.ii.17.1		Personal growth took place because of the arts process H.iv.26.1
Musical dancer H.i.12.1	Vulnerable H.ii.8.2		Realised that she was calmer than she thought she was H.iv.26.2
Outgoing H.i.11.1			Special H.iv.27.1
Short-tempered H.i.17.3			
Singer H.i.22.3			
Upbeat H.i.7.1			
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
PAA	PAA	PAA	PAA
Sportswoman concerned about health H.i.22.1			
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Responsible person H.i.21.1			
MNP	MNP	MNP	MNP
SRB	SRB	SRB	SRB
God can help H.i.16.2		Is prepared to submit her plans to the spiritual authority in her life H.iii.13.1	
Nature brings God closer H.i.12.2			
Need to get closer to God to discover self H.i.5.1			
Secure in herself and God Talented because of God H.i.1.1			
VS	VS	VS	VS
Live without regrets and don't indulge in substance abuse H.i.20.1		Doesn't want to be an arrogant actress but a humble role model H.iii.11.1	
Open loyal people make her feel wanted H.i.19.2			
Trust reveals concern H.i.19.1			



7.1.6 Miranda's master table (Participant J)

Miranda interview 1	Miranda interview 2	Miranda interview 3	Miranda interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
Dislikes History and Geography J.i.8.1, J.i.8.2	Lacks commitment to personal vision and academic requirements J.ii.10.1		Problem affects her academically J.iv.5.1
Dislikes reading J.i.12.3			Concentration during lessons is a problem J.iv.5.2
FS	FS	FS	FS
	Realises that a long journey of self-realisation is ahead J.ii.1.2, J.ii.3.1	Air hostess J.iii.3.3	Teacher J.iv.27.3
		Business woman J.iii.3.4	
		Graduate from university J.iii.3.2	
		Matriculate J.iii.3.1	
		Sees future as a happy place J.iii.1.1	
		Sees herself as benefactor J.iii.17.1	
		Wife and mother J.iii.3.5	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Friends make school bearable J.i.4.1	People can help protect self J.ii.10.3		Friends can help her focus J.iv.9.2
Friends provide insight J.i.16.2			
GOB	GOB	GOB	GOB
Fond of groups J.i.7.3		Group art led to surprises for all J.iii.20.1	
Group life is fun J.i.11.1			
Groups facilitate self-changes J.i.11.3			
Groups make personal comparisons possible J.i.11.2			
PSGRI	PSGRI	PSGRI	PSGRI
Befriends everyone J.i.3.1			She brought joy to her small group J.iv.24.1
Exhorter J.i.7.2			
Gregarious instigator J.i.14.1			
"Up lifter" J.i.9.1			
SCPT	SCPT	SCPT	SCPT
Avoids conflict J.i.2.3	Dislikes social conflict J.ii.7.1		Friends influence her J.iv.27.4
Conflict is troublesome J.i.17.1	Scared of others occasionally J.ii.14.1		
	Social acceptance is hard		



	at times J.ii.14.3		
SIE	SIE	SIE	SIE
Liked by all J.i.10.3			
Likes her class J.i.13.1			
SNE	SNE	SNE	SNE
Desires others' knowledge about her J.i.5.2			
Physical touch is important J.i.19.2			
Talking to her reveals concern J.i.19.1			
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Self-knowledgeable J.i.2.1		Believes in her abilities J.iii.12.1	
P-EIM	P-EIM	P-EIM	P-EIM
Desires to see inner self J.i.5.1	Feels defenceless at times J.ii.13.2	Air hostess requires training but not years of study J.iii.6.1	By being positive she might conquer problem J.iv.8.1
	Feels victimised at times J.ii.1.4	Be diligent, focused, that will lead to success J.iii.11.1	Conquering problem will result in personal happiness J.iv.11.1
	She is goal-oriented J.ii.10.2	Fears dropping out of university J.iii.7.1	Distraction problem causes laziness J.iv.6.1
	Personal responsibility can be burdensome at times J.ii.14.4	Flight hostess is major dream J.iii.4.1	Externalised distraction problem J.iv.1.1
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Mother assists J.i.16.1	Collage is successful self-representation J.ii.5.1	Arts process started thinking process about future J.iii.21.1	Appreciated prophetic photo very much J.iv.10.1
Mother is a resource J.i.18.1	Compiling the collage led to positive self-confrontation and self-discovery J.ii.2.1	Dream tree focused her future ideas J.iii.19.1	Didn't prepare much for prophetic photo J.iv.15.1
Music allows escape J.i.12.4	Proud creator of the id collage J.ii.1.1	Future map reveals her diligence J.iii.2.1	Enjoyed process J.iv.28.1
Solitude brings clarity J.i.16.3		Opening a business is hard work J.iii.8.1	Enjoyed recording motivational saying J.iv.18.1
		Parents will provide major support for dreams J.iii.10.1	Food calms her 'distraction' J.iv.9.1
			Looking at problem in cartoon style leaves her with a feeling of being overwhelmed J.iv.4.1
			Process triggered thoughts about the future J.iv.28.2
			Video recordings can be of value for future reflections J.iv.17.2
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Adventurous J.i.6.1	Enjoys the adrenaline rush		A hockey player J.iv.13.1



	of sport J.ii.6.3		
Appreciates flowers J.i.22.2	Fashionable person J.ii.1.3		Gregarious J.iv.26.1
Average person J.i.23.1	Fashion-conscious J.ii.6.1		Likes photography J.iv.10.2
Dare-devilish attitude J.i.1.3	Likes spending money J.ii.6.4		Not camera-shy J.iv.17.1
Does have a temper J.i.2.2	Masculine traits J.ii.6.2		Opportunistic J.iv.26.2
Extrovert J.i.7.1	Pictures herself in a masculine environment J.ii.11.1		
Fun-loving caregiver J.i.1.2.			
Kind to everyone J.i.22.3			
Lover of people J.i.10.1			
Music lover J.i.12.1			
Not self-absorbed J.i.1.1			
Socialite J.i.6.4			
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
Looks after body J.i.21.2	Important to look good J.ii.9.1		
PAA	PAA	PAA	PAA
Sport is a priority J.i.22.4			
Sportswoman J.i.6.3			
Provincial hockey player J.i.22.5			
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Dislikes gossip J.i.14.2	High moral standards J.ii.1.6		
Hard to be rude to others J.i.10.2			
Personally responsible J.i.21.1			
MNP	MNP	MNP	MNP
SRB	SRB	SRB	SRB
Bible provides inspirations J.i.12.2	Spiritual guilt is evident when something wrong was done J.ii.14.2	Heaven is ultimate aim J.iii.3.6	God can help her J.iv.1.2
God protects you J.i.22.1		Spiritual input will encourage her to pursue dreams J.iii.13.1	
VS	VS	VS	VS
Don't live a joyless life J.i.6.2			Determination can make the future happen J.iv.28.3
Make the most of life, don't waste it on fighting J.i.4.2			The group is more important than the individual J.iv.27.5
Obey the rules J.i.20.1			
Obey parents J.i.21.3			
You have to stretch the rules at times J.i.20.2			



7.1.7 Thelma's master table (Participant L)

Thelma interview 1	Thelma interview 2	Thelma interview 3	Thelma interview 4
Academic domain	Academic domain	Academic domain	Academic domain
ACA	ACA	ACA	ACA
			Academic life is not affected by problem L.iv.5.5
FS	FS	FS	FS
		Sees self in a harmonious future L.iii.1.1	Sees herself as a peacemaker L.iv.22.1
		A glamorous person L.iii.3.8	Spiritual African leader L.iv.14.1
		A mother L.iii.3.6	Wants to promote justice L.iv.23.1
		An extrovertish dramatic career woman L.iii.3.11	
		Graduate from varsity L.iii.3.2	
		Married L.iii.3.10	
		Matriculate L.iii.3.1	
		Sees herself as a future leader L.iii.3.4	
		Sees herself embracing the dreams of others in the future L.iii.17.1	
		She will be more assertive in the future L.iii.9.2	
		Values having a family in the future highly L.iii.9.1	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Bold peers inspire her L.i.4.1		Friends are resources too L.iii.10.2	Friends can spur her on L.iv.9.2
		Wants her friendships to survive the future L.iii.3.9	
GOB	GOB	GOB	GOB
Dislikes groups L.i.11.3		Dream tree allowed group members to positively state their firm beliefs about the future L.iii.20.1	Became very expressive and involved in group dynamics, didn't notice camera L.iv.17.2
Groups can be restricting L.i.11.1			Group aspect during small group session was inspiring L.iv.10.2
Peer pressure comes through groups L.i.11.2			She is now willing to understand people better and to make adjustments to her understanding of others L.iv.27.4
			The small group inspired her to reach for her dreams and she appreciated the group members and learned from them



			L.iv.27.3
PSGRI	PSGRI	PSGRI	PSGRI
Advisor L.i.7.3	Provides recognition L.ii.8.4	Others also see her as a leader L.iii.7.1	Believed she inspired her group members L.iv.24.1
Connects people L.i.10.3			
Good relator L.i.1.2			
Prominent leadership qualities L.i.7.4			
Provides wisdom to others L.i.9.3			
Relates to all people L.i.14.2			
Socialite L.i.6.2			
Teacher's pet L.i.10.2			
SCPT	SCPT	SCPT	SCPT
Peer pressure confuses L.i.2.2			Externalised fear of others, their opinions confine her to herself L.iv.1.1, L.iv.2.1
Scared of loneliness L.i.15.1			She would rather be false than invite criticism from others L.iv.5.4
SIE	SIE	SIE	SIE
Emotional reactions from others spark emotion in her L.i.16.4			
Relating to people emotionally causes tension L.i.8.10			
Socially abused by others L.i.9.2			
SNE	SNE	SNE	SNE
Appreciates physical touch L.i.19.4	Longs for recognition L.ii.8.3		
Longs for verbal affirmation L.i.19.1			
People's positive deeds will reveal their concern for her L.i.19.2			
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Concerned about true identity L.i.2.1		Future map reveals her self-knowledge L.iii.2.1	
Inquisitive about her peaceful side L.i.5.1		She is convinced about her capabilities L.iii.12.1	
Requires information about her thought processes L.i.5.2			
True identity an enigma L.i.2.3			
P-EIM	P-EIM	P-EIM	P-EIM
Desires positive self-change L.i.8.4	Calm aspects became evident L.ii.17.1	Desires opportunity for self-exploration/discovery L.iii.3.3	Has an intuitive solution to cope with the problem, but not ready to deal with it L.iv.5.2



Emotional fluctuation L.i.3.1, L.i.15.2, L.i.8.9	Longs to be restful L.ii.7.1	Grew in self-understanding L.iii.21.2	Problem affects her emotionally L.iv.5.1
Struggles with identity L.i.8.1	Suppresses peaceful aspects L.ii.9.2	Her gregarious wild nature will have to fit into a formal work scenario L.iii.5.1	Problem makes her a social hypocrite – she is not her true self L.iv.5.3
		Personal resolute responsibility and commitment to personal goals will ensure success L.iii.11.1	Was nervous recoding her motto L.iv.18.1
		She will have to allow peaceful moments to balance her hectic schedule in the future L.iii.6.2	Will be greatly relieved when problem is solved L.iv.11.1
		She will have to focus and acquire decision-making skills in the future L.iii.8.1	
		To be a world leader is her passion L.iii.4.1	
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Crying alone alleviates tension L.i.16.2	Collage helped her to focus on positive self-aspects L.ii.2.2	Arts process cleared some confusion in her head L.iii.21.1	Cartoon externalisation gives face to the problem L.iv.4.1
Personal boundaries block peer pressure L.i.21.4	Collage is truthful but incomplete L.ii.5.1	Dream-tree activity allowed her to make a declaration L.iii.19.1	Cartoon externalisation provides courage, because problem looks so small L.iv.4.2
Verbalising issues help her to deal with them L.i.16.1	Collage triggered start of greater self-understanding L.ii.6.1	Mother is a major resource L.iii.10.1	Enjoyed participant interviews – led to self-discovery L.iv.10.1
	Discovered hidden self-aspects that could unveil other aspects L.ii.6.2	Future map reveals her organised aspects L.iii.2.2	Felt proud after recording of saying L.iv.18.2
	Feels positive about the self-expression in the collage but sees missing aspects L.ii.1.1	Future map reveals her determination to be successful L.iii.2.3	Felt she grew much in some areas L.iv.26.2
	Images triggered self-aspects L.ii.2.1	Dream tree was a spiritual experience to her L.iii.19.2	Her diligence is a resource against problem L.iv.9.1
	Nature provides peace L.ii.4.2		Learned some self-appreciation L.iv.27.5
			Prepared well for photo L.iv.15.1
			Process improved her self-attitude L.iv.27.1
			Realised that she was undermining herself L.iv.26.3
			She is a person of vision as a result of the process L.iv.26.1
			She is not disturbed by the cartoon image – rings true L.iv.4.3



S-AS-E	S-AS-E	S-AS-E	S-AS-E
Actress L.i.22.3	"Reckless", extravagant L.ii.8.1	A happy person L.iii.3.5	Ambitious – someone with drive L.iv.25.1
Adamant to remain herself L.i.10.4	Exciting people-lover L.ii.14.1	A dreamer L.iii.3.7	Not camera shy L.iv.17.1
Assertive L.i.14.1	Humorous cute person L.ii.12.1	Determined L.iii.6.1	She is determined or resolved to achieve her goals L.iv.27.2
Bold L.i.1.1	Nature-lover came as a surprise L.ii.3.1	She is a responsible person L.iii.7.2	
Confused L.i.8.3	Peaceful individualist L.ii.11.1		
Different but needed L.i.10.1	Sees herself as a celebrity L.ii.9.1		
Doesn't like surprises L.i.8.8	Stylish person L.ii.4.3		
Energetic L.i.9.1			
Extrovert L.i.13.1			
Leadership qualities L.i.7.1			
Lively person L.i.6.1			
Muddled L.i.22.2			
Self-restricted L.i.8.7			
Whimsical L.i.12.1			
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
Body cause of low self-esteem L.i.8.2			
Experiments with appearance L.i.6.4			
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Others believe she is too self-controlled L.i.21.1			
MNP	MNP	MNP	MNP
Doubts people's concern for her due to her low self-perception L.i.19.3			
Tempted to release self-constraint L.i.21.3			
Wants to stop harbouring ill-feelings towards others L.i.17.3			
SRB	SRB	SRB	SRB
God is central L.i.22.1	Appreciates creation L.ii.8.2	Her faith is a major future resource L.iii.13.1	Process brought her closer to God L.iv.28.1
God's assistance needed L.i.2.6		Her faith is an anchor in the pursuit of the future L.iii.12.2	The source of her spiritual energy provides direction to her life L.iv.27.6
God's assistance needed L.i.2.4			Will use prayer to combat problem L.iv.8.1
Prayer is helpful L.i.16.3			
VS	VS	VS	VS
Conflict is a problem-solving scenario L.i.17.1			Good thoughts lead to greater impact L.iv.20.1



Experience teaches L.i. 20.4			
Fearful, identity tension leads to suicide L.i.2.5			
Have boundaries L.i.20.1			
Parental guidance is valuable L.i.20.3			
Parents must teach personal boundaries L.i.21.2			
Personal limits are important L.i.20.2			
Sharing opinions is healthy L.i.17.2			



7.1.8 Tricia's master table (Participant M)

Tricia interview 1	Tricia interview 2	Tricia interview 3	Tricia interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
			Cartoon problem is of academic nature M.iv.5.1
			Prefers socialising to academic work M.iv.3.1
FS	FS	FS	FS
Anticipates new opportunities M.i.13.1	The fulfilment of personal vision will take time M.ii.4.7	A fun-filled future M.iii.3.10	
Convinced of positive future M.i.5.2		Be a celebrity M.iii.3.3	
Curious about future M.i.5.1		Fashionable in the future M.iii.3.6	
		Get married M.iii.3.9	
		Her colourful personality will make her effective in the future M.iii.18.1	
		Self is seen in a place of possibility M.iii.1.1	
		She must be self-confident in the future M.iii.9.2	
		She will have to be an honest people's person to be successful in the future M.iii.9.1	
		Someone people can copy M.iii.3.4	
		Travel M.iii.3.5	
		Wants to be involved in charitable work M.iii.17.1	
		Wants to impress people M.iii.3.7	
		Wants to be a person with drive M.iii.3.2	
		Wants to be rich to help those in need M.iii.3.8	
		Wants to be strong and effective as a woman M.iii.3.1	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Peers M.i.18.1			
GOB	GOB	GOB	GOB
Groups can cause division M.i.11.1	Became willing to appreciate others for what they are M.ii.19.1	Everyone revealed their desire to be successful M.iii.20.1	Came to appreciate others' feelings via process M.iv.10.2
Groups facilitate communication M.i.11.2		She saw potential in everyone with the tree M.iii.20.2	
PSGRI	PSGRI	PSGRI	PSGRI



