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APPENDIX A

**COPY OF THE ETHICAL CLEARANCE DOCUMENT RECEIVED FROM THE
HUMANITIES ETHICS COMMITTEE**



APPENDIX B

COPY OF THE LETTER TO THE RELEVANT AUTHORITIES REQUESTING PERMISSION TO CONDUCT THE STUDY IN THE WATERBERG DISTRICT OF THE LIMPOPO PROVINCE.

PO Box 127
Mokopane
0600

27 June 2008

Dear Ms Malumane,

Research into the iconicity of symbols

I am a speech therapist and audiologist working for the Limpopo Department of Health and Social Development at Voortrekker District Hospital in Mokopane. As telephonically discussed I am busy with my PhD degree in the field of Alternative and Augmentative Communication at the University of Pretoria. I have submitted my proposal to the Research Ethics Committee (Resethics) of the Faculty of Humanities. Permission to conduct the study was conditionally granted pending the permission from your office (please see a copy of this letter attached).

Alternative and Augmentative Communication strategies refer to intervention for people who are unable to learn to speak, take long to learn to speak or lose the ability to speak to assist them in finding different ways of expressing themselves. One such strategy would be to make a communication board containing picture-like symbols to represent objects, ideas or feelings. The individual using the communication board, points to these pictures to indicate what he/she wants to communicate.

The degree to which a symbol is visually representative of its referent is called iconicity. Research has shown that it is easy for individuals to learn to use highly iconic symbols. Most of the symbol sets currently in use in South Africa were developed in the United States of America. Further research has found that iconicity is culture bound. This would imply that people from different cultures (and countries) would view the same symbol differently. In South Africa we therefore cannot simply use American symbols without taking into the account our various different cultures.

In 2001 Lize Haupt investigated the iconicity of a certain set of symbols, the Picture Communication Symbols (PCS), for Zulu speaking children aged ten. For my masters degree (2003-2004) I partly repeated Haupt's study with another population, i.e. Afrikaans speaking 6 year olds. I further investigated the learnability of this symbol set. For my PhD I am interested in investigating the iconicity of certain PCS symbols depicting emotions. The targeted population is 5:00 to 5:11 year old Sepedi and

Afrikaans speaking children. Attached please find a copy of the proposal, which describes the study in more detail, including the material to be used.

I hereby ask permission to conduct research in certain preprimary schools and crèches in the Waterberg district in Limpopo Province. All information gathered in the process will be regarded as confidential, and the results of the study will be made available to you if you so wish. No contact with the learners will be made before receiving final permission from the Department of Health and Social Development or the Research Ethics Committee (Resethics) of the Faculty of Humanities, University of Pretoria. As we have a deadline to meet a reply as soon as possible would be appreciated.

Thank you for your time.

Regards,

H.M. Basson
Chief Speech Therapist and Audiologist
Voortrekker District Hospital
082 925 4198
015 409 1706
magdelphd@webmail.co.za



APPENDIX C

COPY OF THE DOCUMENT RECEIVED FROM THE DEPARTMENT OF HEALTH AND
SOCIAL DEVELOPMENT GRANTING PERMISSION TO CONDUCT STUDY IN THE
WATERBERG DISTRICT OF THE LIMPOPO PROVINCE



APPENDIX D

LETTER TO SCHOOLS TO INTRODUCE STUDY AND OBTAIN PERMISSION TO CONDUCT STUDY IN SCHOOLS

Date

Dear sir/madam,

I am the Chief Speech, Language Therapist and Audiologist at Voortrekker District Hospital and am currently busy with my PhD in Augmentative and Alternative Communication (AAC) at the University of Pretoria. My study leader is Prof E. Alant at the Centre for Augmentative and Alternative Communication (CAAC) at the University. The Limpopo Department of Health and Social Development has granted me permission to undertake my study in certain preschools and crèches in the Waterberg District of the province (find a copy of the official letter attached). You are however under no obligation to take part in the study and it is your choice whether or not learners from your school participate. With this letter I ask permission for learners to take part in my study. These children should be between the ages of **5 years and 5 years 11 months** and speak **Sepedi** at home.

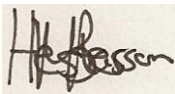
Not all children are able to communicate verbally, and will thus need an alternative way of expressing their needs and feelings. Augmentative and Alternative Communication (AAC) is a branch of Speech Therapy that focuses on giving these children an alternative means of communication. Some of the strategies are using sign language, computers and communication boards.

Communication boards are relatively cheap and use pictures (symbols) placed on a board. The user will point to a certain symbol to indicate to his/her communication partner what he/she wants to communicate. There are a number of symbol systems and it is important to get information about how children perceive and understand the symbols used. In South Africa very little research is available with regard to this issue. The aim of this study is to see which intensity **5 to 6 year old Sepedi and Afrikaans children** perceive an emotion story to have and which symbols they choose to indicate this intensity.

The study requires the learners who adhere to the selection criteria to go with the Researcher and a Research assistant to a separate room. The children will be seen individually and the session will be tape recorded. The Researcher will need a separate room with child friendly table and chairs. I would further appreciate a class list with learners' birth dates. All information will be kept **anonymous** and treated as **highly confidential**.

If you decided to take part in the study, I will bring consent forms for the parents of possible participants as it is their right to choose whether or not their child take part in the study. **Please feel free to contact me at 082 925 4198 should you have any questions.**

Thank you



Ms. H.M. Basson
PhD student
Chief Speech, Language Therapist and Audiologist
Voortrekker District Hospital



Prof Erna Alant
Study leader
Director: Centre for AAC
University of Pretoria

With this I, the head teacher/principal/owner of _____ give
permission to Ms. H.M. Basson to conduct her study in my school/crèche.

The head teacher/principal/owner

APPENDIX E
ENGLISH, AFRIKAANS AND SEPEDI VERSION OF THE LETTER AND
QUESTIONNAIRE SENT TO PARENTS

APPENDIX E1
ENGLISH VERSION

Dear parent/guardian

Thank you for taking the time to read the following information. I am employed as chief speech therapist and audiologist at Voortrekker Hospital and am currently busy with my PhD degree in Augmentative and Alternative Communication at the University of Pretoria. I hereby request permission for your child's participation in this research study.

Not all children are able to communicate verbally, and will therefore need an alternative way of expressing their needs and feelings. Augmentative and Alternative Communication (AAC) is a branch of Speech-Language Therapy that focuses on providing these children with an alternative means of communication. Some of the strategies for accomplishing this include using sign language, computers and communication boards.

Communication boards are relatively cheap and use pictures (symbols) placed on a board. The user will point to a certain symbol to indicate to his/her communication partner what he/she wants to communicate. There are a number of symbol systems and it is important to get information about how children perceive and understand the symbols used. In South Africa very little research is available with regard to this issue. The aim of this study is to find which intensity **5 to 6 year old children** perceive an emotion story to have and which symbols they choose to indicate this intensity.

The session with your child will be tape recorded and these records will be retained for academic writing purposes for three years. As part of the process each participant's hearing will be screened. All information will be kept **anonymous** and treated as **highly confidential**. Should you decide to grant permission for your child to take part in this



study, please complete the attached return slip and questionnaire and send it back to your child's school by _____ **2008**.

If I do not receive the return slip and questionnaire I will assume that you grant permission that your child may take part in the study. **Please feel free to contact me at 082 925 4198 should you have any questions.**

Thank You

Ms. H.M. Basson
PhD student
Chief Speech, Language Therapist and Audiologist
Voortrekker District Hospital

Prof Erna Alant
Study leader
Director: Centre for AAC
University of Pretoria

With this I _____ **grant permission** that my child
_____ may take part in this pilot study.

With this I _____ **DO NOT grant permission** that my child
_____ take part in the research study.

Signature parent/guardian

If your child is allowed to take part in the study, PLEASE answer the following questions.



| | | | |
|---|-----|--------------------|--|
| 1. Child's birth date. | 1. | | |
| 2. Child's gender (indicate the appropriate) | 2. | male | |
| | | female | |
| 3.1. Does your child have any problems with hearing? (indicate the appropriate) | 3.1 | YES | |
| | | NO | |
| If you answered 'YES' to 3.1. please answer question 3.2. | | | |
| 3.2. Was anything done with regard to this problem? (indicate the appropriate) | 3.2 | YES | |
| | | NO | |
| If you answered 'YES' to 3.2. please answer question 3.3. | | | |
| 3.3. What was done with regard to this problem? (indicate the appropriate) | 3.3 | Hearing aid | |
| | | Cochlear implant | |
| | | Operation | |
| | | Nothing | |
| | | Something else | |
| If something else was doen, please describe: | | | |
| | | | |
| 4.1. Does your child have any problems with vision? (indicate the appropriate) | 4.1 | YES | |
| | | NO | |
| If you answered 'YES' to 4.1. please answer question 4.2. | | | |
| 4.2. Was anything done with regard to this problem? (indicate the appropriate) | 4.2 | YES | |
| | | NO | |
| If you answered 'YES' to 4.2. please answer question 4.3. | | | |
| 4.3. What was done with regard to this problem? (indicate the appropriate) | 4.3 | Spectacles/glasses | |
| | | Contact lenses | |
| | | Operation | |
| | | Nothing | |
| | | Something else | |

| | | | |
|--|-----|-----------------------------|--|
| If something else was done, please describe: | | | |
| | | | |
| 5.1. Which language do you speak at home? (if you speak more than one language, please indicate the main language) | 5.1 | | |
| | | | |
| 5.2. Which other languages are spoken? | 5.2 | | |
| | | | |
| 5.3. What is the father's mother tongue? | 5.3 | | |
| | | | |
| 5.4. What is the mother's mother tongue? | 5.4 | | |
| | | | |
| 6.1. Is your child receiving any kind of therapy? (indicate the appropriate) | 6.1 | YES | |
| | | NO | |
| 6.2. Have your child previously received any kind of therapy? (indicate the appropriate) | 6.2 | YES | |
| | | NO | |
| If you answered yes at 6.1.or 6.2. please answer question 6.3. | | | |
| 6.3. Which type of therapy did your child receive? (indicate the appropriate) | 6.3 | Occupational therapy | |
| | | Physiotherapy | |
| | | Speech Therapy | |
| | | Langauge Therapy | |
| | | Auditory Perception Therapy | |
| If something else was doen, please describe: | | | |
| | | | |
| 7.1. Did the father complete primary education (grade 1 to grade 7)? (indicate the appropriate) | 7.1 | YES | |
| | | NO | |



| | | | |
|--|----------|-----|--|
| 7.2. Did the father complete secondary education (grade 8 to grade 12)? (indicate the appropriate) | 7.2 . | YES | |
| | | NO | |
| 7.3. Did the father complete secondary education (diploma or degree)? (indicate the appropriate) | 7.3 . | YES | |
| | | NO | |
| 7.4. Did the mother complete primary education (grade 1 tot grade 7)? (indicate the appropriate) | 7.4 . | YES | |
| | | NO | |
| 7.5. Did the mother complete secondary education (grade 8 to grade 12)? (indicate the appropriate) | 7.5 . | YES | |
| | | NO | |
| 7.6. Did the mother complete secondary education (diploma or degree)? (indicate the appropriate) | 7.7 . | YES | |
| | | NO | |
| 8.1. What is the father's occupation? | 8.1 . | | |
| 8.2. What is the mother's occupation? | 8.2 . | | |

APPENDIX E2 AFRIKAANS VERSION

Geagte ouer/voog,

Dankie dat u die tyd neem om die onderstaande inligting deur te lees. Ek werk as hoof spraak-taalterapeut en oudioloog by Voortrekker Hospitaal en is tans besig met my PhD graad in Aanvullende en Alternatiewe Kommunikasie aan die Universiteit van Pretoria onder leiding van Prof. E. Alant. Met hierdie skrywe versoek u u toestemming vir u kind se deelname aan my navorsingstudie.