Positive group influence M.i.10.1	Unpredictable clown M.ii.12.1		
Available to assist others M.i.6.3			
Considerate M.i.10.2			
Exhorter M.i.7.1			
Makes people feel at home M.i.9.1			
Valued at school M.i.3.1			
SCPT	SCPT	SCPT	SCPT
Retaliates during conflict M.i.17.1			
SIE	SIE	SIE	SIE
School life is enjoyable and she acquaints people M.i.4.1			Problem is good for socialising M.iv.6.1
SNE	SNE	SNE	SNE
Likes to be respected M.i.19.1	Longs for recognition M.ii.4.10, M.ii.17.1		
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Self-knowledgeable and there is purpose to her life M.i.2.1	Collage reveals her positive nature M.ii.1.1		
P-EIM	P-EIM	P-EIM	P-EIM
	Emotional difficulties evident M.ii.4.8	Becoming a financial success is hard work M.iii.8.1	Clowns around M.iv.2.1
	Understands rejection M.ii.4.9	Is adamant to only change for her own advantage M.iii.15.1	Didn't prepare for photo M.iv.15.1
		She needs to accept responsibility for her dreams and put in effort and be transparent M.iii.11.1	Needs to sharpen her time management skills M.iv.4.2
		To be triumphant and effective is her main passion M.iii.4.1	Problem causes her to lose focus of her work M.iv.6.2
			Self-discipline will conquer problem M.iv.8.1
			Wastes time by being too playful M.iv.1.1
			When problem is controlled, she'll have a balanced life M.iv.12.1
			Will be elated when problem is conquered M.iv.11.1
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
God M.i.18.3	Collage brought her life, connected to others into focus M.ii.2.1	Distant dreams encourage her to give her best M.iii.7.1	Cartoon externalisation makes her realise what the gravity of the issue is M.iv.4.1



Mother M.i.18.2	Collage is excellent self-representation M.ii.5.1	Enjoyed the tree activity it was an inspirational statement-making moment M.iii.19.1	Enjoyed process M.iv.28.1
Verbalises thought M.i.12.1		Media icons encourage her M.iii.14.3	Didn't prepare for the photograph M.iv.15.1
		Media images motivate her to pursue success M.iii.14.2	Felt strongly about what she believed when she was stating her motto M.iv.18.1
		Successful people motivate her M.iii.14.1	Photo reveals her future as a joyful woman with drive M.iv.14.1
			Photo reveals her rich statement-making future M.iv.16.1
			Process taught her about others and herself M.iv.10.1
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Amicable M.i.9.4	A go-getter M.ii.4.3	She is self-assured M.iii.12.1	Caring and on the lookout for possibilities M.iv.27.3
Appreciates herself most of the time M.i.1.2	Independent/ liberated M.ii.4.5		Not a photo person M.iv.17.3
Appreciates music M.i.16.2	Innovative M.ii.13.1		Process taught her about herself and others M.iv.10.1
Assertive M.i.9.3	Persevering M.ii.8.1		Someone without pretence M.iv.26.1
Determined to succeed M.i.23.1	She is fortunate M.ii.4.1		
Extrovert M.i.6.1			
Fun-loving joker M.i.14.1			
Has personal strength and fend for herself M.i.1.1			
Kind-hearted M.i.6.2			
Thinker M.i.12.2			
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
			Doesn't feel comfortable about being on photos M.iv.17.2
			She appreciates herself on the prophetic photo M.iv.13.1
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Dislikes labelling people M.i.8.1	Would like to be more grateful and appreciative M.ii.10.1		
No longer gossips M.i.10.3			
Reliable M.i.9.2			
MNP	MNP	MNP	MNP
Tests boundaries M.i.21.2			
SRB	SRB	SRB	SRB



Differences come from God M.i.8.2	Aligns herself with Providence M.ii.4.2	God, family and friends are resources to assist her to the future M.iii.10.1	Keep God in mind M.iv.27.1
Godly purpose to her life M.i.22.1	Lives according to spiritual boundaries M.ii.4.6		
Prayer solves problems M.i.16.1			
VS	VS	VS	VS
Discipline is valued M.i.21.3		A dream is accompanied by hard work M.iii.6.1	Being videographed allows others to get to know you M.iv.17.1
Stay within personal boundaries M.i.20.1		Obstacles can build personal strength M.iii.13.1	Have large ideas and accomplish them M.iv.20.1
Values responsible living M.i.21.1		Perseverance to reach your goal will get you there M.iii.3.11	



7.1.9 Wanda's master table (Participant N)

Wanda interview 1	Wanda interview 2	Wanda interview 3	Wanda interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
Dislikes art N.i.8.2			
FS	FS	FS	FS
		A celebrity N.iii.3.11	
		A memorable future ahead N.iii.1.1	Be an international teacher N.iv.15.1
		A role model N.iii.3.9, N.iii.8.3	Live a neat life N.iv.26.5
		Backpacker, world traveller N.iii.5.3	Wants to impact history N.iv.26.4
		Be a spiritual guide to others N.iii.17.2	
		Become a TV presenter/host N.iii.15.2	
		Does not see herself as a mother in the future N.iii.3.1	
		Emotionally strong in the future N.iii.8.2	
		Fulfilling helping roles N.iii.4.1, N.iii.17.1	
		Get married N.iii.18.1	
		Living in a beautiful home N.iii.3.3	
		Needs a role model in the future to guide her N.iii.10.1	
		Own a designer label N.iii.3.5	
		Psychology is a possible career option in UK N.iii.3.8, N.iii.15.1	
		Rich and famous N.iii.5.4	
		Run her own business venture N.iii.16.1	
		Spiritually healthy in the future N.iii.3.7, N.iii.18.2	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Enjoys socialising with friends N.i.4.1			
Friends and school counsellor help N.i.18.1			
GOB	GOB	GOB	GOB
Likes moving between groups N.i.11.2	Not influenced by crowds N.ii.7.2	Dream tree was enjoyable to all N.iii.19.1, N.iii.20.2	Gained insight into each other in small group N.iv.24.2
Staying in a specific group can block new friendships	Not as group influenced as she thought N.ii.18.2	She took courage from the excitement others revealed	Group learned how to share and involve each



N.i.11.1		about their dreams and decided to follow suit N.iii.19.2	other N.iv.27.1
		She could figure out the commonalities in the group's dreams: desire for wealth, wanting to play a helping role, be a celebrity, be successful N.iii.19.3, N.iii.20.3, N.iii.20.4, N.iii.20.5	Interaction was pleasant in groups N.iv.28.2
PSGRI	PSGRI	PSGRI	PSGRI
Communicator N.i.1.4			Talkative peacemaker in small group N.iv.24.1
Defends the helpless N.i.10.1			
Esteemed by peers N.i.13.2			
People know where they stand with her N.i.10.4			
SCPT	SCPT	SCPT	SCPT
Personality clashes cause tension N.i.15.1			Aggression problem leads to social awkwardness N.iv.1.1, N.iv.3.1, N.iv.5.1, N.iv.6.1
Teachers teach some well N.i.8.1			When aggression is controlled, her social life will improve N.iv.11.1, N.iv.12.1
SIE	SIE	SIE	SIE
Behave according to the situation N.i.6.4			
SNE	SNE	SNE	SNE
Support from others reveals care N.i.19.1	Desires support from others N.ii.8.3		
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Knows herself N.i.2.1			
P-EIM	P-EIM	P-EIM	P-EIM
Mood determines coping mechanisms N.i.16.2	Accept reality of death N.ii.12.1	Future is conquerable N.iii.12.1	Determined but nervous during motivational video clip N.iv.18.1
	Desires to be significant N.ii.7.4	Making right choices will be important for the future N.iii.8.1	Needs to acquire self-control measures N.iv.9.1
		Must accept personal responsibility for the future N.iii.11.1	Personal change is needed N.iv.4.1
		Must become focussed to reach the future N.iii.11.2	Video camera made her uncomfortable N.iv.17.1
		Road to the future is not easy N.iii.1.2	When problem is controlled, she will value herself higher N.iv.11.2
			Will attempt to look at a



			scenario from others' perspectives in order to avoid getting aggressive N.iv.8.1
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Talks to consolidate learning N.i.4.2	Amazed to find that images have power to reflect self adequately N.ii.5.1	Arts process brought excitement to future dreams N.iii.21.1	Aggression problem allows her to express herself N.iv.5.2
Withdraws to cope with problems N.i.16.1	Appreciates collage N.ii.1.1	Arts process gave her a new perspective on herself and life N.iii.21.4	Externalising something on paper makes discussion possible N.iv.10.2
Writes poetry to convey feelings N.i.7.1	Artistic expression aids self-understanding N.ii.6.2	Arts process revealed a lot about herself to her N.iii.21.2	Giving something concrete substance allows self-recognition and self-growth N.iv.10.3
	Collage helped her to identify things she can relate to N.ii.2.1	Arts process revealed the hard work that she will have to put in to reach her goals N.iii.21.3	Photo reveals her second option for future, teaching N.iv.13.2
	Collage us incomplete N.ii.1.2	Feels positive about future map creation N.iii.2.1	Prophetic photo reveals she is fortunate, because she has more than one option for the future N.iv.14.1
		Media images encourage her to pursue her dreams N.iii.14.1	Process facilitated the learning of skills through self-expression N.iv.28.1
		Parents and friends are resources for the future N.iii.8.4	Whole process pleasant experience N.iv.10.1
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Aggressor N.i.17.1	An average person N.ii.11.1	Admires celebrities N.iii.3.6	Affectionate N.iv.26.2
Assertive N.i.1.2, N.i.13.1	Confident N.ii.6.1	Independent thinker N.iii.5.2	Dependable N.iv.27.3
Easy-going N.i.13.4	Extrovert N.ii.8.1		Energetic N.iv.26.6
Fight for herself N.i.13.3	Extrovert who loves adventure N.ii.3.3		Not a camera person N.iv.17.2
Gregarious N.i.6.1	Individualist N.ii.3.6		Passionate N.iv.26.7
Looks for the positive N.i.1.3	More individualistic than believed N.ii.18.1		Someone with goals N.iv.26.1
Multifaceted person N.i.6.3	Realisation that she is actually very creative N.ii.17.1		
Music lover N.i.12.2	Reserved N.ii.3.1		
Not pretentious N.i.1.1			
Opportunist N.i.9.1			
Strives to be her optimal self N.i.5.1			
Writer N.i.12.1			
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
		Health conscious – needs to care for the body N.iii.6.1	



		She is health-conscious N.iii.3.2	
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Loyal and honest N.i.10.2			
Discerning good and bad N.i.21.2			
MNP	MNP	MNP	MNP
Instigator of fights N.i.10.3	Desires spiritual input to guide personal choices N.ii.7.1		
Irresponsible at home N.i.21.1	Ignores spiritual values occasionally N.ii.10.1		
Rude at times N.i.6.2			
Talking reveals her bad attitude towards teachers N.i.3.1			
SRB	SRB	SRB	SRB
Crucifixion is truth N.i.23.1	Adheres to spiritual input N.ii.3.5	Definite religious convictions about the future N.iii.5.1	God can help her to overcome problem N.iv.9.1
	Dedicated spiritually N.ii.7.3	God must assist her to decide on the best career N.iii.13.2	Has spiritual and charitable ambitions N.iv.22.1
	Strong belief that spiritual orientation will reveal personal direction N.ii.3.2	Spiritual boundaries in place N.iii.3.4	Respects God's ways N.iv.27.5
		Will submit her future plans to divine intervention N.iii.3.10	
		Will draw strength from her faith in the future N.iii.13.1	
VS	VS	VS	VS
Decisions determine the correct way N.i.20.1			Be your own inspiration N.iv.20.1
Truth is setting people free N.i.22.1			Love eradicates evil N.iv.27.2
			People who judge others are nasty inside N.iv.3.2



7.2 Girls' collective table

Girls collective interview 1	Girls collective interview 2	Girls collective interview 3	Girls collective interview 4
ACADEMIC I (GIRLS COLLECTIVE) DOMAIN	ACADEMIC II (GIRLS COLLECTIVE) DOMAIN	ACADEMIC III (GIRLS COLLECTIVE) DOMAIN	ACADEMIC IV (GIRLS COLLECTIVE) DOMAIN
ACA I (Girls)	ACA II (Girls)	ACA III (Girls)	ACA IV (Girls)
Restless, dislikes studying, reading A.i.8.1, A.i.8.2, J.i.12.3	Lacks commitment to personal vision and academic requirements J.ii.10.1		Problem affects academics, focus lost, socialising preferred to academic work D.iv.5.3, J.iv.5.1, J.iv.5.2, M.iv.3.1, M.iv.5.1
Unpopular subjects: Art, History, Geography J.i.8.1, J.i.8.2, N.i.8.2			
FS I (Girls)	FS II (Girls)	FS III (Girls)	FS IV (Girls)
Curious anticipation of positive future opportunities M.i.5.1, M.i.5.2, M.i.13.1 Certain about future calling B.i.2.1	A famous role model D.ii.11.1	Celebrity, famous, fashionable model, glamorous role model, own designer label, TV presenter A.iii.3.7, D.iii.1.1, D.iii.3.2, D.iii.3.3, D.iii.17.1, H.iii.1.1, H.iii.2.3, H.iii.3.4, H.iii.3.7, H.iii.17.1, L.iii.3.8, M.iii.3.3, M.iii.3.4, M.iii.3.7, M.iii.3.6, N.iii.3.5, N.iii.3.9, N.iii.3.11, N.iii.5.4, N.iii.8.3, N.iii.15.2	New occupational, recreational roles and future attributes: exemplary life, female weight lifter, impact history, inspirational role, live a neat life, live a spiritually pleasing life, natural medicinal healer, peacemaker, promote justice, teacher B.iv.22.1, D.iv.14.3, D.iv.25.5, H.iv.22.2, H.iv.23.1, H.iv.27.7, H.iv.26.3, J.iv.27.3, L.iv.22.1, L.iv.23.1, N.iv.15.1, N.iv.26.4, N.iv.26.5
		Matriculate, graduate from university H.iii.3.2, J.iii.3.1, J.iii.3.2, L.iii.3.2, L.iii.3.1	
		Married, motherhood A.iii.3.2, C.iii.15.1, D.iii.3.4, H.iii.3.8, J.iii.3.5, L.iii.3.6, L.iii.3.10, L.iii.9.1, M.iii.3.9, N.iii.18.1	
		Professional and recreational interests: air hostess, artist, astronomer, author,	



		backpacker, bright mathematician, business woman, career woman, caring benefactor, charitable, extreme sportswoman, helpful physician, horse trainer, leader, meet sports stars, musician, nature lover preserving wild life, psychologist, spiritual guide, traveller A.iii.3.3, A.iii.3.5, A.iii.3.6, A.iii.9.1, A.iii.17.1, B.iii.3.1, B.iii.3.2, B.iii.3.3, B.iii.3.6, B.iii.3.8, B.iii.8.1, C.iii.3.3, C.iii.3.4, C.iii.6.1, C.iii.17.1, D.iii.3.1, D.iii.8.3, H.iii.3.3, J.iii.3.3, J.iii.3.4, J.iii.17.1, L.iii.3.11, L.iii.3.4, L.iii.17.1, M.iii.3.5, M.iii.17.1, N.iii.3.8, N.iii.4.1, N.iii.5.3, N.iii.15.1, N.iii.16.1, N.iii.17.1, N.iii.17.2	
		Future will bring: fun, good memories, happiness, hard work with leisure activities, harmony, possibility, riches, spiritual health and depth, success A.iii.2.2, A.iii.3.1, B.iii.3.5, C.iii.2.2, D.iii.18.1, H.iii.3.6, J.iii.1.1, L.iii.1.1, M.iii.1.1, M.iii.3.8, M.iii.3.10, N.iii.1.1, N.iii.3.3, N.iii.3.7, N.iii.18.2	
		The future self will be: a person with drive, assertive, autonomous, courageous, effective, emotionally strong, honest, patient with people, self-confident A.iii.9.2, C.iii.3.1, C.iii.3.5, L.iii.9.2, M.iii.3.1, M.iii.3.2, M.iii.9.2, M.iii.9.1, M.iii.18.1, N.iii.8.2	
SOCIAL I (GIRLS COLLECTIVE) DOMAIN	SOCIAL II (GIRLS COLLECTIVE) DOMAIN	SOCIAL III (GIRLS COLLECTIVE) DOMAIN	SOCIAL IV (GIRLS COLLECTIVE) DOMAIN
FPAR I (Girls)	FPAR II (Girls)	FPAR III (Girls)	FPAR IV (Girls)
Friends and peers help, inspire, provide acceptance, happiness,		Friends are resources, worth preserving L.iii.3.9, L.iii.10.2	Friends provide confidentiality, provide emotional support and



<p>enjoyable socialising opportunities, security, make school bearable, an opportunity to process issues A.i.18.1, B.i.18.1, C.i.4.1, C.i.16.1, H.i.3.1, H.i.4.1, H.i.16.1, J.i.4.1, J.i.16.2, L.i.4.1, N.i.18.1, N.i.4.1</p>			<p>encouragement to combat problems A.iv.9.3, D.iv.9.1, J.iv.9.2, L.iv.9.2</p>
GOB I (Girls)	GOB II (Girls)	GOB III (Girls)	GOB IV (Girls)
<p>Negative group perspectives or stances: dislike, can be restrictive, the cause of division, blocks new friendships, may fuel peer pressure L.i.11.1, L.i.11.2, L.i.11.3, M.i.11.1, N.i.11.1 Positive group perspectives or stances: being in group is a fun privilege, provides an audience, allows maximum participation, facilitates self-changes, allows personal comparisons A.i.11.1, B.i.11.2, D.i.11.1, J.i.7.3, J.i.11.1, J.i.11.2, J.i.11.3, M.i.11.2</p>	<p>Group orientation growth: surprised at the acceptance in the smaller LO group, discovered a concern for others, became willing to appreciate others for who they are, not as badly influenced by groups as previously thought C.ii.15.1, C.ii.17.1, M.ii.19.1, N.ii.18.2</p>	<p>Group art (dream tree): affirmed everyone, allowed peer learning, fun self-expression, group members could positively state their firm beliefs about the future, insight into others' minds could be obtained, inspired each other, led to surprises for all, revealed potential in everyone, revealed similarities and differences between people in a pleasant way A.iii.19.1, A.iii.19.2, A.iii.20.1, C.iii.20.1, D.iii.20.1, H.iii.19.1, H.iii.20.1, J.iii.20.1, L.iii.20.1, M.iii.20.1, M.iii.20.2, N.iii.19.1, N.iii.19.2, N.iii.19.3, N.iii.20.2, N.iii.20.3, N.iii.20.4, N.iii.20.5</p>	<p>Opinions about small group activities Positive perceptions: allowed them to learn valuable truths from the other small group members, enjoyable, inspirational, learned how to share and involve each other, quenched curiosity about peers' opinions, realised that people are wonderfully unique, recognised passion in each other's responses A.iv.10.1, C.iv.27.6, D.iv.27.4, H.iv.18.1, H.iv.27.9, L.iv.10.2, L.iv.27.3, N.iv.27.1, N.iv.28.2</p>
			<p>Personal positive and negative results of the group scenario: became expressively engaged involved in group dynamics, gained insight into each other in small group, greater appreciation for other's feelings via process, greater willingness to understand people better and to make adjustments to understanding of others, growth due to imitating a peer in the group, irritated by group members, respect for own and others' opinions grew A.iv.18.1, A.iv.27.1, B.iv.27.3, L.iv.17.2, L.iv.27.4, M.iv.10.2,</p>



			N.iv.24.2
PSGRI I (Girls)	PSGRI II (Girls)	PSGRI III (Girls)	PSGRI IV (Girls)
Exhorter, helper, encourager, supporter A.i.10.1, A.i.7.1, C.i.7.1, D.i.7.1, D.i.22.3, D.i.6.2, H.i.7.2, H.i.9.2, H.i.10.1, H.i.11.2, J.i.3.1, J.i.7.2, J.i.9.1, M.i.6.3, M.i.7.1, M.i.9.1, M.i.10.2, N.i.10.1	Feels unsure about social impression C.ii.10.2		Confidante, joyful inspirational role D.iv.24.2, J.iv.24.1, L.iv.24.1
Significant group member socialite, communicator J.i.6.4, J.i.14.1, L.i.1.2, L.i.6.2, L.i.10.3, L.i.14.2, M.i.10.1, M.i.3.1, N.i.1.4, N.i.13.2 Insignificant group member A.i.13.1, C.i.14.1	Provides recognition L.ii.8.4		
Joker A.i.9.1, B.i.9.1, D.i.4.1, D.i.6.1, D.i.14.1, M.i.14.1,			
Leadership, advisor A.i.14.1, L.i.7.1, L.i.7.3, L.i.7.4, L.i.9.3			
Peacemaker H.i.14.1			
SCPT I (Girls)	SCPT II (Girls)	SCPT III (Girls)	SCPT IV (Girls)
Conflict, criticism, fighting, loneliness, peer pressure, personality clashes, regarded as being different, being ignored, being belittled, social exploitation, teachers' favouritism, temper problems A.i.15.1, A.i.15.2, B.i.13.1, B.i.13.2, H.i.15.1, L.i.2.2, N.i.8.1, H.i.17.2, L.i.16.4, J.i.2.3, J.i.17.1, L.i.8.10, M.i.17.1, N.i.15.1, C.i.13.2, L.i.15.1, L.i.9.2	Social acceptance is hard at times J.ii.14.3	Marriage is a risky issue D.iii.8.2	Problem the cause of: confinement, falseness, fear, frustration, hesitancy, rudeness, social awkwardness, tension, termination of friendships C.iv.5.2, D.iv.5.2, D.iv.6.1, D.iv.12.1, H.iv.1.1, L.iv.1.1, L.iv.2.1, L.iv.5.4, N.iv.1.1, N.iv.3.1, N.iv.5.1, N.iv.6.1
SIE I (Girls)	SIE II (Girls)	SIE III (Girls)	SIE IV (Girls)
Content with classroom role, likeable class, enjoyable school life, valued by others B.i.10.1, C.i.9.1, H.i.13.1, J.i.10.3, J.i.13.1, M.i.4.1 Relating to people brings emotions to the fore, one can be socially abused or exploited L.i.8.10, L.i.9.2, L.i.16.4	Social interaction is major focus H.ii.9.1		Problem is good for socialising M.iv.6.1



Composed, avoid conflict, reserved during conflict A.i.17.1, B.i.17.1, C.i.17.1, D.i.17.1, H.i.17.1			
SNE I (Girls)	SNE II (Girls)	SNE III (Girls)	SNE IV (Girls)
A listening ear, attention, desire others' knowledge about self, emotional support, longing to be befriended, incorporated, noticed, respected, valued, physical touch, positive deeds, verbal affirmation, A.i.17.3, A.i.19.1, B.i.4.2, B.i.8.1, B.i.8.2, C.i.19.1, D.i.19.1, J.i.5.2, J.i.19.1, J.i.19.2, L.i.19.1, L.i.19.2, L.i.19.4, M.i.19.1, N.i.19.1	Identity collage will help others to understand self better H.ii.1.2, H.ii.2.1		Being heard, realisation that others must know about problem, once problem is eradicated, she will be more confident socially A.iv.8.1, A.iv.17.1, D.iv.11.1
	Longs for recognition L.ii.8.3, M.ii.4.10, M.ii.17.1		
PERSONAL-EMOTIONAL I (GIRLS COLLECTIVE) DOMAIN	PERSONAL-EMOTIONAL II (GIRLS COLLECTIVE) DOMAIN	PERSONAL-EMOTIONAL III (GIRLS COLLECTIVE) DOMAIN	PERSONAL-EMOTIONAL IV (GIRLS COLLECTIVE) DOMAIN
LSK I (Girls)	LSK II (Girls)	LSK III (Girls)	LSK IV (Girls)
Adequate self-knowledge, content A.i.2.1, A.i.5.1, B.i.5.1, B.i.2.2, C.i.2.1, J.i.2.1, M.i.2.1, N.i.2.1 Longing for more self-knowledge, concerned about certain self-aspects, inquisitive D.i.2.1, H.i.2.1, L.i.2.1, L.i.2.3, L.i.5.1, L.i.5.2	Identity collage expresses self adequately A.ii.1.1, B.ii.5.1, C.ii.2.1, H.ii.1.1, M.ii.1.1	Aware of own capabilities, convinced about ability to achieve A.iii.12.1, C.iii.4.2, J.iii.12.1, L.iii.2.1, L.iii.12.1	Acknowledgment of personal growth A.iv.26.1
	Needs self-discovery opportunities D.ii.3.3	A desire for self-exploration, evidence of self-understanding growth L.iii.3.3, L.iii.21.2	
P-EIM I (Girls)	P-EIM II (Girls)	P-EIM III (Girls)	P-EIM IV (Girls)
Emotional issues: emotional about nature, emotional roller coaster or fluctuations, B.i.3.1, B.i.7.5, C.i.3.1, L.i.3.1, L.i.8.9, L.i.15.2	Emotional and self-management needs evident: relax, enjoy outdoors, become true to self, reveal vulnerable and peaceful aspects, move beyond others' expectations, engage in self-expression, overcome fear of others, feel strong and victorious, not victimised, become significant, longing to be independent	Characteristics and elements needed to reach personal goals: commitment, diligence, education for stability, focus, making the right choices, responsibility, self-discipline needed to reach personal goals A.iii.2.1, A.iii.5.1, A.iii.11.1, C.iii.8.1, C.iii.11.1, D.iii.8.1, D.iii.11.1, D.iii.15.1, H.iii.8.1, H.iii.9.1,	Problems and side effects identified: depression or emotional turmoil, distraction and laziness, exaggerated personal experiences, a social hypocrite – untrue to self, feeling defenceless, puzzled and victimised, negative self-regard, others' lives are negatively affected, two opposing natures within A.iv.5.1, B.iv.8.1, C.iv.5.1,



	A.ii.11.1, A.ii.7.1, A.ii.10.1, A.ii.10.2, A.ii.13.2, B.ii.10.1, B.ii.11.1, C.ii.4.4, D.ii.3.4, D.ii.3.5, D.ii.8.3, H.ii.10.1, H.ii.10.2, J.ii.1.4, J.ii.13.2, J.ii.14.1, L.ii.7.1, L.ii.9.2, L.ii.17.1, N.ii.7.4	H.iii.16.1, J.iii.11.1, L.iii.8.1, L.iii.11.1, M.iii.8.1, M.iii.11.1, N.iii.1.2, N.iii.8.1, N.iii.11.1, N.iii.11.2, N.iii.12.1, N.iii.21.3	C.iv.7.1, C.iv.8.1, C.iv.27.5, D.iv.2.1, D.iv.7.1, H.iv.5.1, J.iv.1.1, J.iv.6.1, L.iv.5.1, L.iv.5.3, M.iv.6.2
Coping mechanisms or escapisms: introversion, mood determines coping mechanisms, sulking, B.i.16.2, D.i.16.1, N.i.16.2	Clear personal vision, goal-oriented, personal responsibility can be burdensome at times, realisation that a long journey of self-realisation awaits D.ii.4.1, J.ii.1.2, J.ii.3.1, J.ii.10.2, J.ii.14.4, M.ii.4.7		When problem is controlled or conquered, it will lead to: a more balanced life, a sense of relief, an improved spiritual life, better concentration, elation, freedom and belonging, greater self-value, increased levels of confidence, increased personal well-being and happiness, improved quality of life, more friendships and a better social life A.iv.11.1, A.iv.12.1, B.iv.11.1, B.iv.12.1, D.iv.11.1, H.iv.11.1, H.iv.12.1, J.iv.11.1, L.iv.11.1, M.iv.12.1, M.iv.11.1, N.iv.11.1, N.iv.11.2, N.iv.12.1
Emotional management: desire to see inner self positively changed, identity struggle, respect personal boundaries, responsible for own welfare, the lack of personal boundaries, too self-controlled A.i.4.1, C.i.20.1, D.i.21.1, H.i.5.2, J.i.5.1, L.i.8.1, L.i.8.4, L.i.21.1			Measures required to combat problem: being positive, control thoughts, diligence, engaging in physical exercises, incorporate others' perspectives, personal change, self-discipline, sharpen planning skills D.iv.8.1, D.iv.9.2, D.iv.20.1, J.iv.8.1, L.iv.9.1, M.iv.4.2, M.iv.8.1, N.iv.4.1, N.iv.8.1, N.iv.9.1 Coping (or imagined) mechanisms to avoid or control the problem and its effects: busyness to suppress thinking of problem, emigrating, internalising issues – secrecy A.iv.1.1, A.iv.9.2, B.iv.1.1, B.iv.9.1, C.iv.6.1
P-ERS-E I (Girls) God, family members,	P-ERS-E II (Girls) Identity collage	P-ERS-E III (Girls) Future map	P-ERS-E IV (Girls) Prophetic photograph



<p>friends, mothers, teachers are resources C.i.16.3, H.i.18.1, H.i.18.2, H.i.18.3, H.i.18.4, J.i.16.1, J.i.18.1, M.i.18.2, M.i.18.3</p>	<p>Positive perceptions: amazed, ecstatic about the power of images for self-presentation, surprised to find that imagery can be effective self-reflection or self-symbols, appreciative, proud creator, longs to create art based on the images in identity collage B.ii.15.1, C.ii.1.1, C.ii.6.1, H.ii.3.2, H.ii.6.1, J.ii.1.1, J.ii.5.1, M.ii.5.1, N.ii.1.1, N.ii.5.1 Negative perceptions: uninspiring, incomplete self-reflection, ambivalent feelings, truthful, positive self-expression but incomplete B.ii.6.1, D.ii.1.1, D.ii.1.2, D.ii.5.1, H.ii.5.1, L.ii.1.1, L.ii.5.1, N.ii.1.2</p>	<p>Positive stance: appreciates future map, a guide, reveals her diligence, reveals organised aspects C.iii.2.1, D.iii.2.1, D.iii.5.2, H.iii.2.1, J.iii.2.1, L.iii.2.2, L.iii.2.3, N.iii.2.1 Negative stance: no significance attached to the future map B.iii.1.1, B.iii.2.1</p>	<p>Positive stance: an opportunity to be 'dramatic', could reveal future goals, enjoyable, preparation was important, valuable exercise B.iv.16.1, D.iv.10.4, D.iv.14.1, D.iv.15.1, H.iv.10.1, H.iv.10.2, H.iv.13.1, J.iv.10.1, L.iv.15.1, M.iv.14.1, M.iv.16.1, N.iv.13.2, N.iv.14.1 Negative stance: Intentions not clear in the photograph, merited minimal preparation B.iv.5.1, C.iv.13.1, C.iv.15.1, J.iv.15.1, M.iv.15.1</p>
	<p>Identity collage triggered the following personal aspects: dormant self-aspects, personal vision and depression, feeling special, focusing on positive self-aspects, positive self-confrontation and self-discovery, greater self-understanding, hidden self-aspects that could unveil other aspects, life connected to others brought into focus, identifying things one can relate to, artistic expression aids self-understanding D.ii.3.2, D.ii.14.1, H.ii.3.3, J.ii.2.1, L.ii.2.2, L.ii.6.1, L.ii.2.1, L.ii.6.2, M.ii.2.1, N.ii.2.1, N.ii.6.2</p>	<p>Dream tree: a spiritual experience, declaration moment, enjoyable, statement-making, surprising – insignificant material led to a great art piece which focused future ideas C.iii.19.1, D.iii.19.1, H.iii.19.2, J.iii.19.1, L.iii.19.1, L.iii.19.2, M.iii.19.1</p>	<p>Narrative arts process perceptions: a journey of self-revelation, self-discovery, self-reflection, self-appreciation, self-growth, fun, enjoyable, thought-provoking, led to improved self-attitude, personal vision, future and life goals could be established, taught life skills through self-expression A.iv.28.1, B.iv.10.1, B.iv.26.1, C.iv.26.1, C.iv.26.2, D.iv.26.2, H.iv.28.1, J.iv.28.1, J.iv.28.2, L.iv.26.1, L.iv.26.2, L.iv.26.3, L.iv.27.1, L.iv.27.5, M.iv.28.1, N.iv.10.1, N.iv.28.1</p>
<p>Diverse personal-emotional resources: animals, nature, the arts (including dancing, writing and poetry), music, solitude that brings clarity, verbalisation A.i.6.1, A.i.12.1, A.i.22.2, B.i.12.1, B.i.16.1, B.i.18.3,</p>		<p>Other emotionally supporting or inspirational elements: achievement, acting, conservation aspirations, distant dreams, effectiveness, fame, media, music helps her unwind, nature, success, successful</p>	<p>Externalisation of problem: discussion becomes possible, influence is minimised, overwhelming, provides courage, recognisable, self-recognition and self-growth fostered, small C.iv.4.1, H.iv.4.1, J.iv.4.1,</p>