Nie alle kinders is in staat om deur middel van spraak te kommunikeer nie. Hierdie kinders moet van alternatiewe maniere gebruik maak om hul behoeftes en gevoelens bekend te maak. Aanvullende en Alternatiewe Kommunikasie (AAK) is 'n afdeling van Spraak-Taalterapie wat daarop toegespits is om aan hierdie kinders ander maniere van kommunikasie te bied. Van die metodes wat gebruik word is o.a. die aanleer van gebaretaal, die gebruik van rekenaars en die gebruik van kommunikasieborde.

Kommunikasieborde is relatief goedkoop en behels dat prente (simbole) op 'n bord geplaas word en die gebruiker na spesifieke simbole wys om so die kommunikasievenoot te laat weet wat hy/sy wil hê. Daar is verskeie simboolstelsels en dit is belangrik dat ons inligting insamel oor onder andere die akkuraatheid waarmee kinders die betekenis van die simbole wat ons gebruik kan raai. Daar bestaan min navorsing hieroor in Suid-Afrika. Hierdie studie se doel is om uit te vind hoe intens **5 tot 6 jarige** kinders emosies in stories ervaar en watter simbole hulle sal kies om hierdie intensiteit aan te dui.

Die sessie sal opgeneem word en hierdie opnames sal vir drie jaar vir akademiese skryfdoeleindes geberg word. As deel van die studie sal elke deelnemer gehoorsifting ondergaan. Die inligting wat verkry word uit 'n kind se deelname aan die studie is **anoniem** en sal as **streng vertroulik** hanteer word. As u toestemming verleen dat u kind aan die studie mag deelneem, voltooi asseblief die aangehegte strokie en vraelys en besorg dit so gou moontlik aan die kind se onderwyseres terug. Indien ek nie die

afskeurstrokie terug ontvang nie, sal ek aanvaar dat u toestemming verleen dat u kind aan die studie mag deelneem. **Indien u enige vrae het, is u welkom om my te kontak by 082 925 4198.**

Baie dankie

Me H.M. Basson
PhD student
Hoof Spraak, Taal Terapeut en Oudioloog
Voortrekker Distriks Hospitaal

Prof Erna Alant
Studie leier
Direkteur: Sentrum vir AAK
Universiteit of Pretoria

Hiermee gee ek _____ ouer van _____
toestemming dat my kind aan die studie mag deelneem.

Hiermee gee ek _____ ouer van _____ **NIE**
toestemming dat my kind aan die studie mag deelneem **NIE**.

Handtekening ouer/voog

Beantwoord die volgende vrae slegs indien u kind aan die studie mag deelneem..



| | | | |
|--|-----|----------------------|--|
| 1. Kind se geboortedatum | 1. | | |
| 2. Kind se geslag (dui toepaslike antwoord aan) | 2. | Manlik | |
| | | Vroulik | |
| 3.1. Het u kind enige gehoorprobleme waarvan u bewus is? (dui toepaslike antwoord aan) | 3.1 | JA | |
| | | NEE | |
| Indien u 'JA' geantwoord het op 2.1. beantwoord asseblief vraag 3.2. | | | |
| 3.2. Is daar enige iets aan die probleem gedoen? | 3.2 | JA | |
| | | NEE | |
| Indien u 'JA' geantwoord het op 2.2. beantwoord asseblief vraag 3.3. | | | |
| 3.3. Wat is gedoen? (dui toepaslike antwoord aan) | 3.3 | Gehoorapparaat | |
| | | Kogeleëre implanting | |
| | | Operasie | |
| | | Niks | |
| | | Iets anders | |
| Indien iets anders gedoen is, beskryf kortliks wat: | | | |
| | | | |
| 4.1. Het u kind enige probleme met visie waarvan u bewus is? (dui toepaslike antwoord aan) | 4.1 | JA | |
| | | NEE | |
| Indien u 'JA' geantwoord het op 4.1. beantwoord asseblief vraag 4.2. | | | |
| 4.2. Is daar enige iets aan die probleem gedoen? | 4.2 | JA | |
| | | NEE | |
| Indien u 'JA' geantwoord het op 3.2. beantwoord asseblief vraag 4.3. | | | |
| 4.3. Wat is gedoen? (dui toepaslike antwoord aan) | 4.3 | Bril | |
| | | Kontaklense | |

| | | | |
|---|-----|-------------------------------|--|
| | | Operasie | |
| | | Niks | |
| | | Iets anders | |
| Indien iets anders gedoen is, beskryf kortliks wat: | | | |
| | | | |
| 5.1. Watter taal praat u tuis? (Indien u meer as een taal tuis praat dui asseblief aan watter taal u hooftaal is) | 5.1 | | |
| | | | |
| 5.2. Watter ander tale word tuis gepraat? | 5.2 | | |
| | | | |
| 5.3. Wat is die vader se moedertaal? | 5.3 | | |
| | | | |
| 5.4. Wat is die moeder se moedertaal? | 5.4 | | |
| | | | |
| 6.1. Ontvang u kind tans enige terapie? (dui toepaslike antwoord aan) | 5.1 | JA | |
| | | NEE | |
| 6.2. Het u kind van te vore enige terapie ontvang? (dui toepaslike antwoord aan) | 5.2 | JA | |
| | | NEE | |
| Indien u 'JA' geantwoord het op 6.1. of 6.2. beantwoord asseblief vraag 6.3. | | | |
| 6.3. Watter terapie ontvang u kind / het u kind ontvang? | 5.3 | Arbeidsterapie | |
| | | Fisioterapie | |
| | | Spraakterapie | |
| | | Taalterapie | |
| | | Ouditiewe perseptuele terapie | |
| Indien iets anders gedoen is, beskryf kortliks wat: | | | |
| | | | |



| | | | |
|---|----------|-----|--|
| 7.1. Het die vader primêre opleiding (graad 1 tot graad 7)? (dui toepaslike antwoord aan) | 7.1 . | JA | |
| | | NEE | |
| 7.2. Het die vader sekondêre opleiding (graad 8 tot graad 12)? (dui toepaslike antwoord aan) | 7.2 . | JA | |
| | | NEE | |
| 7.3. Het die vader tersiêre opleiding (diploma of graad)? (dui toepaslike antwoord aan) | 7.3 . | JA | |
| | | NEE | |
| 7.4. Het die moeder primêre opleiding (graad 1 tot graad 7)? (dui toepaslike antwoord aan) | 7.4 . | JA | |
| | | NEE | |
| 7.5. Het die moeder sekondêre opleiding (graad 8 tot graad 12)? (dui toepaslike antwoord aan) | 7.5 . | JA | |
| | | NEE | |
| 7.7. Het die moeder tersiêre opleiding (diploma of graad)? (dui toepaslike antwoord aan) | 7.7 . | JA | |
| | | NEE | |
| 8.1. Wat is die vader se beroep? | 8.1 . | | |
| 8.2. Wat is die moeder se beroep? | 8.2 . | | |

APPENDIX E3
SEPEDI VERSION

Motswadi yo a hlomphegago.

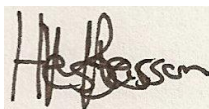
Re rata go go leboga ge o iphile nako ya go bala tshedimošo ye e latelago. Nna ke šoma bjale ka Speech, language Therapist and Audiologist kua bookelong bja Voortrekker. Ke tšwetša dithuto tša-ka pele tša grada ya PhD le Unibesithi ya Pitoria ka fase ga hlahlo yo Prof E. Alant. Mo letlakaleng le, ke rata go hwetša tumello gore ngwana wagago a tšee karolo.

Ga se bana ka moka bao ba kgonago go boledišana le ba bangwe. AAK ke lesolo leo le ikemišeditšego go thuša bana ka mekgwa e mengweya poledišano ka ntle le go bolela. Go na le mekgwa ye mentšhi ya go ithuta go ka lekanetša polelo bjalo ka go šomiša dikhomphuta le go šomiša poledišano ka matsogo.

Maikemišetšo a thubo ye, ke go nyakišiša gore naa bana ba mengwaga ya gare ga 5 le ba tswalangantšha bjang maikutlo le diswantšo. Tshedimošo yeo e humanwago mo ngwaneng ge a tšea karolo ga e tsebjwe gape e tla ba sephiri. Ge o fa ngwana wagago tumelelo ya gore a tšee karola, tlatša foromo yeo e lego ka fase gomme o e buše pele ga ___/___/2009 gomme o efe teacher.

Ge re sa hwetše feromo ye, re tla tšea gore gao dumelele ngwana wag ago go tšea karolo. Ge o na le dipotšiso 082 925 4198.

Re a leboga



Ms. H.M. Basson
PhD student
Chief Speech, Language Therapist and Audiologist
Voortrekker District Hospital



Prof Erna Alant
Study leader
Director: Centre for AAC
University of Pretoria



Nna _____ ke fa tumelelo ya gore ngwana waka _____
a tšee karolo.

Nna _____ ga ke fe tumelelo ya gore ngwana waka _____
a tšee karolo.