B.i.22.1, C.i.12.1, C.i.16.2, J.i.12.4, J.i.16.3, L.i.16.1, L.i.16.2, M.i.12.1, N.i.4.2, N.i.7.1, N.i.16.1		people, triumph A.iii.1.1, A.iii.4.1, A.iii.7.1, B.iii.13.1, B.iii.15.1, D.iii.14.1, H.iii.7.1, H.iii.13.3, M.iii.4.1, M.iii.7.1, M.iii.14.1, M.iii.14.2, M.iii.14.3, N.iii.14.1	L.iv.4.1, L.iv.4.2, M.iv.4.1, N.iv.10.2, N.iv.10.3
		Narrative arts process: activities built confidence, awakened more positive and happier aspects, cleared some confusion, gave a new perspective on self and life, highlighted new significant personal aspects, revealed a lot about self, thinking process about future started, brought excitement to future dreams C.iii.21.1, D.iii.21.1, D.iii.21.2, J.iii.21.1, L.iii.21.1, N.iii.21.1, N.iii.21.2, N.iii.21.4	Video recordings Positive perspective: enjoyable, motivational saying led to a sense of determination, achievement, pride, others can get to know you, valuable material for future reflections B.iv.17.1, B.iv.18.2, C.iv.17.2, C.iv.18.1, H.iv.17.1, J.iv.17.2, J.iv.18.1, L.iv.18.2, M.iv.17.1, M.iv.18.1, N.iv.18.1 Hesitant or negative perspective: nervous, strange, uncomfortable C.iv.17.1, L.iv.18.1, N.iv.17.1
			Participant interview perceptions: enabled self-discovery, helpful, learned about strengths A.iv.28.2, A.iv.28.3, L.iv.10.1
			Matchbox presentation: enjoyable, surprising experience, thankful for being self A.iv.27.11, D.iv.10.2, D.iv.10.6
S-AS-E I (Girls)	S-AS-E II (Girls)	S-AS-E III (Girls)	S-AS-E IV (Girls)
Adventurous, dare-devil, energetic, expressive, extroverted, free, fun-lover, gregarious, happy, joyful, lively, outgoing, uninhibited, upbeat, vocal A.i.22.1, A.i.22.4, A.i.22.7, A.i.22.8, A.i.3.1, D.i.9.1, C.i.1.1, D.i.1.1, D.i.22.2, D.i.22.1, D.i.3.1, GH.i.22.6, H.i.9.1, H.i.6.1, H.i.7.1, H.i.11.1, J.i.1.3, J.i.6.1, J.i.7.1, L.i.6.1, L.i.9.1, L.i.13.1, M.i.6.1, N.i.6.1	A go-getter, persevering, adamant but introverted, confident, extravagant, independent, liberated, "reckless" A.ii.6.1, C.ii.10.1, C.ii.4.2, C.ii.8.1, L.ii.8.1, M.ii.4.3, M.ii.4.5, M.ii.8.1, N.ii.6.1, N.ii.8.1	Achiever, capable, celebrity fan, conscientious, dreamer, loved by God, positive about future dreams, responsible, self-assured A.iii.6.1, A.iii.21.1, B.iii.2.2, B.iii.12.1, D.iii.12.1, H.iii.2.2, H.iii.12.1, L.iii.3.5, L.iii.3.7, L.iii.6.1, L.iii.7.2, M.iii.12.1, N.iii.5.2, N.iii.3.6	Accountable, affectionate, ambitious – driven, cheerful, compassionate, dependable, goal-oriented, hospitable, lazy, loyal friend, mature, normal, not a photo person, not camera shy, opportunistic, passionate, thoughtful, trustworthy, uncomplicated A.iv.15.1, A.iv.23.1, B.iv.17.2, C.iv.25.1, C.iv.27.1, C.iv.27.2, C.iv.27.3, C.iv.27.4,



			D.iv.13.3, D.iv.17.1, H.iv.27.3, H.iv.27.4, J.iv.17.1, J.iv.26.1, J.iv.26.2, J.iv.27.1, L.iv.17.1, L.iv.25.1, L.iv.27.2, M.iv.17.3, M.iv.26.1, M.iv.27.3, N.iv.17.2, N.iv.26.1, N.iv.26.2, N.iv.26.6, N.iv.26.7, N.iv.27.3
Amicable, benevolent, caregiver kind, people-lover, unselfish H.i.22.5, J.i.1.1, J.i.1.2, J.i.22.3, M.i.6.2, J.i.10.1, M.i.9.4	Cute, fortunate, humorous L.ii.12.1, L.ii.14.1, M.ii.4.1, N.ii.11.1		Acknowledgement of growth or new self-evaluations: actually a leader not a follower, calmer than imagined, greater social confidence, grew in self-understanding, more social understanding, personal growth, still unsure of true identity A.iv.26.2, D.i.1.1, D.iv.4.1, D.iv.26.1, D.iv.27.5, H.iv.9.1, H.iv.26.1, H.iv.26.2, H.iv.26.4, M.iv.10.1
Average person, easy-going, unpretentious B.i.6.1, J.i.23.1, N.i.1.1, N.i.13.4	Daring, fond of the adrenaline rush of cars and speed, lives in the (extreme) fast lane, masculine traits, prefers boys' humour, sporty A.ii.4.4, A.ii.8.1, A.ii.13.1, B.ii.4.6, B.ii.8.2, B.ii.12.1, D.ii.2.3, D.ii.4.6, D.ii.8.2, H.ii.11.1, J.ii.6.2, J.ii.6.3, J.ii.11.1, N.ii.3.3		
Individualistic, different, indispensable, separate A.i.1.1, B.i.6.2, L.i.10.1	Unique, innovative, creative A.ii.2.1, A.ii.3.1, N.ii.17.1, L.ii.11.1, N.ii.3.6, M.ii.13.1, N.ii.18.1		
Confused, control freak, introvert, lonely, muddled, reserved, self-absorbed, whimsical B.i.4.1, B.i.8.4, L.i.8.3, L.i.8.7, L.i.8.8, L.i.12.1, L.i.22.2	A celebrity, appreciates beautiful jewellery, attention-seeker, enjoys being well-dressed, expensive taste, fashion conscious, fashionable, stylish A.ii.4.3, A.ii.4.5, A.ii.7.2, A.ii.14.1, D.ii.3.1, D.ii.9.1, D.ii.13.1, D.ii.13.2, H.ii.4.4, J.ii.1.3, J.ii.6.1, L.ii.4.3, L.ii.9.1		
Aggressor, assertive, bold, determined to	Affectionate, calm, controlled, gentle,		



succeed, short-tempered H.i.17.3, J.i.2.2, L.i.1.1, L.i.10.4, L.i.14.1, N.i.1.2, M.i.1.1, M.i.9.3, N.i.13.1, N.i.13.3, N.i.17.1, M.i.23.1	peaceful, sensitive, vulnerable, D.ii.19.1, H.ii.14.1, B.ii.8.1, D.ii.2.1, D.ii.8.1, N.ii.3.1, C.ii.4.5, C.ii.4.6, H.ii.8.2, H.ii.17.1		
Interests: acting, animals, art, dancing, food, music, nature, reading, singing, sports, writing A.i.22.5, A.i.22.3, A.i.22.6, B.i.1.1, B.i.7.2, B.i.7.3, B.i.7.4, B.i.22.2, C.i.12.2, H.i.12.1, H.i.22.2, H.i.22.3, H.i.22.4, L.i.22.3, N.i.12.1, N.i.12.2, M.i.16.2	Interests: horses, nature, outdoors, fan of movie stars, spending money A.ii.4.6, B.ii.2.1, B.ii.4.1, B.ii.4.2, B.ii.4.3, B.ii.4.4, B.ii.4.5, B.ii.7.1, B.ii.8.3, B.ii.12.3, H.ii.4.1, H.ii.4.6, H.ii.4.7, J.ii.6.4, L.ii.3.1	Interests: vintage cars, wild life A.iii.3.4, C.iii.3.2	Interests: ancient history, children, entertaining, flowers, painting horses, photography, rock band, soccer players B.iv.25.1, B.iv.25.2, B.iv.25.3, B.iv.25.4, B.iv.25.5, D.iv.25.3, H.iv.16.1, J.iv.10.2
Physical I (Girls COLLECTIVE) DOMAIN	Physical II (Girls COLLECTIVE) DOMAIN	Physical III (Girls COLLECTIVE) DOMAIN	Physical IV (Girls COLLECTIVE) DOMAIN
BAC I (Girls)	BAC II (Girls)	BAC III (Girls)	BAC IV (Girls)
Takes care of physical and spiritual health A.i.21.1, B.i.7.1, J.i.21.2	Important to look good J.ii.9.1	Responsibility to keep body fit, health-conscious D.iii.11.2, N.iii.3.2, N.iii.6.1	Critical of photographic image of self, even though prophetic photo is "uncomfortable" – it can be appreciated B.iv.13.1, B.iv.13.2, B.iv.18.1, C.iv.13.3, D.iv.10.1, D.iv.13.1, M.iv.13.1, M.iv.17.2
Experiments with appearance, body cause of low self-esteem L.i.6.4, L.i.8.2			
PAA I (Girls)	PAA II (Girls)	PAA III (Girls)	PAA IV (Girls)
Sportswoman concerned about health H.i.22.1, J.i.6.3, J.i.22.4, J.i.22.5			
MORAL I (GIRLS COLLECTIVE) DOMAIN	MORAL II (GIRLS COLLECTIVE) DOMAIN	MORAL III (GIRLS COLLECTIVE) DOMAIN	MORAL IV (GIRLS COLLECTIVE) DOMAIN
MAC I (Girls)	MAC II (Girls)	MAC III (Girls)	MAC IV (Girls)
Honest, loyal, reliable, responsible, trustworthy, A.i.9.3, D.i.10.1, H.i.21.1, J.i.21.1, M.i.9.2, N.i.10.2	Enjoys harmony and equality between people D.ii.4.5		
Dislikes gossip, no labelling, not rude to others J.i.10.2, J.i.14.2, M.i.8.1, M.i.10.3	High moral standards J.ii.1.6		
'Reserved' or secretive about moral beliefs B.i.21.1	Learning to appreciate people for who they are D.ii.4.2		
	Would like to be more grateful and appreciative M.ii.10.1		



MNP I (Girls)	MNP II (Girls)	MNP III (Girls)	MNP IV (Girls)
<p>Anger, bad attitude towards teachers, doubts people's concern – due to low self-perception, instigator of fights, irresponsible at home, jealousy, need for spiritual discipline, rude at times, stop harbouring ill-feelings towards others, tempted to release self-constraint, test boundaries D.i.21.2, D.i.22.4, D.i.23.1, L.i.17.3, L.i.19.3, L.i.21.3, M.i.21.2, N.i.21.1, N.i.10.3, N.i.6.2, N.i.3.1</p>	<p>Covetousness, desires spiritual input to guide personal choices, inquisitive busy-body, judge or evaluate people superficially, ignores spiritual values occasionally, spiritual guilt is evident when something wrong was done D.ii.10.1, D.ii.19.2, D.ii.19.3, J.ii.14.2, N.ii.7.1, N.ii.10.1</p>		<p>Control moral weaknesses: anger, envy D.iv.4.2, D.iv.5.1</p>
SRB I (Girls)	SRB II (Girls)	SRB III (Girls)	SRB IV (Girls)
<p>God and spiritual aspects are important D.i.20.1, H.i.1.1, H.i.12.2, H.i.16.2, J.i.22.1, J.i.12.2, L.i.2.6, L.i.2.4, L.i.16.3, L.i.22.1, M.i.8.2, M.i.16.1, Obedient to Biblical rules and parents A.i.16.1, A.i.20.2, A.i.21.2,</p>	<p>Adheres to spiritual input N.ii.3.5</p>	<p>Faith is a major future resource, God must assist to decide on the best career, spiritual boundaries in place, submit plans to spiritual authority H.iii.13.1, J.iii.13.1, L.iii.12.2, L.iii.13.1, M.iii.10.1, N.iii.13.2, N.iii.3.4, N.iii.3.10, N.iii.13.1</p>	<p>God (spirituality) is important, he is a resource, a helper – to be accessed by prayer A.iv.9.1, A.iv.13.1, A.iv.13.2, A.iv.16.1, B.iv.27.2, C.iv.9.3, J.iv.1.2, L.iv.8.1, L.iv.27.6, N.iv.9.1, N.iv.27.5, M.iv.27.1,</p>
<p>Concerned about spiritual standing, holds key to self-discovery D.i.5.1, H.i.5.1</p>	<p>Spiritual life needs attention D.ii.17.1</p>		<p>Process was a beneficial spiritual journey L.iv.28.1</p>
VS I (Girls)	VS II (Girls)	VS III (Girls)	VS IV (Girls)
<p>Values relating to self: be wise live joyfully, boundaries are important - they protect, celebrate your uniqueness, decisions determine the correct way, discipline is valuable, don't waste time fighting, experience teaches, live a healthy life, live without regrets and do not indulge in substance abuse, sometimes you have to stretch the boundaries, truth is setting people free A.i.20.1, A.i.23.1, D.i.20.2, H.i.20.1, J.i.6.2, J.i.4.2, J.i.20.2, L.i.20.1, L.i.20.2, L.i.20.4, M.i.20.1, M.i.21.1, M.i.21.3,</p>		<p>A dream is accompanied by hard work, being famous helps a lot, strength lies within self, obstacles can build personal strength, perseverance gets you to your goals A.iii.13.2, A.iii.15.1, M.iii.3.11, M.iii.6.1, M.iii.13.1</p>	<p>Values relating to self: be aware of your weaknesses and keep within boundaries, be self-knowledgeable, be your own inspiration, good thoughts lead to greater impact, determination can make the future happen, have great ideas and accomplish them, small ideas can become big futures A.iv.19.1, A.iv.20.1, B.iv.20.1, J.iv.28.3, L.iv.20.1, M.iv.20.1, N.iv.20.1 Values relating to others: love eradicates evil, people who judge others are nasty inside, the</p>



<p>N.i.20.1, N.i.22.1 Values relating to others: conflict is a problem- solving scenario, open loyal people make others feel wanted, oppose social exclusion, sharing opinions is healthy, trust reveals concern D.i.15.1, H.i.19.1, H.i.19.2, L.i.17.1, L.i.17.2 Values relating to parents: obedience and parental guidance are important issues J.i.20.1, J.i.21.3, L.i.20.3, L.i.21.2</p>			<p>group is more important than the individual J.iv.27.5, N.iv.3.2, N.iv.27.2</p>
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7.3 Boys' individual tables

7.3.1 Gareth's master table (Participant E)

Gareth interview 1	Gareth interview 2	Gareth interview 3	Gareth interview 4
ACADEMIC domain	ACADEMIC domain	ACADEMIC domain	ACADEMIC domain
ACA	ACA	ACA	ACA
FS	FS	FS	FS
Concerned about future occupation E.i.5.1		A famous musician E.iii.3.3	
Eager to know about future E.i.5.2		A university education ahead E.iii.3.2	
		As a celebrity one day he will use his resources to bless others E.iii.16.3	
		Become a sports doctor E.iii.15.2	
		Fame might destroy privacy E.iii.16.2	
		If he is a sports doctor, he will travel with teams internationally E.iii.17.2	
		Sees self in an exotic future destination E.iii.1.1	
		Wants to start a swimming business E.iii.15.1	
		Wants to be a father E.iii.3.5	
		World-class athlete (swimmer) E.iii.3.4	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Can trust others E.i.16.4			Friends could inform him if the problem becomes uncontrollable E.iv.9.1
GOB	GOB	GOB	GOB
Dislikes cool and nerd differentiation in groups E.i.11.1		Group tree activity was fun E.iii.19.1	Arts process in smaller groups minimised peer pressure and allowed openness E.iv.28.1
Dislikes groups E.i.11.3			Became fond of others E.iv.26.3
Feels unsure about group fit E.i.11.2			Learned to appreciate how others behave E.iv.26.2
			Some group members took process too personally and closed up E.iv.28.2
			Valuable to do dream tree in group and to learn from one another E.iv.10.2
PSGRI	PSGRI	PSGRI	PSGRI
Emphatic supporter E.i.7.1			Active group member E.iv.24.1



Helper role E.i.14.1			Encouraged other group members to participate E.iv.24.2
Influential in other peoples' lives E.i.22.1			
Joker role E.i.13.2			
Peacemaker between others' conflict E.i.17.2			
Stabilises group interactions E.i.10.2			
Stands up for the weak E.i.10.4			
Supporter for others E.i.9.2			
Up-lifter E.i.6.2			
SCPT	SCPT	SCPT	SCPT
Dislikes being dependent E.i.16.3	Others' sly comments hurt E.ii.4.4		His problem amuses others E.iv.5.1, E.iv.7.1
Retaliates during conflict E.i.17.1			People associate the problem with who he is E.iv.6.1
Self-dependent but needs others E.i.16.2			
Wants to stop harmful social comments E.i.8.1			
SIE	SIE	SIE	SIE
Enjoys present school social interactions E.i.3.1			
Values others' feelings E.i.21.3			
SNE	SNE	SNE	SNE
Desires honesty from others E.i.19.1			People would discover his more thoughtful side when problem is removed E.iv.12.1
Needs to be with others E.i.12.2			People will confide more in him when problem is gone E.iv.12.2
Needs to belong E.i.11.4			
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
	Collage adequately reflects his personality E.ii.5.1	He is capable of achieving great dreams E.iii.12.1	Learned a lot about his identity and social role – level of self-knowledge increased E.iv.26.1
P-EIM	P-EIM	P-EIM	P-EIM
Fluctuation in confidence levels E.i.13.3	Apparently strong, but weak too E.ii.7.1	Be disciplined for fulfilment of dreams E.iii.8.1, E.iii.11.2	Apprehensive nature is biggest challenge E.iv.27.1
Helping role hides personal need E.i.16.1	Self-doubt is evident E.ii.18.1	High aspirations for GR12 year E.iii.3.1	Controlling problem would lead to sense of relief E.iv.11.1
Emotional mood determines community experience E.i.13.1	Self-neglect leads to emotional outbursts E.ii.10.2	Self-care is important for the future dreams E.iii.11.1	If sneering can be minimised, concentration can improve E.iv.1.2



Escapes through music E.i.12.1			Needs to curb his problem with self-discipline E.iv.8.1
Understands personal purpose E.i.2.1			
Values original personal contribution E.i.22.2			
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Aunt is confidante E.i.18.1	Collage was enjoyable self-expression E.ii.1.1	Country, family and friends are resources E.iii.10.1, E.iii.13.1	Did minimal preparation for the photograph E.iv.15.1
Friends can help E.i.18.3	Creating the collage was a valuable time for self-reflection E.ii.2.1	Future map is inspirational E.iii.2.1	Dream tree was enjoyable E.iv.10.1
Teachers can help E.i.18.2			Externalised problem seems conquerable E.iv.4.1
			Prophetic photo awakens personal strengths and goals E.iv.14.1
			Prophetic photo does not seem significant to him E.iv.13.1
			Video recordings did not bother him – he was too absorbed in group interaction E.iv.17.1
S-AS-E	S-AS-E	S-AS-E	S-AS-E
'People specialist' E.i.10.3	A daring person E.ii.4.2, E.ii.6.1	Plays musical instrument E.iii.7.2	Co-operative E.iv.25.1
Content with place in life E.i.2.2	A person with inner strength E.ii.3.1	Singer E.iii.7.1	Honest E.iv.25.3
Easy-going, sarcastic joker E.i.6.1	An individualist E.ii.8.1		Likes being on stage or camera E.iv.18.1
Expressive and confident E.i.1.1	Brave E.ii.4.5		Lover of people E.iv.27.3
Joker with serious side E.i.10.1	Distinguished/special E.ii.4.6		
	Excellent swimmer E.ii.13.1		
	He is a successful all-rounder E.ii.15.1		
	Living a fast pace life E.ii.9.1		
	Someone with good taste E.ii.4.7, E.ii.6.2		
	Vulnerable E.ii.4.3		
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
	Body appearance is important E.ii.9.2		
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
MNP	MNP	MNP	MNP
Dislikes gossiping E.i.15.1			
Irresponsible with self-			



issues E.i.21.1			
Lazy and procrastinates E.i.21.2			
Sarcasm problem E.i.22.3			
SRB	SRB	SRB	SRB
		Spiritual strength will be decisive in guaranteeing success E.iii.6.1	
		Trusts God to order his life E.iii.16.1	
VS	VS	VS	VS
Learn from mistakes E.i.20.1		Desires personal fulfilment and not financial gain E.iii.3.6	Enjoy a fun-filled life, it is your duty E.iv.18.2
		Fame gives you influence E.iii.17.1	



7.3.2 Jack's master table (Participant F)

Jack interview 1	Jack interview 2	Jack interview 3	Jack interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
			Academic performance will rise if problem is controlled F.iv.12.1
			Problem impacts academics and social life F.iv.5.1
FS	FS	FS	FS
Curious about the future F.i.5.1		Becoming an advertising agent F.iii.3.1	A prosperous generous man F.iv.27.2
Sees advertising as possible hobby F.i.5.3		Building a house is a major future challenge F.iii.8.1	Married F.iv.27.4
Vision of commerce future F.i.5.2		Wants to launch an advertising business F.iii.15.1	Sees himself involved in job creation F.iv.23.1
		Will provide excellent service F.iii.17.1	Soccer player F.iv.27.1
			Spiritual person F.iv.27.3
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Friends could help F.i.16.2			
Sociable F.i.7.1			
GOB	GOB	GOB	GOB
Groups provide protection F.i.11.1		Dream-tree activity was something serious for the group, valued each other's dreams F.iii.20.1	
PSGRI	PSGRI	PSGRI	PSGRI
Helper F.i.6.1			He was an open role player within the small group and provided positive input F.iv.24.1
Others feel positive about him F.i.9.1			
Peacemaker F.i.17.1			
Support class mates F.i.14.2			
SCPT	SCPT	SCPT	SCPT
Retaliates when treated badly F.i.7.4		Desires an end to racism F.iii.18.1	
SIE	SIE	SIE	SIE
Not always valued in class F.i.13.1			
Troublesome class experience F.i.14.1			
SNE	SNE	SNE	SNE
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK



Sure about self-knowledge F.i.2.1		Adamant about dreams and convinced about capabilities F.iii.12.1	
P-EIM	P-EIM	P-EIM	P-EIM
Deals with issues in seclusion or withdraws F.i.16.1		Desires valuable possessions F.iii.4.1	Being videographed is uncomfortable F.iv.17.1
		Image of himself driving an expensive car is inspirational F.iii.7.1	Believes he is doing his best on all fronts, but just feels inadequate always F.iv.7.2
		Needs perseverance to realise future dreams F.iii.9.1	Frustrated by true time management issues – can't juggle sport, academics and social life adequately F.iv.1.1, F.iv.2.1, F.iv.6.1
			Gets sidetracked easily from important academic stuff F.iv.5.2
			He needs to sharpen his planning skills, must become proactive F.iv.8.1
			His opinion of himself changed from more self- centred to people-centred F.iv.25.1
			Realises problem is getting the better of him, feels powerless F.iv.4.1
			Time management problem touches parents' expectation of him F.iv.7.1
			Will be elated when he has overcome this longstanding problem F.iv.11.1
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Best friend helpful after personal reflection F.i.16.3	Identity collage is helpful for self-discovery F.ii.1.1	Difficulty linking identity collage with future map F.iii.5.2	Arts process lots of fun F.iv.28.1
Parents are resources F.i.18.1	Identity collage is clear self-reflection picture F.ii.4.1	Dream tree liberated him to inform others about his plans F.iii.19.1	Enjoyed video recording of motivational saying F.iv.18.1
		Family will give support F.iii.10.1, F.iii.13.1	Most arts activities in process fostered self- knowledge growth F.iv.10.1
		Future map is source of inspiration for the future F.iii.2.1	Planned for the photography session F.iv.15.1
		Identity collage and future map reveal his true nature F.iii.5.1	Prophetic photo is evidence of him being successful in time management F.iv.14.1



		Media inspires to reach for personal goals F.iii.14.1	Prophetic photo makes future come alive, stirs pride F.iv.13.1
		Narrative process gave him self-knowledge F.iii.21.1	Teachers and family members are resources for academic recovery F.iv.9.1
		Man with expensive taste F.iii.1.1	Video recording can be a valuable tool for future reflections F.iv.17.2
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Amicable F.i.7.3	A careful planner/thinks before he does something F.ii.3.3, F.ii.7.1, F.ii.9.1		An inquisitive person F.iv.26.2
Reserved F.i.6.2	Appreciates nature and creation F.ii.3.1		He is a group person F.iv.26.1
	Determined to accomplish aims F.ii.13.1		
	Drives his vision F.ii.8.1		
	He used to be a procrastinator F.ii.18.1		
	Likes technological advances F.ii.2.1		
	Rich taste F.ii.3.4		
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
Protects own body F.i.21.1			
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Lives responsibly F.i.20.1			
MNP	MNP	MNP	MNP
SRB	SRB	SRB	SRB
Appreciates God's unique designs F.i.21.2			Realises divine help is needed in the future F.iv.18.2
Enjoys school and God-fearing teachers F.i.3.1			
Values God-fearing family F.i.1.1			
Values spirituality and caring teachers F.i.4.1			
VS	VS	VS	VS



7.3.3 Klaus's master table (Participant G)

Klaus interview 1	Klaus interview 2	Klaus interview 3	Klaus interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA domain	ACA domain	ACA domain	ACA domain
Academic irresponsibility G.i.21.2			
Playful academic attitude G.i.14.2			
FS	FS	FS	FS
		Drive an expensive car G.iii.3.4	Considers preaching G.iv.22.2
		Earn money G.iii.3.3	Has spiritual, charitable ambitions G.iv.22.1
		Graduate from university G.iii.3.2	Prosperous G.iv.14.2
		Marriage and family G.iii.3.5	Soccer player G.iv.14.1
		Matriculate G.iii.3.1	
		Obtain learner's licence before end of Grade 12 G.iii.16.1	
		Possibly a vet or an engineer G.iii.4.2	
		Self in future is uncertain G.iii.1.1	
		Wants to drive an expensive car – will take effort G.iii.8.1	
		Will donate to charity G.iii.17.1	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Appreciates friends G.i.1.1	Sees the importance of others G.ii.4.8		
GOB	GOB	GOB	GOB
Groups provide socialising benefits G.i.11.1		Group dream tree was enjoyable for all G.iii.20.1	Enjoyed group graffiti wall G.iv.10.1
			Group process made them discover good in all G.iv.27.2
PSGRI	PSGRI	PSGRI	PSGRI
Care-giver G.i.22.2	Displays a longing to dominate G.ii.4.5		A humorous group influence G.iv.24.1
Class clown G.i.13.1			
Influential in others' lives G.i.1.2.			
Protects others G.i.9.1			
Support others G.i.6.2			
SCPT	SCPT	SCPT	SCPT
			Anger problem affects person who provokes him



			and his (Klaus) family G.iv.7.1
			Hates being humiliated G.iv.6.2
			Problem causes social tension G.iv.5.1
			Sibling strife results because of anger problem G.iv.7.2
SIE	SIE	SIE	SIE
Enjoys partying G.i.6.3			
Resists peer pressure G.i.7.2			
SNE	SNE	SNE	SNE
Appreciates emotional support from others G.i.19.1			Social interactions will improve when problem is conquered G.iv.12.1
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Not sufficient self- knowledge G.i.2.1	Acknowledges identity collage is self-reflective G.ii.1.1		
	Identity collage represents half of him G.ii.5.1		
P-EIM	P-EIM	P-EIM	P-EIM
Anger leads to emotional outbursts G.i.16.1	He is personally managing his life G.ii.4.3	Desires to finish school G.iii.7.1	Anger problem G.iv.1.1
Ignores problems G.i.16.2	Irresponsible with personal purpose or vision G.ii.10.1	Dream car will give him status G.iii.15.3	He has to work hard on self-control daily G.iv.6.1
Solitude a resource G.i.18.1	Looking for purpose G.ii.7.1	The desire to own the expensive car of his dream will motivate him to work hard G.iii.15.1, G.iii.15.2	Is on medication for anger management G.iv.8.2
Tense when in trouble G.i.15.1	Personal vision is still lacking G.ii. 4.2	Perseverance is needed to pass university G.iii.9.1	Recording the motivational saying didn't cause much stress G.iv.18.1
		Realises hard work is ahead G.iii.14.1	Spiritual discipline and medicinal intervention can help alleviate impact of problem G.iv.8.1
		Self-discipline is needed to reach personal goals G.iii.11.1	Video recording puts him under stress G.iv.17.1
		Spends money wisely at university G.iii.9.3	Will be relieved when problem vanishes G.iv.11.1
		Time management will be important at university G.iii.9.2	
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Mother and friends resources G.i.18.2	Identity collage triggers thought about responsibility to take care of self G.ii.6.1	Dream tree sparked thought process in him G.iii.19.1	Cartoon problem externalisation leaves him cold G.iv.4.1
		Future map convinces him	Friends, family and God



		that hard work is ahead G.iii.2.1	are resources to combat problem G.iv.9.1
		Future map indicates future happiness, once hard work is done G.iii.2.2	Gained self-knowledge through arts process G.iv.28.1
		Friends and family will support the dream chase G.iii.10.1	Made personal progress as a result of the process – grew in self-confidence G.iv.26.1
		Process helped him to start to focus G.iii.21.1	Personal goals became clearer G.iv.26.2
		Went blank trying to think of personal dreams for the tree group activity G.iii.19.2	
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Benevolent G.i.22.3	Competitive G.ii.4.4, G.ii.13.1	Enjoys diving G.iii.7.3	Enjoys deep-sea fishing G.iv.14.3
Content G.i.6.1	Expensive taste G.ii.4.6	Enjoys himself very well G.iii.5.2	
Determination G.i.7.1	Sociable G.ii.4.1	He is a sea person G.iii.13.1	
Enjoys computer games G.i.12.1	Sporty person G.ii.4.7	He is delivering good work now already G.iii.12.1	
Generous G.i.22.4		He is powerful and can regulate his own life G.iii.5.1	
Grateful G.i.22.5		Likes water sports G.iii.7.2	
Joker G.i.22.1			
Satisfied person G.i.3.1			
Sense of responsibility G.i.10.1			
Very energetic G.i.14.1			
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
	Takes care of body G.ii.13.2		
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Admits guilt/ personal involvement G.i.17.1			
Responsible generally G.i.21.1			
MNP	MNP	MNP	MNP
Anger needs to be controlled G.i.20.2	Evidence of possible egotistical elements G.ii.11.2		
	Recognises risky elements in the identity collage G.ii.11.1		
SRB	SRB	SRB	SRB
Concerned about spiritual well-being G.i.5.1			
Friends and God at school secure happiness G.i.4.1			
VS	VS	VS	VS



Refrain from drinking G.i.20.1			Use your opportunities G.iv.20.1
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7.3.4 Marcus's master table (Participant I)

Marcus interview 1	Marcus interview 2	Marcus interview 3	Marcus interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
			Problem impacts academic work I.iv.5.1
			Teachers' negative attitude towards him stems from problem I.iv.7.1
FS	FS	FS	FS
Future in taxi industry I.i.5.2	Education is important I.ii.7.1	Director I.iii.3.4	Wants to be an inspiring sportsman I.iv.23.
Requires self-knowledge about the future I.i.5.1	Identity collage is actually future image I.ii.13.2	Graduate from university I.iii.3.2	
	Wants to enter business field I.ii.2.2	Links money and people I.iii.3.5	
		Matriculate I.iii.3.1	
		Sees himself as a benefactor I.iii.17.1	
		Sees himself as a future success I.iii.1.1	
		Wants to live in Australia I.iii.7.1	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Friends provide sense of belonging I.i.4.1		Friends can be supportive I.iii.13.1	
Social relationships are resources I.i.18.1			
GOB	GOB	GOB	GOB
Group provides or builds self-confidence I.i.11.1		Enjoyed hearing others' dreams I.iii.19.1	Enjoyed group work because he received insight into others' minds I.iv.10.1
		Possible to compare dream similarities – group art I.iii.19.2	Appreciated learning about group members' dreams – which revealed their personalities to him I.iv.27.1
PSGRI	PSGRI	PSGRI	PSGRI
Peers' confidante I.i.10.1			
Socially likeable I.i.13.1			
SCPT	SCPT	SCPT	SCPT
Class trouble causes tension I.i.15.1			
SIE	SIE	SIE	SIE
At home in the classroom I.i.13.2			
SNE	SNE	SNE	SNE
Talks about problems to solve them I.i.16.2			



PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Lacks self-knowledge I.i.2.1	Collage is adequate self-portrait I.ii.5.1	He is knowledgeable about future aims I.iii.2.2	
P-EIM	P-EIM	P-EIM	P-EIM
Acts strangely at times I.i.2.3	Education is neglected I.ii.10.1	Conquer laziness to see dreams fulfilled I.iii.6.1, I.iii.11.1	He will be delighted when problem is conquered I.iv.11.1
Deal with problems as they appear I.i.16.1	Sport is paramount I.ii.9.1	Hard work will lead to accomplishing his big dream I.iii.8.1	Idleness externalised problem I.iv.1.1
Happy with status quo I.i.8.1		Learning to play a musical instrument I.iii.7.2	Requires self-determination to conquer problem I.iv.8.1
Surprise at doing the unimaginable I.i.2.2		Not much effort went into map creation I.iii.2.1	
		Perseverance is required to succeed I.iii.9.1	
		Sport and education must be balanced in his life I.iii.21.1	
		University training is a valuable discipline I.iii.15.1	
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
	Collage reveals aspects of personal grandeur or style I.ii.14.1	Family and friends can support en route to the future I.iii.10.1	Arts process assisted him to determine his future field of interest – specifics are still mysteries I.iv.26.1, I.iv.28.2
	Enjoys collage but a bit incomplete I.ii.1.1		Cartoon externalisation makes problem small I.iv.4.1
	Whilst compiling collage he was thinking about likes and dislikes and personal vision I.ii.2.1		Family members can be monitors to assist him I.iv.9.1
			Felt a sense of accomplishment once he had done the video saying I.iv.18.1
			Process will assist him with subject choices I.iv.28.3
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Average person I.i.14.1	Affinity for cars I.ii.11.1		Not camera-shy I.iv.17.1
Computer-interest I.i.12.1	Animal-lover I.ii.15.2		
Joker I.i.9.1	Collage reveals aspects of personal grandeur/style I.ii.14.1		
Joyful person I.i.3.1	Enjoys water sports I.ii.4.1		
Likeable sporty cricket-lover I.i.6.1	Gifted sportsman I.ii.13.1		
Takes everything with a pinch of salt I.i.7.1	Nature-lover I.ii.6.1		
	Wary of dogs I.ii.15.1		



PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
Responsible towards body I.i.21.1			
PAA	PA	PA	PA
Sport brings fun I.i.1.1			
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Doesn't harbour ill-feelings easily I.i.17.1, I.i.7.2			
MNP	MNP	MNP	MNP
SRB	SRB	SRB	SRB
Approachable people reveal support I.i.19.1		Giving up on dreams will be an insult to his Creator I.iii.14.1	Can draw strength from spiritual beliefs I.iv.3.1
VS	VS	VS	VS
Obey your personal limits I.i.20.1			