Motswadi

















..



| | | | |
|---|------|---------------------------------------|--|
| 1. Matswalo a ngwana. | 1. | | |
| 2. | 2. | mosemane ngwana | |
| 3.1. Naa ngwana wa gago o na le bothata bja go kwa? | 3.1. | EE AOWA | |
| Ge o arabile 3.1 ka eng, go-na araba 3.2. | | | |
| 3.2. Go na le seo se dirilwego mabapi le bothata bjoo. | 3.2. | EE AOWA | |
| Ge o arabile 3.2 ka eng, go-na araba 3.3. | | | |
| 3.3. Wat is gedoen? (dui toepaslike antwoord aan) | 3.3. | | |
| | | Hearing aid | |
| | | Operation | |
| Ge ele gore go dirilwe se sengwe kante le hearing aid le operation hlaloša gore go dirilwe eng. | | | |
| | | | |
| | | | |
| | | | |
| 4.1. Naa ngwana wa gago o na le bothata bja go bona? | 4.1. | EE AOWA | |
| Ge o arabile 4.1 ka eng, go-na araba 4.2. | | | |
| 4.2. Go na le seo se dirilwego mabapi le bothata bjoo. | 4.2. | EE AOWA | |
| Ge o arabile 4.2 ka eng, go-na araba 4.3. | | | |
| 4.3. Go dirilwe eng? (Hlaloša) | 4.3. | Glases Contact lenses Operation | |
| Ge ele gore go dirilwe se sengwe kante le glasses le operation hlaloša gore go dirilwe eng. | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|--|------|----------------------|--|
| 5.1. Le bolela leleme le fe ka gae? Ge le bolela maleme a go fapana, leleme la tswalo ke le fe. | 5.1. | | |
| 5.2. Maleme la tswalo ke fe. | 5.2. | | |
| 5.3. Tatago o bolela leleme lefe. | 5.3. | | |
| 5.4. Mmago o bolela leleme lefe. | 5.4. | | |
| 6.1. Naa ngwana wa gago o na le terapi (therapy) yeo a e hwetšago? | 5.1. | EE AOWA | |
| 6.2. Naa ngwana wa gago o ile terapi pele? | 5.2. | EE AOWA | |
| Ge o araba "ee" gona araba 6.3. | | | |
| 6.3. Watter terapie ontvang u kind / het u kind ontvang? | 5.3. | | |
| | | Occupational therapy | |
| | | Physiotherapy | |
| | | Terapi ya leleme | |
| | | Terapi ya polelo | |
| Ge ele gore go dirilwe se sengwe kante hlaloša gore go dirilwe eng. | | | |
| | | | |
| | | | |
| 7.1. Tatago o tsene sekolo (mphato wa 1 go fihla mphato 7). | 7.1. | EE AOWA | |
| 7.2. Tatago o tsene sekolo (mphato wa 8 go fihla mphato 12). | 7.2. | EE AOWA | |
| 7.3. Tatago o tšweditše dithuto tša gagwe pele maroga mphato wa 12 (o na le tiploma goba tikrii) | 7.3. | EE AOWA | |
| 7.4. Mmago o tsene sekolo (mphato wa 1 go fihla mphato 7). | 7.4. | EE AOWA | |
| 7.5. Mmago o tsene sekolo (mphato wa 8 go fihla mphato 12). | 7.5. | EE AOWA | |
| 7.7. Mmago o tšweditše dithuto tša gagwe pele maroga mphato wa 12 (o na le tiploma goba tikrii) | 7.7. | EE AOWA | |
| 8.1. Tatago o šoma go dira eng? | 8.1. | | |
| 8.2. Mmago o šoma go dira eng? | 8.2. | | |

APPENDIX F
SYMBOLS USED IN VISSER (2006)

| Happy | Sad | Afraid | Angry |
|---|---|---|---|
|  |  |  |  |
| Face 1 (PCS) | Face 5 (PCS) | Face 9 (PCS) | Face 13 (PICSYMS) |
|  |  |  |  |
| Face 2 (PCS) | Face 6 (PCS) | Face 10 (PCS) | Face 14 (Makaton) |
|  |  |  |  |
| Face 3 (PCS) | Face 7 (PCS) | Face 11 (PCS) | Face 15 (PCS) |
|  |  |  |  |
| Face 4 (PCS) | Face 8 (PCS) | Face 12 (PCS) | Face 16 (PCS) |

This table is a copy of Table 3 used by Visser (2006).



**APPENDIX G:
SYNONYMS**

HAPPY: (adj)

| | |
|------------------|-----------|
| Happy | 3 |
| Pleased | 0 |
| Delighted | 0 |
| Glad | 1 |
| Joyous | 0 |
| Joyful | 0 |
| Overjoyed | 0 |
| Jubilant | 0 |
| Cheerful | 0 |
| Cheery | 0 |
| Blithe | 0 |
| Blithesome | 0 |
| Light-hearted | 0 |
| Contented | 0 |
| (Content | 3) |
| Exhilarated | 0 |
| Exultant | 0 |
| Cock-a-hoop | 0 |
| Elated | 0 |
| Exuberant | 0 |
| Thrilled | 1 |
| Gleeful | 0 |
| Euphoric | 0 |
| Ecstatic | 0 |
| Satisfied | 1 |
| Gratified | 0 |

Boardmaker: symbols

| | |
|-----------------|----------|
| Happy | 3 |
| Excited | 1 |
| Thrilled | 1 |
| Content | 3 |
| Okay | 2 |
| Good | 4 |
| Glad | 1 |

SAD: (adj)

| | |
|----------------|----------|
| Sad | 5 |
| Unhappy | 4 |
| Melancholy | 0 |

| | |
|------------------|----------|
| Downcast | 0 |
| Dejected | 0 |
| Depressed | 1 |
| Low | 0 |
| Sorrowful | 0 |
| Gloomy | 0 |
| Morose | 0 |
| Glum | 0 |
| Lugubrious | 0 |
| Mournful | 0 |
| Heartsick | 0 |
| Crestfallen | 0 |
| Chapfallen | 0 |
| Dishearted | 0 |
| Downhearted | 0 |
| Blue | 0 |
| Despondent | 0 |
| Broken-hearted | 0 |
| Heartbroken | 0 |
| Woebegone | 0 |
| Miserable | 0 |

Boardmaker: symbols

| | |
|---------------------|----------|
| Sad | 5 |
| Depressed | 1 |
| Unhappy | 4 |
| Disappointed | 1 |
| Upset | 7 |
| Hurt | 1 |

ANGRY: (adj)

| | |
|----------------|----------|
| Angry | 3 |
| Enraged | 0 |
| Furious | 1 |
| Irate | 0 |
| Resentful | 0 |
| Ireful | 0 |
| Wrathful | 0 |
| Piqued | 0 |
| Incensed | 0 |
| Infuriated | 0 |
| Fuming | 0 |



| | |
|-------------|---|
| Irritated | 0 |
| Annoyed | 0 |
| Vexed | 0 |
| Irascible | 0 |
| Provoked | 0 |
| Indignant | 0 |
| Exasperated | 0 |
| Splenetic | 0 |

Boardmaker: symbols

| | |
|-------------------|----------|
| Angry | 3 |
| Mad | 3 |
| Furious | 1 |
| Frustrated | 1 |
| Upset | 7 |
| Hard | 1 |

AFRAID: (adj)







| | |
|-------------------|----------|
| Afraid | 2 |
| Fearful | 0 |
| Frightened | 1 |
| Scared | 2 |
| Intimidated | 0 |
| Apprehensive | 0 |
| Lily-livered | 0 |
| White-livered | 0 |
| Terrified | 1 |
| Panic-stricken | 0 |
| Faint-hearted | 0 |
| Weak-kneed | 0 |

Boardmaker: symbols








| | |
|-------------------|----------|
| Afraid | 2 |
| Scared | 2 |
| Worried | 3 |
| Anxious | 3 |
| Surprised | 2 |
| Frightened | 1 |

APPENDIX H








SYMBOLS WITH ALL POSSIBLE LABELS

| Symbol | Terms assigned by Boardmaker Version 6 Demo (© 1981-2007 Mayer-Johnson) |
|--|---|
| 1  | Happy Thrilled Excited |
| 2  | Happy Content Okay Good |
| 3  | Happy Glad Good |
| 4  | Content Satisfied Okay |
| 5  | Content |
| 6  | Good |




















| Symbol | Terms given by Boardmaker version 6 demo (© 1981-2007 Mayer-Johnson) |
|---|--|
| 7 | Good |
|  | |
| 8 | Sad Unhappy Depressed |
|  | |
| 9 | Sad Unhappy Disappointed Upset |
|  | |
| 10 | Sad Hurt Upset |
|  | |
| 11 | Sad Unhappy Upset |
|  | |
| 12 | Sad Unhappy Upset |
|  | |
| 13 | Upset Angry Mad Hard |
|  | |






| Symbol | Terms given by Boardmaker version 6 demo (© 1981-2007 Mayer-Johnson) |
|---|--|
| 14  | Upset Angry Mad |
| 15  | Upset Worried |
| 16  | Angry Mad Furious |
| 17  | Afraid Scared Worried Anxious |
| 18  | Afraid Frightened Scared Surprised |
| 19  | Terrified |
| 20  | Worried |































| Symbol | Terms given by Boardmaker version 6 demo (© 1981-2007 Mayer-Johnson) |
|---|--|
| 21  | Surprised |

| Symbol | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------------------------------|--|---|---|---|---|---|---|
| Happy Thesaurus |  |  |  | | | | |
| Glad Thesaurus | | |  | | | | |
| Content Thesaurus | |  | |  |  | | |
| Thrilled Thesaurus |  | | | | | | |
| Satisfied Thesaurus | | | |  | | | |
| Excited Boardmaker |  | | | | | | |
| Okay Boardmaker | |  | |  | | | |
| Good Boardmaker | |  |  | | |  |  |



| SAD | | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|-------------------------|--|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Upset Boardmaker | | |  |  |  |  |  |  |  | | | | | | |
| Hurt Boardmaker | | | |  | | | | | | | | | | | |
| Disappointed Boardmaker | |  | | | | | | | | | | | | | |
| Depressed Thesaurus | |  | | | | | | | | | | | | | |
| Unhappy Thesaurus | |  |  | |  |  | | | | | | | | | |
| Sad Thesaurus | |  |  |  |  |  | | | | | | | | | |
























APPENDIX J
POSSIBLE SYMBOLS FOR NEGATIVE EMOTIONS

| ANGRY | | | | | | | | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| Symbol | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Angry Thesaurus | | | | | |  |  | |  | | | | | |
| Furious Thesaurus | | | | | | | | |  | | | | | |
| Mad Boardmaker | | | | | |  |  | |  | | | | | |
| Frustrated Boardmaker | | | | | |  | | | | | | | | |
| Upset Boardmaker | |  |  |  |  |  |  |  | | | | | | |
| Hard Boardmaker | | | | | |  | | | | | | | | |

| AFRAID | | | | | | | | | | | | | | |
|------------------------|---|---|----|----|----|----|----|---|----|---|---|---|---|----|
| Symbol | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Afraid Thesaurus | | | | | | | | | |  |  | | | |
| Frightend Thesaurus | | | | | | | | | | |  | | | |
| Scared Thesaurus | | | | | | | | | |  |  | | | |
| Terrified Thesaurus | | | | | | | | | | | |  | | |
| Worried Boardmaker | | | | | | | |  | |  | | |  | |
| Anxious Boardmaker | | | | | | | |  | |  | | |  | |

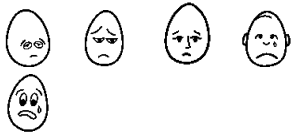




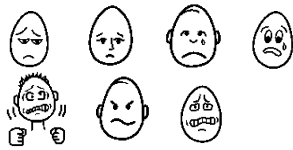

















AFRAID





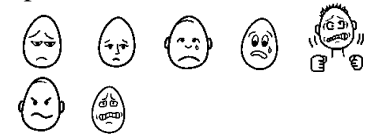




















| Symbol | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|----------------------|---|---|----|----|----|----|----|----|----|----|---|----|----|---|
| Surprised Boardmaker | | | | | | | | | | |  | | |  |


















| Basic emotion | Synonyms used and possible symbols identified | Possible Symbols | Symbols Selected |
|---|--|--|---|
| Happy | <i>Thesaurus synonyms:</i> | | |
| | Happy  | <ul style="list-style-type: none"> Three symbols representing the label happy (the formal label used in the study) were selected. These symbols were: [], [] and []. |  |
| | Glad  | <ul style="list-style-type: none"> Looking at the symbols representing the Thesaurus synonyms, a fourth symbol was selected: []. |  |
| | Content  | <ul style="list-style-type: none"> To allow for possible comparison with the study by Visser, et al. (2008), a fifth symbol was identified |  |
| | Thrilled  | <ul style="list-style-type: none"> using the Boardmaker synonyms: []. According to Visser a panel of professionals working with young children indicated this symbol as appropriate. |  |
| | Satisfied  | <ul style="list-style-type: none"> A panel of eight teachers (4 Afrikaans- and 4 Sepedi-speaking teachers) working with grade R and assisting in the current study to validate the material |  |
| | <i>Boardmaker synonyms:</i> | | |
| | Excited  | <ul style="list-style-type: none"> agreed that symbols [], [], [] and [] represented happy and symbol [] did not represent happy. | |
| Okay  | | | |
| Good  | | | |



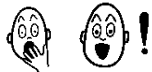








APPENDIX K
THE PROCESS OF SELECTING THE SIXTEEN SPECIFIC SYMBOLS TO REPRESENT EACH OF THE BASIC EMOTIONS

APPENDIX K

| Basic emotion | Synonyms used and possible symbols identified | Possible Symbols | Symbols Selected |
|---------------|--|---|--|
| Sad | <p><i>Thesaurus synonyms:</i></p> <p>Sad</p>  <p>Unhappy</p>  <p>Depressed</p>  <p><i>Boardmaker synonyms:</i></p> <p>Disappointed</p>  <p>Hurt</p>  <p>Upset</p>  | <ul style="list-style-type: none"> Five symbols representing the label sad (the formal label used in the study) were selected. These symbols were: [], [], [], [] and []. Four of the five symbols also represented the Thesaurus synonym unhappy: [], [], [] and []. These four symbols were taken to the panel of teachers. The panel agreed that symbols [], [], [] and [] represented sad. |     |

| Basic emotion | Synonyms used and possible symbols identified | Possible Symbols | Symbols Selected |
|---------------|---|--|--|
| Angry | <p><i>Thesaurus synonyms:</i></p> <p>Angry </p> <p>Furious </p> <p><i>Boardmaker synonyms:</i></p> <p>Mad </p> <p>Frustrated </p> <p>Upset </p> <p>Hard </p> | <ul style="list-style-type: none"> Three symbols representing the label angry (the formal label used in the study) were selected. These symbols were: [], [] and []. Symbols [] and [] have extra features. Since the current study is investigating the representation of emotion by graphic symbols and not exclusively by graphic symbols of faces, these symbols were deemed appropriate, even though they also contain other body parts (neck and hands) and elements that are not part of the human body ('anger clouds'). No extra symbols were identified when using the Thesaurus synonym furious. No extra symbols were identified when using the Boardmaker synonyms mad, frustrated and hard. When using the Boardmaker synonym upset, six extra symbols were identified: [], [], [], [], and []. Symbols [], [] and [] were previously identified as symbols representing sad and was eliminated as possible symbols for representing angry. Symbols [] and [] were analysed according to the three facial components playing a role in the recognition of emotion in faces (Ekman and Friesen, 1975; Kohler; et. al., 2004; Sullivan and Kirkpatrick, 1996). |     |


















| Basic emotion | <i>Synonyms used and possible symbols identified</i> | Possible Symbols | Symbols Selected |
|---------------|---|--|---|
| Angry | | <ul style="list-style-type: none"> According to the three facial components symbol [] can be used to represent sad. When used as a Boardmaker synonym symbol [] can represent either angry or afraid. appeared According to the identified characteristics of the three facial features, symbol [] can be used to represent either angry or afraid. | |
| Afraid | <p><i>Thesaurus synonyms:</i></p> <p>Afraid  </p> <p>Frightened </p> <p>Scared  </p> <p>Terrified </p> | <ul style="list-style-type: none"> The panel of teachers agreed that symbol [] represented angry. Two symbols representing the label afraid (the formal label used in the study) were selected. These symbols were: [] and []. No extra symbols were identified when using the Thesaurus synonym s frightened and scared. No extra symbols were identified when using the Thesaurus synonym furious. When looking at the Thesaurus synonym, terrified, a third symbol was selected: []. When using the Boardmaker synonyms upset, two |     |

| Basic emotion | <i>Synonyms used and possible symbols identified</i> | Possible Symbols | Symbols Selected |
|---------------|--|--|------------------|
| Afraid | <p><i>Boardmaker synonyms:</i></p> <p>Worried </p> <p>Anxious </p> <p>Surprised </p> | <p>extra symbols were identified: [] and [].</p> <ul style="list-style-type: none"> • Symbol [] has already been used for representing anger. • Symbol [] was chosen as the fourth symbol to represent afraid. • The panel of teachers agreed that symbols [], [], [] and [] represented angry. | |

















APPENDIX L

**QUESTIONNAIRE TO TEACHERS TO RATE VIGNETTES FROM MOST TO
LEAST FAMILIAR SITUATIONS**

Thank you for your assistance. Please have a look at the following 16 pictures. Do you agree that the pictures can represent the emotion next to it. Please indicate whether you agree or not. If you don't agree please give a reason. While looking at these pictures please bear in mind that the children these pictures are intended for are Afrikaans-/Sepedi-speaking 5 to 6 year olds.

| | Picture | Agree | Don't agree | Why don't you agree |
|---------------|--|-------|-------------|---------------------|
| HAPPY |  1 | | | |
| |  2 | | | |
| |  4 | | | |
| |  5 | | | |
| |  8 | | | |
| SAD |  9 | | | |
| |  11 | | | |
| |  12 | | | |
| |  17 | | | |
| AFRAID |  18 | | | |
| |  19 | | | |
| |  20 | | | |
| |  14 | | | |
| ANGRY |  16 | | | |
| |  13 | | | |
| |  15 | | | |
| |  15 | | | |

APPENDIX M
TEACHERS' AGREEMENT ON SYMBOLS

| | Sepedi speaking teachers | | | | Afrikaans speaking teachers | | | |
|------------------------------|--|------------------------|------------------------|--------------------------------|-----------------------------|-----|------------------------|------------------------------|
| Symbol nr. as in Appendix F. | S1 | S2 | S3 | S4 | A1 | A2 | A3 | A4 |
| HAPPY |  1 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  2 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  4 | Yes | Yes | NO smiling not clear | Yes | Yes | Yes | Yes |
| |  5 | NO not happy | NO not happy | NO Shape of eyes | NO Smile & eyes | Yes | Yes | NO more sad |
| SAD |  8 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  9 | Yes | Yes | Yes | Yes | Yes | NO angry | Yes |
| |  11 | Yes | Yes | Yes | Yes | Yes | yes | Yes |
| |  12 | Yes | Yes | Yes | Yes | Yes | NO surprised | Yes |
| AFRAID |  17 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  18 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  19 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  20 | Yes | Yes | NO unclear | NO unclear | Yes | Yes | Yes |
| ANGRY |  14 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  16 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  13 | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| |  15 | Yes | Yes | NO unclear | NO unclear | Yes | Yes | NO Scared / afraid |

| Boyatzis, Chazen & Ting (1993) | McDonald & Kirkpatrick (1996) | Visser (2006) | Wang (2003) | Widen & Russell (2004) |
|--|--|--|--|------------------------|
| Happy | | | | |
| <p>Tommy just got an ice-cream cone. Tommy is happy.</p> <p>Today is Tommy's birthday, and he will get lots of presents. Tommy is happy.</p> | <p>Johnny (Suzy) wanted his [her] friends to come over to play. So he [she] asked them and they came to play with him [her] at his [her] house, and he [she] was happy.</p> <p>At Christmas Johnny got a new toy house that he wanted, and he was happy.</p> | <p>It is Peter's birthday. He got a big present. He is very happy. Show me where the happy face is.</p> <p>Peter is playing with his new toy truck. He is happy about his toy truck. Show me where the happy face is.</p> <p>Peter is going to play at his friend's house. He is very happy. Show me where the happy face is.</p> | <p><i>Birthday.</i> Today is Jake's birthday. He gets many gifts. He also eats birthday cake and eats his favourite chocolate ice cream.</p> <p><i>Winning a competition.</i> One day Jake is running in a race with other kids. He runs very hard and comes first. He gets a gold trophy.</p> <p><i>Adult award for a good deed.</i> One evening, mommy is cooking dinner. She is very busy. But the garbage-bag is full. So Jake helps mommy take out the garbage. Mommy says he is a good child.</p> <p><i>Playing with best friend.</i> Jake's favorite toy is a big truck. One afternoon, his back friend Tommy comes over. The two boys play with the truck together.</p> <p><i>Getting attention from others.</i> One day, Jake is wearing his new jacket. This jacket is so great that everyone likes it. They all comment that Jake looks very cute.</p> | |