7.3.5 Peter-John's master table (Participant K)

Peter-John interview 1	Peter-John interview 2	Peter-John interview 3	Peter-John interview 4
ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN	ACADEMIC DOMAIN
ACA	ACA	ACA	ACA
		Likes Biology as a subject because it links him with the medical profession K.iii.6.1	Parents stress when academic work is neglected K.iv.7.1
			Problem affects academic performance K.iv.5.1
FS	FS	FS	FS
		Backpacker K.iii.3.5	
		Being a doctor will allow him to play a helping role K.iii.17.1	
		Graduate as a medical doctor K.iii.3.2	
		Married with family K.iii.3.3	
		Matriculate K.iii.3.1	
		Sees future as process of self-discovery K.iii.1.1	
		Will teach patients spiritual values K.iii.17.2	
SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN	SOCIAL DOMAIN
FPAR	FPAR	FPAR	FPAR
Friends are sounding boards K.i.11.2			
Friends help solve problems K.i.18.1			
GOB	GOB	GOB	GOB
Need for greater peer group co-operation K.i.8.2		Dream tree allowed for humorous group moments K.iii.20.1	
Need for social checking K.i.22.3		Fun dream tree allowed insight into each other K.iii.19.1	
Peer group caring but partial K.i.8.1			
Peer group provides protection K.i.11.1			
PSGRI	PSGRI	PSGRI	PSGRI
Encourages those less fortunate K.i.10.1	Longs for control K.ii.14.1		Contributed friendship to his small group K.iv.24.1
Fends for others K.i.9.1			
Likes to enlighten others K.i.14.2			
Loving leader K.i.7.1			
Servant K.i.14.1			
Teacher qualities K.i.14.3			
SCPT	SCPT	SCPT	SCPT
Addressing a crowd is stressful K.i.15.2			
Doesn't like conflict			



K.i.15.1			
Tries to control temper K.i.17.1			
SIE	SIE	SIE	SIE
School is a good place K.i.3.1			
SNE	SNE	SNE	SNE
Enjoys connecting deeply with others K.i.19.2			
Enjoys social intimacy K.i.22.4			
High expectations of others to know when he is struggling K.i.19.1			
Relating to people is pleasurable K.i.3.2			
PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN	PERSONAL-EMOTIONAL DOMAIN
LSK	LSK	LSK	LSK
Adequate self-knowledge K.i.2.1	A longing for self- knowledge K.ii.4.1	Knows he has capability to conquer dreams K.iii.5.1	
Not particularly inquisitive about any self-aspects K.i.5.1	Insatiable desire for more self-knowledge K.ii.8.1		
P-EIM	P-EIM	P-EIM	P-EIM
Often self is an enigma K.i.2.2	Collage colours awaken passion K.ii.6.1	Being a doctor requires much self-discipline and people skills K.iii.9.1	Embarked on time management schedule to combat problem K.iv.8.1
Processes a difficulty verbally K.i.16.1	Longing to be more adventurous K.ii.6.2	Desires greater opportunity for self-discovery K.iii.5.2	Externalised his ambivalent nature with regard to work and fun: the struggle between the two K.iv.1.1
	A longing to be more open about who he is K.ii.2.2	Going to Greece is a short- term goal K.iii.16.1	Felt strange recording motivational saying K.iv.18.1
	Longs to be distanced from immediate milieu K.ii.12.1	Main passion is medical doctor K.iii.7.1	More sleep will be available with problem managed K.iv.12.1
	Longs for freedom K.ii.2.1	Sees the need to have a balance between work and relaxation in future K.iii.3.4	The need to have fun dominates daily life K.iv.6.1
	Regrets not always having been pro-active K.ii.17.1	Strategic leisure breaks will be a resource for the future K.iii.13.2	When problem is conquered stress levels will drop K.iv.11.1
	Resists personal threats K.ii.12.2	Working hard at school is necessary to ensure entrance into medical school K.iii.11.1	
P-ERS-E	P-ERS-E	P-ERS-E	P-ERS-E
Grandpa is a resource K.i.18.3	Collage is positive self- expression K.ii.1.1	Family life is important K.iii.15.1	Cartoon of problem minimises the dominance of the problem – Visualisation assists with coming to terms with the



			nature of the problem K.iv.4.1
Parents are a resource K.i.18.2	Collage reveals deeper unknown self-aspects K.ii.1.2	Finds images on future map inspirational and it reveals future success K.iii.2.1	Enjoyed being videographed K.iv.17.1
	Finds the symbolic power of the images in the collage significant K.ii.5.1	Media portrayal of medical profession inspires him K.iii.7.2	Parents are willing to help with problem K.iv.9.1
	Values the power of self- expression K.ii.4.4	Parents are major source K.iii.10.1	Photograph reveals hard work that lies ahead K.iv.14.1
			Process makes reflection on personal growth possible K.iv.28.2
			Process was enjoyable K.iv.28.1
			Prophetic photo stirs a sense of personal accomplishment in him K.iv.13.1
S-AS-E	S-AS-E	S-AS-E	S-AS-E
Communicates with himself K.i.1.2	Appreciates intricate car designs K.ii.3.1		Honest person K.iv.25.2
Deep hidden aspects in self K.i.22.1	Fun-lover K.ii.19.1		Tenacious K.iv.26.1
Doesn't enjoy unforeseen surprises K.i.6.2	Passionate K.ii.13.2, K.ii.18.1		
Fond of himself as a unique person K.i.1.1	Sees himself as a sociable, individualistic risk-taker K.ii.11.1		
Gets angry without reason K.i.17.1, K.i.2.3	Strives to be excellent in all fields K.ii.15.1		
Leadership qualities K.i.6.1			
Music lover K.i.12.1			
Pet lover K.i.12.2			
Processes information verbally K.i.13.3			
Punctual K.i.13.2			
Sociable K.i.22.2			
Unique person with unique ways K.i.1.1, K.i.13.1			
PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN	PHYSICAL DOMAIN
BAC	BAC	BAC	BAC
Healthy lifestyle K.i.21.3.			Finds the stare in eyes strange K.iv.13.2
MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN	MORAL DOMAIN
MAC	MAC	MAC	MAC
Completes tasks K.i.21.1	A longing for personal integrity K.ii.4.2		
Practises self-restraint K.i.6.3			
MNP	MNP	MNP	MNP



	Peers challenge his stance on personal integrity K.ii.10.1		
SRB	SRB	SRB	SRB
Be an evangelist K.i.20.6	Is spiritually disciplined K.ii.9.1	Convinced his Creator had this plan in mind for him K.iii.11.2	He is linked to God K.iv.25.1
Keep God in mind K.i.20.4	Serious about spiritual teaching calling K.ii.8.2	His parents and Creator will be the major driving forces to his goals K.iii.13.1	
Lover of God and his creation K.i.22.5	Spirituality is very important K.ii.19.2	Wants to move closer to Creator in the future – the source of everything K.iii.4.1	
Spiritual K.i.21.2			
Stay in touch with God K.i.20.5			
VS	VS	VS	VS
Be responsible K.i.20.2			
Punctuality is a virtue K.i.20.1			
Retaliation causes more problems K.i.17.2			
Take care of your body K.i.20.3			



7.4 Boys' collective table

Boys collective interview 1	Boys collective interview 2	Boys collective interview 3	Boys collective interview 4
ACADEMIC I (BOYS) DOMAIN	ACADEMIC II (BOYS) DOMAIN	ACADEMIC III BOYS) DOMAIN	ACADEMIC IV (BOYS) DOMAIN
ACA I (Boys)	ACA II (Boys)	ACA III (Boys)	ACA IV (Boys)
Academic irresponsibility G.i.14.2, G.i.21.2		Biology as a subject is a link to the medical profession K.iii.6.1	Problem impacts on academics, social life, parental stress levels, teachers' attitudes F.iv.5.1, F.iv.12.1, I.iv.5.1, I.iv.7.1, K.iv.5.1, K.iv.7.1
FS I (Boys)	FS II (Boys)	FS III (Boys)	FS IV (Boys)
Inquisitive about the future, concerned about future occupation E.i.5.1, E.i.5.2, F.i.5.1, I.i.5.1		Famous, successful E.iii.3.3, E.iii.16.2, E.iii.16.3, I.iii.1.1	New occupational, recreational roles and future attributes: generous, inspiring sport star, job creator, prosperous, soccer player, spiritual F.iv.23.1, F.iv.27.1, F.iv.27.2, F.iv.27.3, G.iv.14.1, G.iv.14.2, G.iv.22.1, G.iv.22.2, I.iv.23
		Matriculate, university education E.iii.3.2, G.iii.3.2, I.iii.3.2, G.iii.3.1, I.iii.3.1, K.iii.3.1	
		Married, fatherhood E.iii.3.5, G.iii.3.5, K.iii.3.3	
		Professional and recreational interests: advertising agent, backpacker, benefactor, builder, businessman, director, engineer, medical (and sports) doctor, money generator, spiritual guide, swimming instructor, vet, world class swimmer E.iii.3.4, E.iii.15.1, E.iii.15.2, E.iii.17.2, F.iii.3.1, F.iii.8.1, F.iii.15.1, G.iii.3.3, G.iii.4.2, G.iii.17.1, I.iii.3.3, I.iii.3.4, I.iii.17.1, K.iii.3.2, K.iii.3.5, K.iii.17.1, K.iii.17.2	
		Future will bring: discoveries, driver's	



		licence, driving an expensive car, uncertainty to be unravelled G.iii.1.1, G.iii.3.4, G.iii.8.1, G.iii.16.1, K.iii.1.1	
SOCIAL I (BOYS) DOMAIN	SOCIAL II (BOYS) DOMAIN	SOCIAL III (BOYS) DOMAIN	SOCIAL IV (BOYS) DOMAIN
FPAR I (Boys)	FPAR II (Boys)	FPAR III (Boys)	FPAR IV (Boys)
Friends are helpful, trustworthy resources, who provide a sense of belonging E.i.16.4, F.i.16.2, G.i.1.1, I.i.4.1, I.i.18.1, K.i.11.2, K.i.18.1		Friends can be supportive I.iii.13.1	Friends could inform him if the problem becomes uncontrollable E.iv.9.1
GOB I (Boys)	GOB II (Boys)	GOB III (Boys)	GOB IV (Boys)
Negative group perspectives or stances: group dislike, uncomfortable "cool and nerd" differentiation, unsure about group fit E.i.11.1, E.i.11.2, E.i.11.3 Positive group perspectives or stances: peer groups care but are partial, provide protection, socialising benefits allow social checking and build self-confidence, F.i.11.1, K.i.11.1, G.i.11.1, I.i.11.1, K.i.22.3, K.i.8.1	Group orientation growth: sees the importance of others G.ii.4.8	Group dream tree: allows them an opportunity to value each other, enjoyable, gain insight into each others' dreams, make comparisons E.iii.19.1, F.iii.20.1, G.iii.20.1, I.iii.19.1, I.iii.19.2, K.iii.19.1, K.iii.20.1	Opinions on small group activities Positive perceptions: allowed learning from one another, allowed openness – fondness grew, discovered good in all, group members' dreams revealed their personalities, learned to appreciate others' behaviour, it minimised peer pressure E.iv.10.2, E.iv.26.2, E.iv.26.3, E.iv.28.1, G.iv.27.2, I.iv.27.1 Negative perceptions: Some group members took process too personally and closed up E.iv.28.2
PSGRI I (Boys)	PSGRI II (Boys)	PSGRI III (Boys)	PSGRI IV (Boys)
Encourager, helper, supporter E.i.6.2, E.i.7.1, E.i.9.2, E.i.10.4, E.i.14.1, F.i.6.1, F.i.14.2, G.i.22.2, G.i.9.1, G.i.6.2, K.i.10.1, K.i.9.1, K.i.14.1	Domineering, controlling G.ii.4.5, K.ii.14.1		Active open group member, encouraged participation, friendship contributor, provided positive input E.iv.24.1, E.iv.24.2, F.iv.24.1, K.iv.24.1
Influential, confidante E.i.22.1, G.i.1.2, I.i.10.1			
Joker E.i.13.2, E.i.6.1, E.i.10.1, G.i.22.1 I.i.9.1			
Leader, teacher K.i.6.1, K.i.7.1, K.i.14.2, K.i.14.3			



Peacemaker E.i.10.2, E.i.17.2, F.i.17.1			
SCPT I (Boys)	SCPT II (Boys)	SCPT III (Boys)	SCPT IV (Boys)
Addressing a crowd, being dependent, conflict, harmful social comments, managing a temper, retaliation E.i.8.1, E.i.16.2, E.i.16.3, E.i.17.1, F.i.7.4, I.i.15.1, K.i.15.1, K.i.15.2, K.i.17.1	Others' sly comments hurt E.ii.4.4	Racism F.iii.18.1	Problem the cause of: anger, social amusement, being associated with the problem, provocation, social or sibling tension, humiliation E.iv.5.1, E.iv.6.1, E.iv.7.1, G.iv.5.1, G.iv.6.2, G.iv.7.1, G.iv.7.2
SIE I (Boys)	SIE II (Boys)	SIE III (Boys)	SIE IV (Boys)
School, classroom interactions are enjoyable E.i.3.1, I.i.13.2, K.i.3.1 Classroom experiences are stressful, one can be overlooked F.i.13.1, F.i.14.1			
SNE I (Boys)	SNE II (Boys)	SNE III (Boys)	SNE IV (Boys)
Desire honesty from others, emotional expectations, emotional support, need to belong E.i.11.4, E.i.12.2, E.i.19.1, G.i.19.1, I.i.16.2, K.i.3.2, K.i.19.1, K.i.19.2, K.i.22.4			People will discover a thoughtful side, confide in self when problem is removed, social interactions will improve when problem is conquered E.iv.12.1, E.iv.12.2, G.iv.12.1
PERSONAL-EMOTIONAL I (BOYS) DOMAIN	PERSONAL-EMOTIONAL II (BOYS) DOMAIN	PERSONAL-EMOTIONAL III (BOYS) DOMAIN	PERSONAL-EMOTIONAL IV (BOYS) DOMAIN
LSK I (Boys)	LSK II (Boys)	LSK III (Boys)	LSK IV (Boys)
Confident about self-knowledge, not in need of self-exploration F.i.2.1, K.i.2.1, K.i.5.1 Insufficient self-knowledge G.i.2.1, I.i.2.1	Identity collage adequately self-reflective, collage represents half of self E.ii.5.1, G.ii.1.1, G.ii.5.1, I.ii.5.1,	Adamant about capability to fulfil dreams E.iii.12.1, F.iii.12.1, K.iii.5.1 Knowledgeable about future aims I.iii.2.2	Learned a lot about his identity, social role – level of self-knowledge increased E.iv.26.1
	A longing for self-knowledge K.ii.4.1, K.ii.8.1	Greater self-discovery opportunities desired K.iii.5.2	
P-EIM I (Boys)	P-EIM II (Boys)	P-EIM III (Boys)	P-EIM IV (Boys)
Emotional issues: fluctuating confidence levels, moodiness, surprise when the enigmatic self does the unimaginable, temper bursts, tension	Emotional and self-management needs evident: education is neglected, emotional outbursts, emotional weakness, longing to be more adventurous, free	Balance (time management) now and in future between: sport and academics, hard work, perseverance, self-care, self-discipline required to fulfil dreams	Problems and side effects identified: Anger management, apprehensive nature, laziness, playfulness, the lack of time management skills