| Boyatzis, Chazen & Ting (1993) | McDonald & Kirkpatrick (1996) | Visser (2006) | Wang (2003) | Widen & Russell (2004) |
|---|--|---|--|--|
| Sad | | | | |
| Tommy lost his favorite teddy bear. Tommy is sad. | Johnny and his sister have a pet dog. The dog is sick and is going to die, and Johnny is sad. | Peter cannot find his mommy/daddy. He is very sad. Show me the sad face. | <i>Losing favorite toy.</i> Jake's parents bought him a Teddy bear. Jake likes the bear a lot. One day, Jake takes the bear out to play and loses it. | ... while D was in the living room, something happened that made him feel a certain way. D walked slowly over to a chair and sat down. Tears came to his eyes. He didn't want to talk to anyone. |
| Tommy's puppy ran away. Tommy is sad. | Johnny's friend, who he really liked to play with, moved away. Johnny couldn't play with his friend anymore, and he was sad. | Peter has lost his new ball. He is very sad. Show me the sad face. | <i>Separation from a loved one.</i> Monday morning, Jake's Mommy is going to a city very far away on a business trip. Jake can't go there with Mommy. He has to stay at home. | |
| | | Peter cannot play with his new friend. He is very sad. Show me the sad face. | <i>A loved one being sick.</i> Jake has a puppy whose name is Lu-Lu. Jake loves Lu-Lu a lot. One day Lu-Lu eats some bad things and gets very sick. | |
| | | | <i>Adult breaking promise.</i> Jake's Daddy has promised to take him to the amusement park this Saturday. But today, Daddy tells Jake that Daddy is going fishing this Saturday and can't take him to the amusement park. | |
| | | | <i>Social rejection.</i> At the playground, Jake sees his three friends building a big | |

| Boyatzis, Chazen & Ting (1993) | McDonald & Kirkpatrick (1996) | Visser (2006) | Wang (2003) | Widen & Russell (2004) |
|--|--|--|---|--|
| Sad | | | | |
| | | | <p>sandcastle together. He goes over and wants to join them. But his friends don't play with him.</p> <p>Being denied a desirable object. One day, Jake goes to the market with Mommy. He sees a big cake on the counter and wants it really bad. But Mommy says the cake is too big and too expensive, and she won't buy it for him.</p> | |
| Afraid | | | | |
| <p>Tommy hears a mean dog barking behind the fence. Tommy is scared.</p> <p>Tommy sees a scary monster on TV. Tommy is scared.</p> | <p>Johnny was dreaming about a monster in his nightmare, and he was afraid.</p> <p>Johnny and his little brother were in their room at night. It was dark, and they saw a tree outside that looked like a person with a hand about to come in he window, and they were afraid.</p> | <p>Peter is alone in the house and it is dark around him. He is very scared/afraid. Show me scared.</p> <p>There is a thief in the house and Peter is scared/afraid. Show me scared.</p> <p>There is a spider on the wall and Peter is very scared/afraid. Show me scared</p> | <p>Nightmare. One night, Jake has a nightmare. He dreams of a big monster chasing him. The monster has a very big head, very long nose, and very sharp teeth.</p> <p>Getting a shot. One day, Jake is sick. His Mommy takes him to see the doctor. The doctor says that he needs a shot in order to get well soon.</p> <p>Running into a stranger. One day, Jake is playing alone in the yard. A</p> | <p>... while D was in the park, something happened to D that made him feel a certain way. It made D scream. He ran as fast as he could. D kept looking back to see if he was being followed. He just wanted to get home where he was safe.</p> |

| Boyatzis, Chazen & Ting (1993) | McDonald & Kirkpatrick (1996) | Visser (2006) | Wang (2003) | Widen & Russell (2004) |
|---|--|--|---|--|
| Afraid | | | | |
| | | | <p>strange adult comes over and says to him, “Hi, can I play with you?”</p> <p>Getting lost in a store. Sunday afternoon, Jake goes to the market with Mommy. There are so many toys in the store! Jake can’t keep his eyes off them. Then he gets lost and can’t find Mommy.</p> <p>Potential adult punishment. Jake gets a new ball. One morning he is throwing the ball in his room and breaks a big mirror. Daddy hears the crash and rushes to see what’s wrong.</p> | |
| Angry | | | | |
| <p>Tommy saw someone taking I favorite toy. Tommy is mad.</p> <p>Tommy sees someone breaking his new crayons. Tommy is mad.</p> | <p>Johnny’s little brother broke his favorite toy on purpose, and Johnny was angry.</p> <p>Johnny was trying to tell his mother something exciting, but his sister kept interrupting and Johnny was angry.</p> | <p>Peter’s friend hit him on the shoulder. He is very angry/cross/mad at his friend. Show me angry.</p> <p>Peter was very naughty and his dad is angry/cross/mad. Show me angry.</p> | <p>Being forced to do something. Mommy bought Jake a new hat. Jake thinks the hat is really ugly. But Mommy insists that he wears it when he goes out.</p> <p>Being frustrated by an adult demand. One day, Jake’s friend Daniel comes</p> | <p>... while D was at school, something happened that made him feel a certain way. It made D yell and hit another kid. He clenched his fist and stomped his feet. He yelled really loud.</p> |

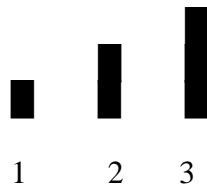
| Boyatzis, Chazen & Ting (1993) | McDonald & Kirkpatrick (1996) | Visser (2006) | Wang (2003) | Widen & Russell (2004) |
|--------------------------------|-------------------------------|--|--|------------------------|
| Afraid | | | | |
| | | <p>Another boy took Peter's toy car. He is very angry/cross/mad. Show me angry.</p> | <p>to ask him out to play. They are just about to leave when Jake's Mommy stops them. "Jake, clean up your room first before you go out. <i>Adult false accusation.</i> There's a little kitten in Jake's house. One day, the kitten is jumping around and breaks a vase. Daddy comes home. He thinks Jake broke the vase. Then Jake gets grounded. <i>Peer aggression.</i> One day, Jake is biking in the yard. The next-door neighbour, Max comes over and wants to ride his bike. Jake asks him to wait for a minute. But Max pushes Jake off the bike.</p> | |

APPENDIX O
QUESTIONNAIRES HANDED OUT DURING THE DEVELOPMENT OF
VIGNETTES

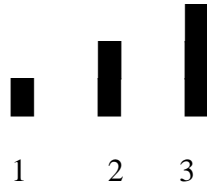
APPENDIX O1
QUESTIONNAIRE HANDED OUT TO PROFESSIONALS WITH RESEARCH
BACKGROUND

A. Please read the following short stories about an event in a child's life. For each story please indicate what emotion you think a child of 5 to 7 years will experience. Then indicate how intense the participants will experience the specific emotion (1 = a little; 2 = middle; 3 = very)

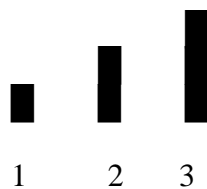
1. Lebo is alone in the house and it is dark around him. Lebo is_____.



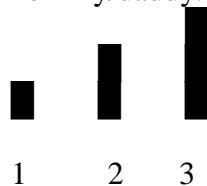
2. Another boy took Lebo's food. Lebo is_____.



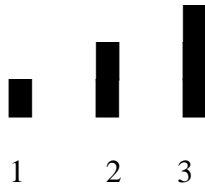
3. Lebo cannot play with his new friend. Lebo is_____..



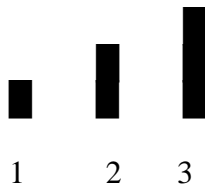
4. Lebo cannot find his mommy/daddy. Lebo is_____.



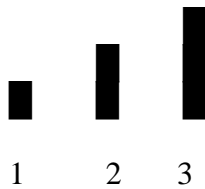
5. There is a spider on the wall and Lebo is_____.



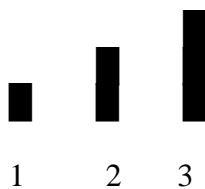
6. Lebo's cat had kittens. Lebo is_____..



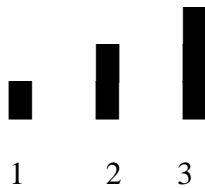
7. A boy hit Lebo on the shoulder. Lebo is_____.



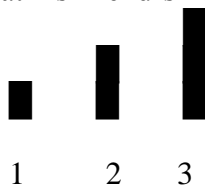
8. Some one broke Lebo's toy. Lebo is_____.



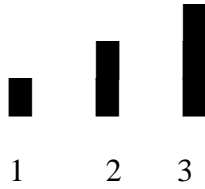
9. Lebo walked home after school. Suddenly he saw a big, angry dog. Lebo is_____.



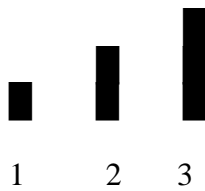
10. Lebo is going to play at his friend's house. Lebo is_____.



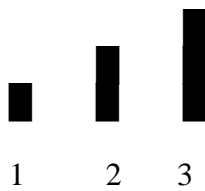
11. There is a thief in the house and Lebo is_____.



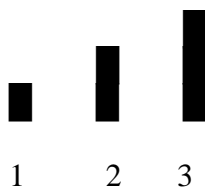
12. Lebo is playing with his new toy. Lebo is_____.



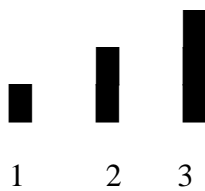
13. Lebo has lost his new ball. Lebo is_____.



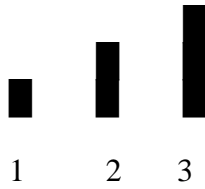
14. Lebo helped his grandmother. She thanks him with an apple. Lebo is_____.



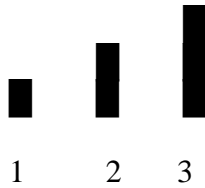
15. Lebo had a bad dream. Lebo is_____.



16. Lebo sang a song at church. Every one clapped hands when he finished. Lebo is _____.



17. Lebo's grandmother died. Lebo is _____.



B. Are there any other scenarios/contexts/stories you can think of that would typically elicit happy/sad/afraid /angry? If so, please write it down:

Happy:

Sad:

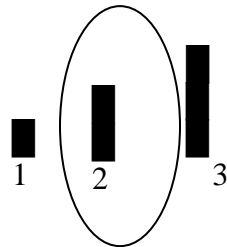
Afraid:

Angry:

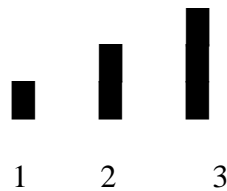
APPENDIX O2

QUESTIONNAIRE HANDED OUT TO SIX SPEECH AND LANGUAGE THERAPISTS

- Please read the following short stories about an event in a child's life.
- After each story the emotion the child is feeling is offered.
- Please indicate how intense **the child** (age 5 to 6 years old) will experience this specific emotion (1 = a little; 2 = middle; 3 = very).
- Indicate by circling the relevant graph.



1. Lebo's brother broke his bicycle. Lebo is feeling sad.



| | |
|----|--|
| 1. | |
|----|--|

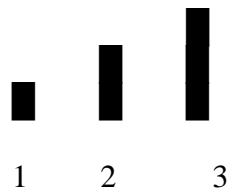
(for official use)

2. Lebo's mom took him to the park. Lebo is feeling happy.



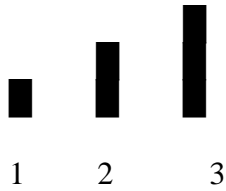
| | |
|----|--|
| 2. | |
|----|--|

3. Lebo is alone in the house and it is dark around him. Lebo is feeling afraid.



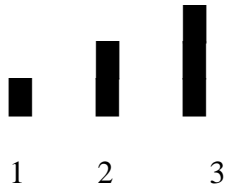
| | |
|----|--|
| 3. | |
|----|--|

4. Another boy took Lebo's food. Lebo is feeling angry.



| | |
|----|--|
| 4. | |
|----|--|

5. Lebo cannot play with his new friend. Lebo is feeling sad.



| | |
|----|--|
| 5. | |
|----|--|

6. Lebo cannot find his mommy/daddy. Lebo is feeling afraid.



| | |
|----|--|
| 6. | |
|----|--|

7. There is a spider on the wall and Lebo is feeling afraid.



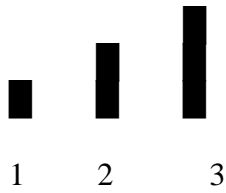
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| 7. | |
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8. Lebo's cat had kittens. Lebo is feeling is happy.



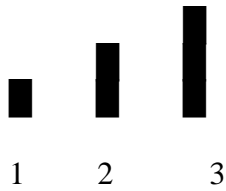
| | |
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| 8. | |
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9. Lebo broke the neighbours' window. Lebo is feeling afraid.



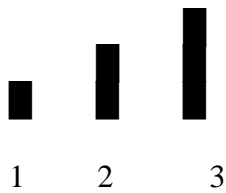
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| 9. | |
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10. A boy hit Lebo on the shoulder. Lebo is feeling angry.



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| 10. | |
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11. Some one broke Lebo's toy. Lebo is feeling angry.



| | |
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| 11. | |
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12. Lebo walked home after school. Suddenly he saw a big, angry dog. Lebo is feeling afraid.



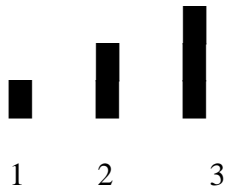
| | |
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| 12. | |
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13. Lebo is going to play at his friend's house. Lebo is feeling happy.



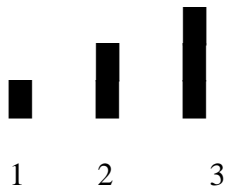
| | |
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| 13. | |
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14. Lebo lost R5 down the drain. Lebo is feeling sad.



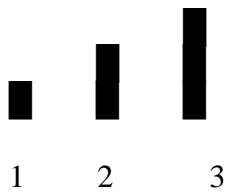
| | |
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| 14. | <input type="text"/> |
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15. There is a thief in the house and Lebo is feeling scared



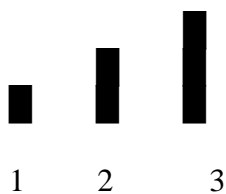
| | |
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| 15. | <input type="text"/> |
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16. Lebo is playing with his new toy. Lebo is feeling happy.



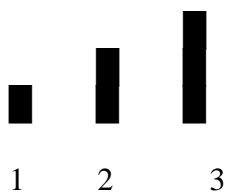
| | |
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| 16. | <input type="text"/> |
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17. Lebo's sister lost his crayons. Lebo is feeling angry.



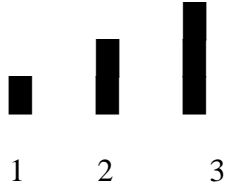
| | |
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| 17. | <input type="text"/> |
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18. There is a storm with lightning and thunder. Lebo is feeling afraid.



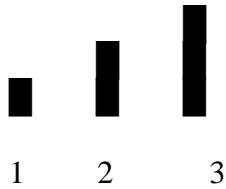
| | |
|-----|----------------------|
| 18. | <input type="text"/> |
|-----|----------------------|

19. Father Christmas brought Lebo a new toy. Lebo is feeling happy.



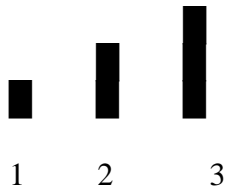
19.

20. Lebo has lost his new ball. Lebo is feeling sad.



20.

21. Lebo helped his grandmother. She thanks him with an apple. Lebo is feeling happy.



21.

22. Lebo had a bad dream. Lebo is feeling afraid.



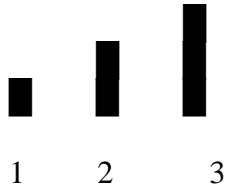
22.

23. Lebo sang a song at church. Every one clapped hands when he finished. Lebo is feeling happy.



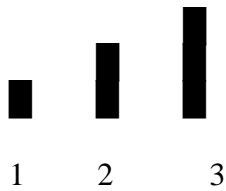
23.

24. Lebo's grandmother died. Lebo is feeling sad.



| | |
|-----|----------------------|
| 24. | <input type="text"/> |
|-----|----------------------|

25. Mommy took Lebo to MacDonald's Lebo is feeling happy.



| | |
|-----|----------------------|
| 25. | <input type="text"/> |
|-----|----------------------|

26. Lebo is going to the movies. Lebo is feeling happy.



| | |
|-----|----------------------|
| 26. | <input type="text"/> |
|-----|----------------------|

27. Lebo is eating an ice-cream. Lebo is feeling happy.



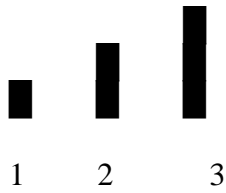
| | |
|-----|----------------------|
| 27. | <input type="text"/> |
|-----|----------------------|

28. School closes for the holidays today. Lebo is feeling happy.



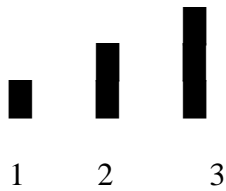
| | |
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| 28. | <input type="text"/> |
|-----|----------------------|

29. Granny forgot Lebo's birthday. Lebo is feeling sad.



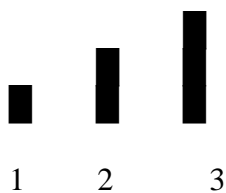
| | |
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| 29. | |
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30. Lebo is going on holiday. Lebo is feeling happy.



| | |
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| 30. | |
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31. Lebo's friends all have a bicycle. Lebo does not. Lebo is feeling sad.



| | |
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| 31. | |
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32. Lebo's friend is playing with other friends and does not want to play with him anymore. Lebo is feeling sad.



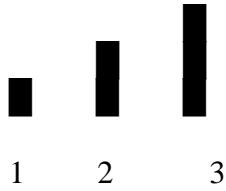
| | |
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| 32. | |
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33. Lebo could not watch TV because it was broken. Lebo is feeling sad.



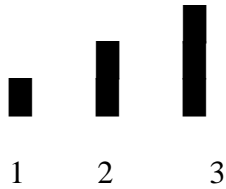
| | |
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| 33. | |
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34. Someone stole Lebo's lunch. Lebo is feeling angry.



| | |
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| 34. | |
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35. Lebo saw a man being knocked over. Lebo is feeling afraid.



| | |
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| 35. | |
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36. Lebo broke the window while playing ball Lebo is feeling scared.



| | |
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| 36. | |
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37. Lebo's brother blamed him for something he had done himself. Lebo is feeling angry.



| | |
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| 37. | |
|-----|--|

Are there any other stories you can think of that would typically elicit the feelings of happy/sad/afraid /angry? If so, please write it down:

happy_____



sad _____

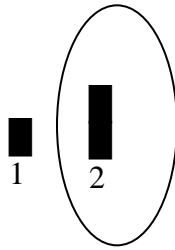
afraid _____

angry _____

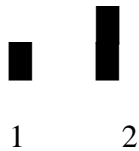
APPENDIX O3

QUESTIONNAIRE HANDED OUT TO TEACHERS

- Please read the following short stories about an event in a child’s live.
- After each story the emotion the child is feeling is offered.
- Please indicate how intense **the child** (age 5 to 6 years old) will experience this specific emotion (1 = a little; 2 = very).
- Indicate by circling the relevant graph.



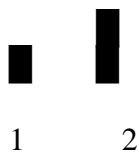
1. Lebo’s brother broke his bicycle. Lebo is feeling sad.



| | |
|----|--|
| 1. | |
|----|--|

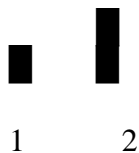
(for official use)