E.i.13.1, E.i.13.3, G.i.15.1, G.i.16.1, I.i.2.2, I.i.2.3, K.i.2.2	and open, self-doubt, self-neglect, too much sport E.ii.7.1, E.ii.10.2, E.ii.18.1, I.ii.9.1, I.ii.10.1, K.ii.2.1, K.ii.2.2, K.ii.6.2, K.ii.12.1	E.iii.3.1, E.iii.8.1, E.iii.11.1, E.iii.11.2, F.iii.9.1, G.iii.7.1, G.iii.9.1, G.iii.9.2, G.iii.11.1, G.iii.14.1, I.iii.6.1, I.iii.8.1, I.iii.9.1, I.iii.11.1, I.iii.15.1, I.iii.21.1, K.iii.3.4, K.iii.9.1, K.iii.11.1, K.iii.13.2	E.iv.27.1, F.iv.1.1, F.iv.2.1, F.iv.4.1, F.iv.5.2, F.iv.6.1, F.iv.7.1, F.iv.7.2, F.iv.8.1, I.iv.1.1, K.iv.1.1, K.iv.6.1
Coping mechanisms or escapisms: helping role, music, solitude E.i.12.1, E.i.16.1, F.i.16.1, G.i.18.1	Irresponsible with personal purpose or vision, lack vision, lack purpose, regrets procrastinating G.ii.4.2, G.ii.7.1, G.ii.10.1, K.ii.17.1		When the problem is controlled or conquered, it will lead to: a sense of relief, decline of stress levels, elation, improved concentration, improved social interactions, more sleep, personal delight E.iv.1.2, E.iv.11.1, F.iv.11.1, G.iv.1.1, G.iv.6.1, G.iv.8.2, G.iv.12.1, G.iv.11.1, I.iv.1.1, K.iv.11.1, K.iv.12.1
Problem management: deal with it as it appears, ignore it, process it verbally G.i.16.2, I.i.16.1, K.i.16.1			Measures required to combat problem: medicinal intervention, self-determination, self- discipline, spiritual discipline, time management schedule E.iv.8.1, G.iv.8.1, I.iv.8.1, K.iv.8.1
P-ERS-E I (Boys)	P-ERS-E II (Boys)	P-ERS-E III (Boys)	P-ERS-E IV (Boys)
Family members, friends, parents, teachers resources E.i.18.1, E.i.18.2, E.i.18.3, F.i.16.3, F.i.18.1, G.i.18.2, K.i.18.2, K.i.18.3	Identity collage Positive perceptions: enjoyable, positive, powerful, valuable exercise of self- expression, self- reflection, self-discovery E.ii.1.1, E.ii.2.1, F.ii.1.1, F.ii.4.1, K.ii.1.1, K.ii.4.4	Future map Positive stance: inspirational, convinces that hard work and subsequent happiness are ahead E.iii.2.1, F.iii.2.1 G.iii.2.1, G.iii.2.2, K.iii.2.1	Prophetic photograph Positive stance: awakens personal strengths and goals, gives credibility to the future, provides evidence of future success and accomplishment, reminds of hard work ahead E.iv.14.1, F.iv.13.1, F.iv.14.1, K.iv.13.1, K.iv.14.1 Negative stance: insignificant, merited minimal preparation E.iv.13.1, E.iv.15.1
	Identity collage triggered the following personal aspects: deep unknown self-aspects, self- responsibility, personal	Dream tree: informative to others, liberating, sparked thought process in self F.iii.19.1, G.iii.19.1,	Narrative arts process perceptions: assisted with subject choices, boosted self-confidence, clarified future goals,



	grandeur or style, identity collage imagery has symbolic power, colours awaken passion G.ii.6.1, I.ii.2.1, I.ii.14.1, K.ii.1.2, K.ii.5.1, K.ii.6.1	G.iii.19.2	fun-filled, increased self- knowledge, fostered self- growth F.iv.10.1, F.iv.28.1, G.iv.26.1, G.iv.26.2, G.iv.28.1, I.iv.26.1, I.iv.28.2, I.iv.28.3, K.iv.28.2
		Other emotionally supporting or inspirational elements: media inspires reaching for personal goals, owning valuable possessions inspires F.iii.4.1, F.iii.7.1, F.iii.14.1, G.iii.15.1, G.iii.15.2, G.iii.15.3, K.iii.7.2	Externalisation of the problem: conquerable, frightening, manageable, small, understandable E.iv.4.1, G.iv.4.1, I.iv.4.1, K.iv.4.1
			Video recordings Positive perspective: enjoyed camera attention, not bothersome – too absorbed in group interaction to notice camera, valuable record for future reflection E.iv.17.1, F.iv.17.2, F.iv.18.1, K.iv.17.1 Hesitant or negative perspective: felt a sense of accomplishment, strange F.iv.17.1, G.iv.17.1, G.iv.18.1, I.iv.18.1, K.iv.18.1
S-AS-E I (Boys)	S-AS-E II (Boys)	S-AS-E III (Boys)	S-AS-E IV (Boys)
Energetic, expressive, joyful E.i.1.1, G.i.14.1, I.i.3.1	Brave, competitive, daring, driven, risk taker, strong, strategist E.ii.3.1, E.ii.4.2, E.ii.4.5, E.ii.6.1, E.ii.9.1, F.ii.3.3, F.ii.7.1, F.ii.8.1, F.ii.9.1, F.ii.13.1, F.ii.18.1, G.ii.4.4, G.ii.13.1, K.ii.11.1, K.ii.15.1	Hard worker, powerful, self-sufficient G.iii.5.1, G.iii.12.1	Attributes: actor, co- operative, dramatic, group person, honest, inquisitive, people-lover, tenacious E.iv.18.1, E.iv.25.1, E.iv.25.3, E.iv.27.3, F.iv.26.1, F.iv.26.2, I.iv.17.1, K.iv.25.2, K.iv.26.1
Amicable, benevolent, generous, sociable E.i.10.3, F.i.7.3, G.i.22.3, G.i.22.4, K.i.22.2	Fun-lover, passionate K.ii.13.2, K.ii.18.1, K.ii.19.1		Acknowledgement of growth or new self- evaluations: self-opinion changed from self- centred to people- centred F.iv.25.1



Average, easy-going, lazy, procrastinates, E.i.21.2, I.i.7.1, I.i.14.1	Gifted, talented (water) sportsman E.ii.13.1, E.ii.15.1, G.ii.4.7, I.ii.4.1, I.ii.13.1		
Unique K.i.1.1, K.i.13.1	Individualist, special E.ii.8.1, E.ii.4.6		
Content, grateful, reserved, deep, organised E.i.2.2, G.i.3.1, G.i.6.1, G.i.22.5, F.i.6.2, K.i.22.1, K.i.6.2	Expensive taste, distinguished, grand, stylish E.ii.4.7, E.ii.6.2, F.ii.2.1, F.ii.3.4, G.ii.4.6, I.ii.14.1		
Determined, fiery, punctual, responsible G.i.7.1, G.i.10.1, K.i.2.3, K.i.13.2,	Vulnerable E.ii.4.3		
Interests: computer games, music, pets, sport (cricket) G.i.12.1, I.i.6.1, I.i.12.1, K.i.12.1, K.i.12.2	Interests: cars, nature, animals I.ii.11.1, K.ii.3.1, F.ii.3.1, I.ii.15.2, I.ii.6.1	Interests: diving, sea-lover, singer E.iii.7.1, E.iii.7.2, G.iii.7.2, G.iii.7.3, G.iii.13.1	
PHYSICAL I (BOYS) DOMAIN	PHYSICAL II (BOYS) DOMAIN	PHYSICAL III (BOYS) DOMAIN	PHYSICAL IV (BOYS) DOMAIN
BAC I (Boys)	BAC II (Boys)	BAC III (Boys)	BAC IV (Boys)
Healthy lifestyle, responsible I.i.21.1, F.i.21.1, K.i.21.3	Body appearance is important, body care E.ii.9.2, G.ii.13.2		Critical of facial expressions K.iv.13.2
PAA I (Boys)	PAA II (Boys)	PAA III (Boys)	PAA IV (Boys)
Sport brings fun I.i.1.1			
MORAL I (BOYS) DOMAIN	MORAL II (BOYS) DOMAIN	MORAL III (BOYS) DOMAIN	MORAL IV (BOYS) DOMAIN
MAC I (Boys)	MAC II (Boys)	MAC III (Boys)	MAC IV (Boys)
Admits guilt/ personal involvement, completes tasks, lives responsibly F.i.20.1, G.i.17.1, G.i.21.1, K.i.21.1	A longing for personal integrity K.ii.4.2		
Dislikes gossiping, doesn't harbour ill-feelings easily, practises self-restraint E.i.15.1, I.i.7.2, I.i.17.1, K.i.6.3			
MNP I (Boys)	MNP II (Boys)	MNP III (Boys)	MNP IV (Boys)
Anger, sarcasm E.i.22.3, G.i.20.2	Evidence of possible egotistical, risky elements in collage G.ii.11.1, G.ii.11.2		
	Peers challenge personal integrity stance K.ii.10.1		
SRB I (Boys)	SRB II (Boys)	SRB II (Boys)	SRB IV (Boys)



God and spiritual aspects are important, enjoys school with its God-fearing teachers F.i.1.1, F.i.3.1, F.i.4.1, F.i.21.2, G.i.4.1, K.i.20.4, K.i.20.5, K.i.20.6, K.i.21.2, K.i.22.5	Is spiritually disciplined, serious K.ii.8.2, K.ii.9.1, K.ii.19.2	Spiritual strength from God will be decisive in guaranteeing success, creator has master-plan E.iii.6.1, E.iii.16.1, I.iii.14.1, K.iii.4.1, K.iii.11.2, K.iii.13.1	Divine help is needed in the future, spiritual beliefs provide strength F.iv.18.2, I.iv.3.1, K.iv.25.1
Concerned over spiritual well-being G.i.5.1			
VS I (Boys)	VS II (Boys)	VS III (Boys)	VS IV (Boys)
	Education is important I.ii.7.1	Personal fulfilment is above financial gain, fame gives you influence E.iii.3.6, E.iii.17.1	Values relating to self: enjoy a fun-filled life, it is your duty, use your opportunities E.iv.18.2, G.iv.20.1



8 Addendum H: Interview schedule

8.1 Interview 1

1. What do you really enjoy about being you?
2. How well do you think you know yourself? (Why do you say that?)
3. Would you regard yourself – generally speaking – as a happy or unhappy individual at school?
4. What are the reasons for your happiness/unhappiness at school? You may give a brief introduction.
5. What would you really like to know MORE about yourself?
6. How would you describe yourself to someone who does not know you at all?
7. What would you regard as one of your most positive character traits at this point? (Where do you use it? What is it all about?)
8. What would you (if you could) change about your present **self**-situation at school?
9. How do you think your friends within the school community experience you?
10. What do you think – at this point – is your best contribution to your friendship circle? (What are the good things in your friendship circle that only YOU can bring?)
11. How do you feel about being part of a group?
12. How do you spend your time when you are alone?
13. How do you feel about your place within the classroom community?
14. What type of role do you think you play within the classroom community?
15. What causes suffering (tension) for you in the classroom community?
16. How do you generally deal with your problems?
17. How do you handle conflict?
18. Where can you go when you need help in and outside the school environment?

19. How would you like to be supported? Differently put, what will reveal to you that people care about you?
20. How would you describe responsible living?
21. How responsibly are you living? Give a reason for your statement.
22. Describe your personal graffiti wall. Explain the words you added to your wall and the meanings you attach to them. (Why are the words or images you placed there particularly important to you?)
23. If you were to capture or summarise the way your personal graffiti wall looks now, what image/word or symbol, would you link to it? Explain your choice.

8.2 Interview 2

1. How do you feel about your collage?
2. What were you thinking about yourself when you were making it?
3. What strikes you about this collage?
4. Could you briefly explain the images and labels of the collage?
5. How accurate a reflection of you, would you say this collage is? Why do you say that?
6. What makes you feel good when you look at this collage?
7. Which image(s) on the collage is/are most important to you? Why?
8. When you look at the collage, how would you describe yourself?
9. Which part of your identity (as displayed here) do you spend most of your energy on?
10. Which part of you – as revealed by the collage – is often neglected by you? Why do you think this happens?



11. If you were to be “objective” – or imagine that you don’t know whose identity collage this is – where would you imagine this person would fit into a community? Or which community or place would suit him or her best?
12. Do you recognise any humorous aspects about yourself in this collage?
13. Can you identify any of your skills/strengths by looking at the collage?
14. Name any 6 words the images on this collage trigger in your mind. These words are not the ones on the labels!
15. Does something you haven’t thought of come to mind when you look at this collage?
16. What do you think is missing on this collage that is also a major part of who you are?
17. Are any new aspects about yourself coming to the fore that you have not thought of before?
Explain.
18. Are you discovering assumptions you had about yourself? Have you discovered any? Can you name any?
19. What have you added to your personal graffiti wall in the meantime?

8.3 Interview 3

1. This future map reveals a symbolic place you would like to reach one day and it illustrates your steps of working towards it. Which name do you think is suitable for this “symbolic” country or place you created?
2. How do you feel about the map you created and what does it say about **you** to **you**?
3. Talk me through this map and explain your images and pointers.
4. Which part of the map reveals your major dream or main passion?
5. Let us look at the connection between your IDENTITY collage and your future map. Do you think that the person you said you were – as you revealed it on the IDENTITY COLLAGE – is able

to “travel” meaningfully to this “future” destination? Give a reason for your answer. You need to link at least one personal characteristic of yours (as revealed by the identity collage) to at least one challenge of the future map.

6. When you look at your ID and your future map, which dreams are very easy to attain? What makes it an easy goal or dream?

7. Which of the dreams you revealed on your future map affect or “influence” your present daily reality the most? (Which dream or dreams appear in your thoughts the most?)

8. Which dreams will require the most effort?

9. What skills do you need to make your most important dream come true?

10. Who are the people who will need to support you to pursue these dreams?

11. What will your responsibilities be as you work to reach your goal(s)?

12. If you could talk to yourself in a mirror now, what encouragement would you give yourself about the exciting challenges that lie ahead – as you travel to your future destination? What type of self-talk should a person that is travelling to such a great destination be considered in his or her own head?

13. Where could you draw strength from as you travel towards the symbolic future “country” you created on this map?

14. When do thoughts about these dreams appear in your daily life? What makes you think of your future at times?

15. Which of these dreams would you say could carry you forward for many years into the REAL WORLD?

16. Is there a dream or goal on this future map that you can reach **before** you leave school in **Grade 12**? Explain. What effect do you think will reaching this dream have on you and who else will benefit from it?

17. How will you contribute to society or the community one day as you live your dream(s)?

18. Which dreams did you choose for the dream-tree group activity? Can you remember the colours you linked to the particular dreams?
19. How did you experience participating in the making of the group dream tree?
20. Can you describe the general “vibe” of the group as you were talking about your dreams and putting your bead strings on the wire tree?
21. When you look at your personal graffiti wall, how would you describe yourself now – at this stage of the life skills process?

8.4 Interview 4

1. Describe the problem you have visualised and illustrated.
2. Why did you portray it in this way?
3. Provide some detail about the way you did it.
4. How do you feel when you look at the problem illustrated in this way?
5. How does this problem affect you emotionally/socially/academically?
6. How does this problem influence your daily life?
7. Who apart from yourself is/are affected by this problem?
8. What do you plan to do to overcome this problem?
9. What are the best skills/“weapons”/friends/resources you possess that could help you fight this “problem”?
10. Is there anything in particular that you, during this Life Skills process, particularly enjoyed? (More than other aspects?) Explain.
11. Let us imagine for a moment that you have indeed overcome this “obstacle”. How would you feel?
12. How would your life be different from what it is now?



13. Let us look at the photograph that reveals the “VICTORIOUS YOU” AS YOU POSED FOR THE SYMBOLIC OR THE PROPHETIC PHOTOGRAPH. How do you feel about it?
14. What does the photograph reveal about you?
15. How did you prepare for the taking of the photograph?
16. Why did you choose these particular elements or symbols to be present in your photograph?
17. How do you feel about BEING videographed?
18. How did you experience the video-recording of the motivational saying?
19. Can you remember the motivational saying you spoke into the camera? Please say it.
20. What does this statement mean to you personally?
21. Where did you find it?
22. Describe and explain the artwork you created on the triangle to be part of the BALL your group constructed.
- 22B (For those who have not yet done the BALL triangle [Some will do it on coming Friday: Ask them what they will draw on the triangle to symbolise the contribution they want to make to the world – how will they illustrate it?])**
23. How do you want the school community or the world out there to benefit from your contribution?
24. What do you think did you contribute to your small group during this Life Skills research process?
25. Let us consider your personal graffiti wall for the last time. What have you added since the last interview?
26. How would you, at the end of the process describe yourself? (Take your time.)
27. Let us consider the final presentation of yourself as you illustrated it on and inside the matchbox. Please talk to me through the matchbox presentation you made and explain your images and read your written sections.



28. Is there anything you would like to say now that we have come to the end of the interview process?



9 Addendum I: Video screening questionnaire for the Grade 9 learners

Name: _____

GRADE 9 DVD OVERVIEW SCREENING – QUESTIONNAIRE

It is almost three months ago that we completed the research project. Please answer the following questions as honestly as possible.

Before the screening:

1. What stands out in your memory when you think about the process we did last term?

2. What do you expect to see on the screen today?

After the screening:

3. Were you surprised or disappointed in what you have just seen (reason please)?

4. What does the video reflect about your class?

5. How did you feel about seeing yourself on the big screen?

6. How did it feel to see your friends on the screen?

7. What revelation or special message did you receive as you watched the DVD?

8. How do you feel about the music and the special effects the editor used?

9. Which part of the DVD did you enjoy the most?

10. Your comments, please!

11. Would you like to own your own copy?

12. Would you be "OK" to watch it with your parents?

10 **Addendum J: Video screening questionnaire for the Grade 9 parents**
PARENTS AND VISITOR QUESTIONNAIRE

1. Do you think you would have enjoyed taking part in such a project when you were at school?
(Yes or No)

2. Do you think that such a process at your age today would still have an impact on you?
(Yes or No)

3. Which activity, if any, do you think you would you enjoy doing yourself?

4. Did you enjoy watching the video as a whole?
(Yes or No)

5. Do you think this video could serve as some form of inspiration for a Grade 9 learner/ child?
(Yes or No)

6. Did you enjoy seeing your child in such a scenario?
(Yes or No)

7. Did your child say anything about the process during the previous term?
(Yes or No)

8. What possible value do you think such a learning experience could have on your child?

9. Could you pick up any positive self-messages in the DVD?
(Yes or No)

10. Any suggestions we need to consider for next year?

11. Did you enjoy the editing and the music in the DVD?
(Yes or No)

12. Do you think such an approach could add positive self-value to your child's self-concept?
(Yes or No)

11 Addendum K: Found poetry questionnaire

Interview conversations – your words – in “poem form”

Please read through these interviews and answer the following questions as honestly as possible.

PLEASE RELAX AND TRY TO ENJOY IT.

(I DON'T WANT YOU TO SEE IT AS HOMEWORK. SEE IT AS “A WALK INTO YOUR OWN HEAD”. THESE ARE YOUR VERY OWN WORDS.)

Could you please return it next week Monday? **(28 august 2006)** If you finish it earlier, you are more than welcome to return it earlier.

Please read the all questions once before you read the poem.

Imagine you are talking to yourself about yourself. (You will be reading “You”.)

1. What do you remember about the interviews we did?

2. How does it feel to “hear” yourself in this “poem”?

What is **one** of the most important messages that you pick up as you read it?