2. Lebo's mom took him to the park. Lebo is feeling happy.



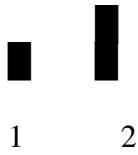
| | |
|----|--|
| 2. | |
|----|--|

3. Lebo is alone in the house and it is dark around him. Lebo is feeling afraid.



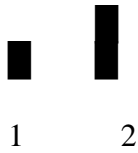
| | |
|----|--|
| 3. | |
|----|--|

4. Another boy took Lebo's food. Lebo is feeling angry.



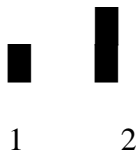
| | |
|----|--|
| 4. | |
|----|--|

5. Lebo cannot play with his new friend. Lebo is feeling sad.



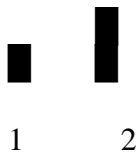
| | |
|----|--|
| 5. | |
|----|--|

6. Lebo cannot find his mommy/daddy. Lebo is feeling afraid.



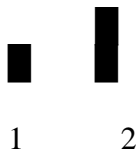
| | |
|----|--|
| 6. | |
|----|--|

7. There is a spider on the wall and Lebo is feeling afraid.



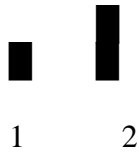
| | |
|----|--|
| 7. | |
|----|--|

8. Lebo's cat had kittens. Lebo is feeling happy.



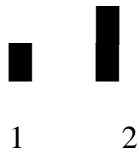
| | |
|----|--|
| 8. | |
|----|--|

9. Lebo broke the neighbours' window. Lebo is feeling afraid.



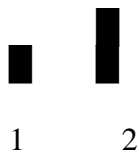
| | |
|----|--|
| 9. | |
|----|--|

10. A boy hit Lebo on the shoulder. Lebo is feeling angry.



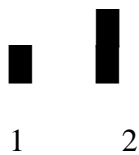
| | |
|-----|--|
| 10. | |
|-----|--|

11. Some one broke Lebo's toy. Lebo is feeling angry.



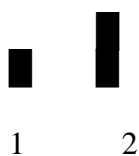
| | |
|-----|--|
| 11. | |
|-----|--|

12. Lebo walked home after school. Suddenly he saw a big, angry dog. Lebo is feeling afraid.



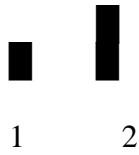
| | |
|-----|--|
| 12. | |
|-----|--|

13. Lebo is going to play at his friend's house. Lebo is feeling happy.



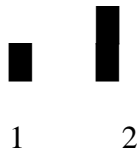
| | |
|-----|--|
| 13. | |
|-----|--|

14. Lebo lost R5 down the drain. Lebo is feeling sad.



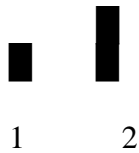
| | |
|-----|--|
| 14. | |
|-----|--|

15. There is a thief in the house and Lebo is feeling scared



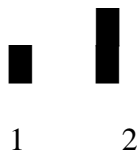
| | |
|-----|--|
| 15. | |
|-----|--|

16. Lebo is playing with his new toy. Lebo is feeling happy.



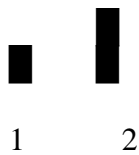
| | |
|-----|--|
| 16. | |
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17. Lebo's sister lost his crayons. Lebo is feeling angry.



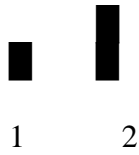
| | |
|-----|--|
| 17. | |
|-----|--|

18. There is a storm with lightning and thunder. Lebo is feeling afraid.



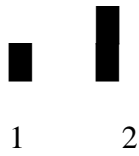
| | |
|-----|--|
| 18. | |
|-----|--|

19. Father Christmas brought Lebo a new toy. Lebo is feeling happy.



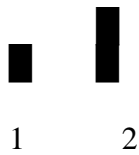
| | |
|-----|--|
| 19. | |
|-----|--|

20. Lebo has lost his new ball. Lebo is feeling sad.



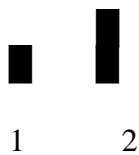
| | |
|-----|--|
| 20. | |
|-----|--|

21. Lebo helped his grandmother. She thanks him with an apple. Lebo is feeling happy.



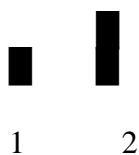
| | |
|-----|--|
| 21. | |
|-----|--|

22. Lebo had a bad dream. Lebo is feeling afraid.



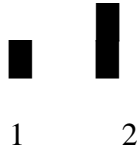
| | |
|-----|--|
| 22. | |
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23. Lebo sang a song at church. Every one clapped hands when he finished. Lebo is feeling happy.



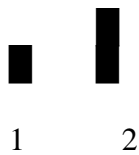
| | |
|-----|--|
| 23. | |
|-----|--|

24. Lebo's grandmother died. Lebo is feeling sad.



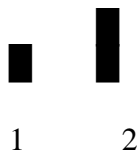
| | |
|-----|--|
| 24. | |
|-----|--|

25. Mommy took Lebo to MacDonald's Lebo is feeling happy.



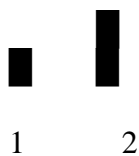
| | |
|-----|--|
| 25. | |
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26. Lebo is going to the movies. Lebo is feeling happy.



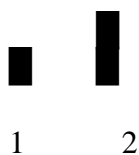
| | |
|-----|--|
| 26. | |
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27. Lebo is eating an ice-cream. Lebo is feeling happy.



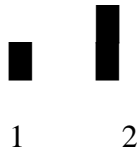
| | |
|-----|--|
| 27. | |
|-----|--|

28. School closes for the holidays today. Lebo is feeling happy.



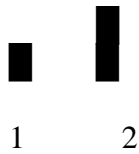
| | |
|-----|--|
| 28. | |
|-----|--|

29. Granny forgot Lebo's birthday Lebo is feeling sad.



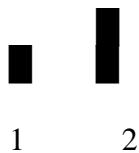
| | |
|-----|--|
| 29. | |
|-----|--|

30. Lebo is going on holiday. Lebo is feeling happy.



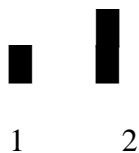
| | |
|-----|--|
| 30. | |
|-----|--|

31. Lebo's friends all have a bicycle. Lebo does not. Lebo is feeling sad.



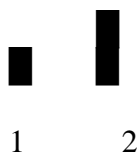
| | |
|-----|--|
| 31. | |
|-----|--|

32. Lebo's friend is playing with other friends and does not want to play with him anymore. Lebo is feeling sad.



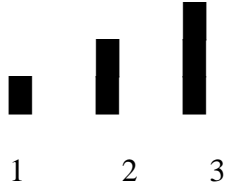
| | |
|-----|--|
| 32. | |
|-----|--|

33. Lebo could not watch TV because it was broken. Lebo is feeling sad.



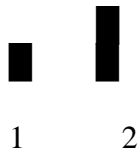
| | |
|-----|--|
| 33. | |
|-----|--|

34. Someone stole Lebo's lunch. Lebo is feeling angry.



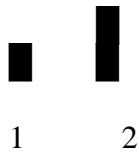
| | |
|-----|--|
| 34. | |
|-----|--|

35. Lebo saw a man being knocked over. Lebo is feeling afraid.



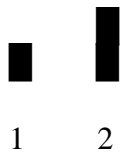
| | |
|-----|--|
| 35. | |
|-----|--|

36. Lebo broke the window while playing ball Lebo is feeling scared.



| | |
|-----|--|
| 36. | |
|-----|--|

37. Lebo's brother blamed him for something he had done himself. Lebo is feeling angry.



| | |
|-----|--|
| 37. | |
|-----|--|

Are there any other stories you can think of that would typically elicit the feelings of happy/sad/afraid /angry. If so please write it down:

happy:

sad:



afraid:

angry:

APPENDIX P

QUESTIONNAIRE TO SPEECH, LANGUAGE THERAPIST TO CHECK TRANSLATION FROM ENGLISH TO AFRIKAANS

Thank you for your assistance. Please look at the following 37 stories. The stories were translated from English to Afrikaans. Please indicate whether you agree with the translation or not. If you do not agree, please indicate at the bottom how you would translate it differently.

| Stories | Agree | Do not agree |
|--|-------|--------------|
| 1 Lebo's brother broke his bicycle. Lebo is feeling sad. Johan se boetie het sy fiets gebreek. Johan voel hartseer. | | |
| 2 Lebo's mom took him to the park. Lebo is feeling happy. Johan se mamma het hom park toe gevat. Johan voel gelukkig. | | |
| 3 Lebo is alone in the house and it is dark around him. Lebo is feeling afraid. Johan is alleen by die huis en dit is baie donker. Johan voel bang. | | |
| 4 Another boy took Lebo's food. Lebo is feeling angry. 'n Ander seunjie het Johan se kos gevat. Johan voel kwaad. | | |
| 5 Lebo cannot play with his new friend. Lebo is feeling sad. Johan kannie met sy nuwe maatjie speel nie. Johan voel hartseer. | | |
| 6 Lebo cannot find his mommy. Lebo is feeling afraid. Johan kannie sy mamma kry nie. Johan voel bang. | | |
| 7 There is a spider on the wall and Lebo is feeling afraid. Daar is 'n spinnekop teen die muur en Johan voel bang. | | |
| 8 Lebo's cat had kittens. Lebo is feeling is happy. Johan se kat het kleinjies gekry. Johan voel gelukkig. | | |
| 9 Lebo broke the neighbours' window. Lebo is feeling afraid. Johan het die bure se venster gebreek. Johan voel bang. | | |
| 10 A boy hit Lebo on the shoulder. Lebo is feeling angry. 'n Ander seun het Johan op die skouer geslaan. Johan voel kwaad. | | |

| Stories | Agree | Do not agree |
|---|-------|--------------|
| 11 Someone broke Lebo's toy. Lebo is feeling angry. Iemand het Johan se speelding gebreek. Johan voel kwaad. | | |
| 12 Lebo walked home after school. Suddenly he saw a big, angry dog. Lebo is feeling afraid. Oppad huis toe na skool sien Johan 'n groot, kwaai hond. Johan voel bang. | | |
| 13 Lebo is going to play at his friend's house. Lebo is feeling happy. Johan gaan by 'n maatjie speel. Johan voel gelukkig. | | |
| 14 Lebo lost R5 down the drain. Lebo is feeling sad. Johan het R5 in die waterpyp verloor. Johan voel hartseer. | | |
| 15 There is a thief in the house and Lebo is feeling scared. Daar is 'n dief in die huis en Johan voel bang. | | |
| 16 Lebo is playing with his new toy. Lebo is feeling happy. Johan speel met sy nuwe speelding. Johan voel gelukkig. | | |
| 17 Lebo's sister lost his crayons. Lebo is feeling angry. Johan se sussie het sy kryte weggegooi. Johan voel kwaad. | | |
| 18 There is a storm with lightning and thunder. Lebo is feeling afraid. Daar is 'n storm met donderweer en blitse. Johan voel bang. | | |
| 19 Father Christmas brought Lebo a new toy. Lebo is feeling happy. Kersvader het vir Johan 'n nuwe speelding gebring. Johan voel gelukkig. | | |
| 20 Lebo has lost his new ball. Lebo is feeling sad. Johan se nuwe bal het weggeraak. Johan voel hartseer. | | |
| 21 Lebo helped his grandmother. She thanks him with an apple. Lebo is feeling happy. Johan het sy ouma gehelp. Sy het vir hom 'n appel gegee om dankie te sê. Johan voel gelukkig. | | |
| 22 Lebo had a bad dream. Lebo is feeling afraid. Johan het 'n slegte droom gehad. Johan vol bang. | | |