3. Which **line** or **statement** or **beautiful word picture** in the poem is **closest to your heart**?

4. Can you name **one** “change” that happened in the way you see yourself from **Interview One to Interview Four**?



5. Do you think some of these “new” thoughts that came to you in the process changed the way you think about school, friends or any other aspect of your life? Can you give some detail?

6. Can you identify your **three favourite sections** in the poem? You need to **draw a circle** around those stanzas or paragraphs. Just write down the page numbers.

7. Do you think this Life Skills process had a **short term** or a **long term** effect on you? (Did you forget it quickly or did some ideas and pictures pop into your head at strange time? Please explain – if you can.)

8. What does the poem reveal about your future?

9. Have you tackled the “cartoon” problem since the process ended 5 months ago or is your problem still as big a problem?

THANK YOU SO MUCH!

12 Addendum L: Thelma's found poetry poem

Interview I (17 – 27 January): An extract from Thelma's poem

I think, the one thing I truly enjoy about being myself is the fact that there is a part of me which is not afraid to express.

I am not an introvert, yes, I am an extrovert that is what I truly like about myself, I am out there. I can speak to people, I can communicate to people in a way and that is the thing about me that I enjoy the most.

Right now, I am kind of torn between what my true identity, what my true identity is, because I think, also I am at a stage of my life where I am trying to find out who I am, but, on knowing myself, I'm not 100% sure, there are times where, I'm lost, I'm torn between friends and confused so I think, I would, I do know myself but not, completely, not fully.

I am still learning, it is a hard process, but hopefully in the end, I have prayed to God to please be on this journey with me, because I am afraid, a lot of people give in and, do things like committing suicide and things like that, so I just need His strength to keep me together for this time.

I am a happy person at school, I think.

I think, I just have my on and off days, but generally, I think I am pretty happy at school.

Because I'm surrounded by people who aren't afraid to be themselves and for me that is a good thing, it is like a support structure, I lean on them and when I'm with the crowd, I kind of want to express myself as well, so I think there are a lot of people whom I have befriended who are muchly involved, with how I feel at school.

My friends, people I just speak to, even a simple 'hi' from anyone.

Something that would definitely make me happy.

Social, friendship thing...

Interview II (6 – 15 February 2006): An extract from Thelma's poem

I feel very good about it.

I am glad that most of the things which I wanted to express in the collage, was done.
I just feel there could have been more, I did not feel a lot of me came out, a lot more could have been stuck on the collage to express a little bit more about me.

I am quite happy with the overall.

Well, when I saw some of the pictures, I just knew immediately that these things were me, I just, so from what I've gathered from the previous interview about myself, that I only have discovered during the interview, and what I have now generally at school and at home, been gathering together, I think, I just, gathered pictures and gathered information that I, that I hadn't known about and some of the stuff actually came in, especially the picture of the gifts, that I, as I was just paging through, I realised that I really liked it, I like surprises and stuff like that.

So, some of the stuff, of them I just saw the picture and I just wanted to stick it on, some of the other things I had already known about, so.

They were good thoughts about myself, very comforting things, because I've always worked on the negative side of things about myself, but for once, doing this collage really made me feel good about myself.

I think mostly, people would expect it to be the whole fame and thing, but actually it's the nature one.

That's the one that really strikes me.

I am glad I picked that this time, I can't explain it but nature is the way I feel.

I feel far away from everything, so that's the picture that really, really strikes me in this whole collage...

Interview III (24 Feb – 3 March): An extract from Thelma's poem

A name to sum it all up?

I think it is definitely going to be *Fairy Land*.

Along these lines.

Very fairy tale, because it's not very common to have, to live in a place where everything is just, harmony and peace and that is exactly what I am trying to put into the future collage, that's what I want to put, that is the kind of world that I want to live in.

So I definitely, fairy tale, peace, harmony land, I think *Harmony Land*.

I feel very good about it, to me it says I know where I want to be in my life.

I know certain what I want out of the future and I know what I need to be prepared for my future.

I think I pretty much have a rough idea how my priorities in life are going to be.

So I feel very good about it, it definitely shows me the organized part of me.

I know where I want to go, even though there might be hiccups here and there, but I'm going on a straight path.

To this place.

Organized and very determined to be successful in life, very determined to make it, get there.

At the bottom, is the, the journey of my career.

Mr Pienaar asked us to do.

It begins here in high school, I want to be able to finish my studies.

Excel, get good marks for it as well, and then I want to move on to varsity, where I'll study, and I also want to be very successful in my work.

This is where I want to explore myself and different situations a little bit more, in university, I think I'm going to grow and realize certain things...

Interview IV (13 – 17 March 2006): An extract from Thelma's poem

My problem is that, I always have the fear of other people and what other people would think, and what their reactions towards me would be, because of my ambition, and what I would like to become.

I'm always kind of, not always fully satisfied in myself, of with what I want to do, because of other people, and I'm afraid of what they might think or say.

Because it kind of is like this, just all these things around me, and all these people, it's like a huge noise, it's just all around me all the time, especially if I'm really trying to achieve something.

Then I always fear, like there's a rush around me and so the way I have put the faces, the like as circular way, is because they're all around me and there's no space, for me or no escaping route for me.

Ok, I put the girl with the worried or sad face in the middle, and then, to show how the very intimidating the fear is, of the other people, I kind of cut out faces that were, had horrible looks on them or, were laughing in with, not any good intentions.

So, that is why I specifically picked out faces that could resemble, nastiness or, being intimidating in any way.

Well, it's very familiar to me because, that is definitely the thing, one of the things which is bothering me about what, about what I'm trying to achieve.

But, I also feel now that I can actually overcome this problem.

I feel like it is not as big a deal as I thought it was.

Put here, it is not like I want to throw the paper away or anything, it does not disturb me that much, but yes, it is very familiar to me because, it is the way I feel...



13 **Addendum M: Feedback from (the external coder) Dr Ian Joubert**

13.1 **Chapter 5 comments (02 April 2008)**

Pg 203	You view the assessment rubric as a summary of the process – was this view shared/understood by pupils?
Pg 204	<ul style="list-style-type: none"> • Suggest attaching the mentioned newsletter advertisement as evidence. • What type of observation and what was the purpose (e.g. purpose statements) of these observers? • ... as people recommended them – which people/on the basis of what?
Pg 204 & 205	Your choice teacher-participant versus facilitator role – what influence/outcome did this decision have?
Pg 205 & 206	You make assumptions regarding the observers (... enjoyed, ... enlightening) – do you have evidence in support (e.g. feedback reports)?
Par 5.2.3	Provides/alludes to the sample type – was this process previously described; you may wish to cross-reference?
Par 5.2.5	Do you wish to identify aspects that should have been briefed “better”?
Pg 208	Aspects listed good!
Par 5.5	You provide an example of a few questions asked, however, a complete list of questions posed is not presented. In par 5.6, 5.7 & 5.8 you actually present all questions posed by means of an appendix. You may wish to consider the same approach for par 5.5.
Pg 217	Is alteration of phrases permitted or should you also/rather attempt to show where you altered phrases?
Pg 229	<ul style="list-style-type: none"> • You acknowledged that actual words of respondents will not be used – what impact does this decision have? • You state that the reader can decide if deductions are meaningful. Surely a stance from your side is required; or are you distancing yourself from this study?
Par 5.5.3.1	... many aspects ... (what is many?)
Pars 5.5.3.2, 5.6.2.2, 5.7.2.2 & 5.8.2.1	Are literature links not more appropriate in Chap 6? I found that these important links appearing in a separated manner does not support the flow of findings.
Par 5.6.1	<ul style="list-style-type: none"> • Text/narrative provided by pupils can be found where? • ... on which I based self-descriptions ... (you lost me here – are these summaries provided on the basis of collages and/or narratives?)
Par 5.6.2.1	... differ that significantly ... (what does this really mean?)
Pg 250	The main point that ... (this is an important statement, is it/can it be motivated further? Probably needs more convincing?)
Pg 287	It appears as if ... (first sentence) – can this stamen be motivated?
Pg 293	Last paragraph – omissions stated may require more motivation. Is it fair/acceptable to simply omit sections that do not “fit”?
Table 5.13	Table is descriptive and helpful; will such a table be presented for each respondent?
Note: Ref Pgs 215 & 216	A comparison promised in terms of an acceptable qualitative analysis and the spontaneous/rigorous analysis may need to be emphasised more and presented as such in this chapter
Note:	As discussed with you; you wish to illustrate to the reader deductive versus inductive reasoning

Please note that the page numbers that Dr Joubert indicated here have subsequently changed in Chapter 5 (in Book One).



13.2 External coder acknowledgement

DECLARATION

I, Christiaan Gerhardus Joubert, identity number 650418 5096 083, hereby declare that I acted in the capacity of external codifier for Mr Pieter Abraham Pienaar in the data analysis phase of his thesis.

In making the analysis, possible categories and subcategories were identified and based on scientific principles. Furthermore, tendencies in the data were presented as accurately as possible and based on qualitative analysis principles.

THUS SIGNED at Pretoria on this _____ day of _____
2008.

14 **Addendum O: News letter snippet November 2005**

Assistants needed for Life Orientation research

During the first term of 2006 research will be conducted in selected Junior Secondary Life Orientation classes from the week of January up to the end of March. The research investigates the effectiveness of narrative arts activities on the individual learner's self-knowledge in smaller groups. Non-participant observers and digital video camera operators are needed to capture some aspects of the process.

The research process will cover part of the school's Life Orientation syllabus and take about 6 to 8 weeks to complete. If you can help in this regard, either as a non-participant observer or as a videographer, the following are our needs:

- You need to be available twice week for about an hour during school time.
- You must be able to attend a briefing session about the process beforehand.
- To be a videographer you need to own your own digital video camera, which you will operate yourself. You will need to videotape only selected sections.
- To be a non-participant observer, you need to be willing and able to conduct a series of in-depth tape-recorded interviews with individual learners at school after school hours. The ideal non-participant observer would be someone with an interest in counselling and be a good listener. You will not be required to do any counselling. A list of pre-screened questions will be supplied for each interview.

The nature of action research requires "outsiders" to conduct interviews, simply because learners do not respond "favourably" to teachers in that role as a result of their perceived positions of authority. If you are interested in assisting in this regard, you will be interviewed beforehand in order to secure a safe and ethical environment for all during the process. Your help and involvement would be most valuable to us in this project and we feel sure you will find it interesting and enjoyable. If you feel you can help please contact Pieter Pienaar as soon as possible.

15 Addendum P: Voice over

OPENING SCENE ON VIDEO

Welcome to this presentation that tackles the possible use of **narrative arts** activities as tools for assisting the Grade 9 learner to gain positive self-knowledge (and knowledge of others) along an expressive route.

I compiled this learning programme in response to a suggestion in the (2003) TEACHER'S GUIDE FOR THE DEVELOPMENT OF LEARNING PROGRAMMES of the Revised National Curriculum Statement for Life Orientation, which advocates integration across learning areas. In this programme Arts and Culture group art activities enrich Life Orientation. Why do I speak about **narrative arts** activities? What is the purpose of the narrative aspect? Why is it not just art?

I wanted students to tell their "stories" to themselves (and others) and therefore based the structure of the programme on the basic principles of narrative therapy. Essentially narrative therapy lets the student tell the story that is most important to him or her, focus on the resources and strengths within the person, identify the obstacles that restrict self-development and focus eventually on a more attainable personal story. Please bear in mind that the children were not counselled or subjected to any narrative therapy; I simply built these principles into the worksheets and assignments.

Why is it not just **art** activities? While **art** may to some suggest graphic arts only, this programme makes use of a variety of different art-type activities, e.g. writing, collages, drama aspects, photography, video presentation and DRAWING AND CONSTRUCTION activities. To simply call it ART ACTIVITIES, instead of ARTS ACTIVITIES would THEREFORE not be a fair label.

We took one class, divided them into three groups and allocated a teacher to each group. We had one video camera that captured about 3 minutes of each group per session over a two month period. There were 10 sessions of 40 minutes each that ran from the middle of January to the

middle of March. The intention of the video was not to threaten or embarrass, but to allow us to piece together a cinematic (even humorous) quilt of tangible colour and positive expression that would be a construct of self and peers and to which students can return in the future. I hope you enjoy the edited overview and that you see the bigger picture and the merits of this expressive approach.

Graffiti wall

Each group is given a large manageable cardboard piece that is painted with the group's colour. On this cardboard or graffiti wall they need to draw, write or stick personal constructs as the programme requires. The theme of the artwork is: *Who are we?*

This wall documents various aspects of the group's self-knowledge as the programme progresses and serves as a visual stimulus for certain group reflections and assignments. The wall also becomes a medium through which students can acknowledge who they are without having to explain it or expose themselves to unnecessary peer scrutiny. The wall documents the group's story and collective journey through the process.

Collage

Students are each given a pile of various interesting magazine pictures, marked BOY or GIRL, and a blank A3 sheet. They select the ones that they feel describe them the best and construct an identity collage. These images could simply be symbols as well. At least **ten** images and no hand – written words! Words are added at a later stage.

The brief is:

Build a visual identity document of yourself. What am I like? You need to tell your life story to yourself, using pictures. What do you like, who are you...not what you are dreaming of in the future! You are creating a colourful visual summary of yourself!

This activity takes place in an atmosphere of secrecy during a session, because the next lesson will build on that secretive element. Names are written at the BACK of the collage.

Funny Assumptions

This is a simple “drama-type” activity about assumptions. Each group member gets an opportunity to introduce a fellow group member to the group, by using the collage created in the previous session as a stimulus.

Mind map – of the future

If your future were a **place** (a symbolic landscape that you could identify with), what would it look like? The students are told to close their eyes and imagine a landscape that would symbolise their futures. Thereafter each pupil mentions the landscape that came to mind. This discussion prepares the students for the design and construction of the future map that happens at home.

The brief for the future map is:

WHAT ARE THE STEPS I NEED TO TAKE TO REACH MY FUTURE DREAMS?

Draw a map that will plot your dreams and will reveal the major steps you need to take in order to get there. Be as creative as you like!

Dream Tree

Each student receives a little plastic bag that has **six** safety pins and beads. They take one bead for each of the **six** most prominent dreams and aspirations they have and link them creatively or merely string them together. Each student gets an opportunity to tell the group what the beads on his string represent. After this, he or she may add the string to the tree.

Comparing the Identity Collage with the Future Map

This activity is done during class time in an exam atmosphere that requires the students to compare their identity collages with their future aims and dreams.

Questions such as the following are asked:

How does the picture I have “painted” of myself on the identity collage compare with the images I created on my future map?

Can I see the connection between “myself” on the identity collage and my future dreams?

Which dream will require the most effort?

Name the dream and explain the effort it will take to make the dream come true.

What will the major challenges be?

How do these near and far dreams influence my present reality or everyday life at school?

Am I living responsibly?

Am I even now trying to make the things in my dreams happen?

Making Obstacles Visible

The brief reads:

You are going to create an “artwork” that represents your major obstacle in achieving your full potential at school (and later in life). You are going to create a cartoon image of what you think your problem looks like (if it was possible for it to look like a cartoon character).

Supporting questions are:

1. How does this problem make me feel?
2. What will happen to my school career (and my future) if I do not tackle this problem now?
3. How will I feel and perform academically if start controlling this problem – instead of it controlling me? Will it make a difference to my school work?

Discussing photographs and motivational thoughts

This discussion prepares the students for the next session, when a prophetic (symbolic and victorious) photograph will be taken of each child, and individually they will each read a motivational thought or an inspirational one liner (of their choice) into the video camera.



Matchbox Summary

This is the last homework exercise. **Part of the brief reads:**

We have come to the end of the Life Skills process for the first term and there is one assignment left, namely the concluding exercise. You are going to summarise in a matchbox the process you were part of.

INSIDE THE BOX you need to have the following:

1. How I see myself
2. My goals, dreams and aspirations
3. My greatest challenge
4. The motivational motto/ saying you enjoy most.
5. A verse from scripture that has deep personal meaning for you.
6. Things I learned from others in the group, and about others in the group.
7. How you think you could serve your school community and the wider community later in adult life while you are living your dreams. You need to write two to three sentences per topic.

Contributing each to our particular world

This is the last lesson and an ideal opportunity to reflect and anchor the process with a group activity.

We spent some time talking about the community and the individual, we made identity collages to have a colourful look at who we are, we made a map of the future, we discussed our dreams and we built a dream tree, we cut our obstacles down to cartoon size, we took prophetic photographs and recorded motivational thoughts. We hope that by now, you have discovered that you are a precious person with unique potential!

The previous exercises looked at who you are, but now we are going to look “out” to see this ball as the “world” in which we live and we are going to create a group ball that symbolises our individual and collective (small group) contribution to a world that needs each one of us.

What do you do best that you can give to the world to make it a better place for all?

Each pupil is handed piece of a triangular paper on which he or she creates an artwork that will symbolise his or her strengths or major gifting – through which each child want to make a positive contribution to the world – to serve the world.

CLOSING VIDEO SCENE

I hope that this attempt to inspire Grade 9 students left a splash of colour in your heart, whether you are a grown up person or a student, and that you will remain true to the unique and special person you are – in order to be a blessing to yourself and others.

May each Grade 9 pupil who was part of this pioneering project keep growing in positive self-knowledge, enjoy the sweet fruit of fulfilled aspirations and travel meaningfully to their respective future destinations. Be blessed!