| Stories | Agree | Do not agree |
|--|-------|--------------|
| <p>23 Lebo sang a song at church. Every one clapped hands when he finished. Lebo is feeling happy. Johan het 'n liedjie by die kerk gesing. Alma het vir hom hande geklap. Johan voel gelukkig.</p> | | |
| <p>24 Lebo's grandmother died. Lebo is feeling sad. Johan se ouma is dood. Johan voel hartseer.</p> | | |
| <p>25 Mommy took Lebo to Wimpy. Lebo is feeling happy. Mamma het vir Johan Wimpy toe gevat. Johan voel gelukkig.</p> | | |
| <p>26 Lebo is going to the movies. Lebo is feeling happy. Johan het gaan fliek. Johan voel gelukkig</p> | | |
| <p>27 Lebo is eating an ice-cream. Lebo is feeling happy. Johan eet 'n roomys. Johan voel gelukkig.</p> | | |
| <p>28 School closes for the holidays today. Lebo is feeling happy. Die skool het gesluit en Johan voel gelukkig.</p> | | |
| <p>29 Granny forgot Lebo's birthday. Lebo is feeling sad. Ouma het Johan se verjaarsdag vergeet. Johan voel hartseer.</p> | | |
| <p>30 Lebo is going on holiday. Lebo is feeling happy. Johan gaan met vakansie. Johan voel gelukkig.</p> | | |
| <p>31 Lebo's friends all have a bicycle. Lebo does not. Lebo is feeling sad. Al Johan se maatjies het fietse. Johan het nie 'n fiets nie. Johan voel hartseer.</p> | | |
| <p>32 Lebo's friend is playing with other friends and does not want to play with him anymore. Lebo is feeling sad. Johan se maatjie speel met ander maatjie en wil nie met Johan speel nie. Johan voel hartseer.</p> | | |
| <p>33 Lebo could not watch TV because it was broken. Lebo is feeling sad. Johan kannie televisie kyk nie, want die krag is af. Johan voel hartseer.</p> | | |
| <p>34 Someone stole Lebo's lunch. Lebo is feeling angry. Iemand het Johan se middagete gevat. Johan voel kwaad.</p> | | |

| Stories | Agree | Do not agree |
|--|-------|-----------------|
| 35 Lebo saw a man being knocked over. Lebo is feeling afraid. Johan het gesien hoe ‘n man omgery word. Johan voel bang. | | |
| 36 Lebo broke the window while playing ball. Lebo is feeling scared. Johan het die venster greek terwyl hy bal gespeel het. Johan voel bang. | | |
| 37 Lebo's brother blamed him for something he had done himself. Lebo is feeling angry. Johan se broer het hom die skuld gegee vir iets wat hy self gedoen het. Johan voel kwaad. | | |

Suggested changes:

APPENDIX Q

QUESTIONNAIRE TO TEACHERS TO RATE VIGNETTES FROM MOST TO LEAST FAMILIAR SITUATIONS

Thank you for your assistance. Please have a look at the following 37 stories. The stories are presented in four groups, depending on which emotion they represent. Please look at each group separately (as presented in table form) and rate the stories from most to least familiar situation. While rating these stories please bear in mind that the children these stories are intended for are Afrikaans-/Sepedi-speaking 5 to 6 year olds.

| HAPPY | | Rating |
|--------------|--|---------------|
| 1 | Lebo's mom took him to the park. Lebo is feeling happy. | |
| 2 | Lebo's cat had kittens. Lebo is feeling is happy. | |
| 3 | Lebo is going to play at his friend's house. Lebo is feeling happy. | |
| 4 | Lebo is playing with his new toy. Lebo is feeling happy. | |
| 5 | Father Christmas brought Lebo a new toy. Lebo is feeling happy. | |
| 6 | Lebo helped his grandmother. She thanks him with an apple. Lebo is feeling happy. | |
| 7 | Lebo sang a song at church. Every one clapped hands when he finished. Lebo is feeling happy. | |
| 8 | Mommy took Lebo to Wimpy. Lebo is feeling happy. | |
| 9 | Lebo is going to the movies. Lebo is feeling happy. | |
| 10 | Lebo is eating an ice-cream. Lebo is feeling happy. | |
| 11 | School closes for the holidays today. Lebo is feeling happy. | |
| 12 | Lebo is going on holiday. Lebo is feeling happy. | |
| SAD | | Rating |
| 1 | Lebo's brother broke his bicycle. Lebo is feeling sad. | |
| 2 | Lebo cannot play with his new friend. Lebo is feeling sad. | |
| 3 | Lebo lost R5 down the drain. Lebo is feeling sad. | |
| 4 | Lebo has lost his new ball. Lebo is feeling sad. | |
| 5 | Lebo's grandmother died. Lebo is feeling sad. | |
| 6 | Granny forgot Lebo's birthday Lebo is feeling sad. | |
| 7 | Lebo's friends all have a bicycle. Lebo does not. Lebo is feeling sad. | |
| 8 | Lebo's friend is playing with other friends and does not want to play with him anymore. Lebo is feeling sad. | |
| 9 | Lebo could not watch TV because there was a power failure. Lebo is feeling sad. | |



| AFRAID | Rating |
|--|---------------|
| 1 Lebo is alone in the house and it is dark around him. Lebo is feeling afraid. | |
| 2 Lebo cannot find his mommy/daddy. Lebo is feeling afraid. | |
| 3 There is a spider on the wall and Lebo is feeling afraid. | |
| 4 Lebo broke the neighbours' window. Lebo is feeling afraid. | |
| 5 Lebo walked home after school. Suddenly he saw a big, angry dog. Lebo is feeling afraid. | |
| 6 There is a thief in the house and Lebo is feeling scared | |
| 7 There is a storm with lightning and thunder. Lebo is feeling afraid. | |
| 8 Lebo had a bad dream. Lebo is feeling afraid. | |
| 9 Lebo saw a man being knocked over. Lebo is feeling afraid. | |
| 10 Lebo broke the window while playing ball Lebo is feeling scared. | |

| ANGRY | Rating |
|---|---------------|
| 1 Another boy took Lebo's food. Lebo is feeling angry. | |
| 2 A boy hit Lebo on the shoulder. Lebo is feeling angry | |
| 3 Someone broke Lebo's toy. Lebo is feeling angry. | |
| 4 Lebo's sister lost his crayons Lebo is feeling angry. | |
| 5 Someone stole Lebo's lunch. Lebo is feeling angry. | |
| 6 Lebo's brother blamed him for something he had done himself. Lebo is feeling angry. | |



APPENDIX R

THE 24 VIGNETTES TO BE USED IN THE CURRENT STUDY.

HAPPY

Lebo's mom took him to the park.

Lebo is going to play at his friend's house.

Lebo is playing with his new toy.

Dad brought Lebo a new toy for Christmas.

Lebo sang a song at church. Every one clapped hands when he finished.

Lebo is going to the movies.

SAD

Lebo's brother broke his bicycle.

Lebo lost R5.

Lebo has lost his new ball.

Lebo's grandmother died.

Lebo's friends all have a bicycle. Lebo does not.

Lebo's friend is playing with other friends and does not want to play with him anymore.

AFRAID

Lebo is alone in the house and it is dark around him.

Lebo cannot find his mommy.

Lebo walked home after school. Suddenly he saw a big, angry dog.

There is a thief in the house.

There is a storm with lightning and thunder.

Lebo broke the window while playing ball.

ANGRY

Another boy took Lebo's food.

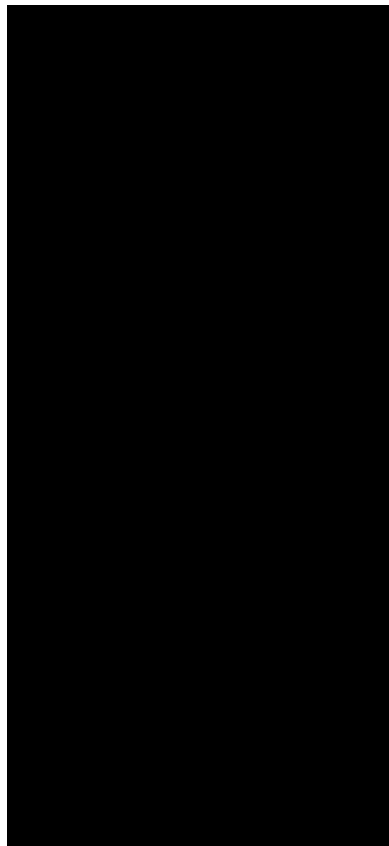
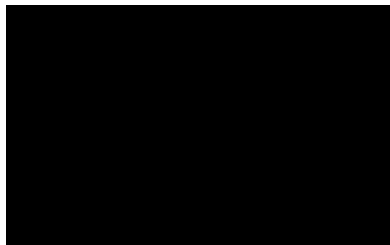
A boy hit Lebo on the shoulder.

Some one broke Lebo's toy.

Lebo lost his crayons.

Someone stole Lebo's lunch.

Lebo's brother blamed him for something he had done himself.



APPENDIX S
INTENSITY SCALE

APPENDIX T

CHANGES MADE TO THE PROTOCOL DURING PILOT PROCESS

The differences that were noted by the rater between the two Afrikaans transcripts were discussed with Translator 1 and the following changes were made:

1. Changes were made to vignettes 2, 3, 5, 12, 15, 18, 20 and 24 to ensure the Afrikaans and Sepedi were equivalent.
2. “Ye ntswa” and “se se ntswa” were included in vignettes 2 and 3 respectively indicating the ball (nr 2) and the toy (nr 3) to be new.
3. With vignette 5 “mmago” (meaning 'mother') was replaced with “koko” (meaning 'grandmother') to mean the same as the Afrikaans “ouma” (grandmother).
4. The Afrikaans of vignette 12 was changed to “Lebo kry nie sy mamma nie.”
Meaning: 'Lebo cannot find his mommy' instead of saying 'Lebo cannot find his mommy or daddy'.
5. As it was very difficult to translate Father Christmas, vignette 15 was changed for both Afrikaans and Sepedi to mean: 'Dad brought Lebo a present for Christmas'.
6. “Motaga” (chalk/crayon) was changed to “metaga” indicating plural as in the Afrikaans (vignette 18).
7. Vignette 18: The Afrikaans “se sussie” was removed. The vignette now reads: 'Lebo lost her crayons' instead of 'Lebo's sister lost her crayons'.
8. Vignette 20: “Hlakane” was changed to “bone” meaning “gesien” ('saw') in Afrikaans.
9. Although “paesekopeng” is the official Sepedi word for movie, it is an archaic word not known to young children. “Paesekopeng” was changed to “filimi” a word better known by young children.

Sepedi speaking teachers indicated that three of the Sepedi emotion words were archaic and other words were chosen:

1. The word “mahlatse” was replaced with “thaba”. Both words mean 'happy'.
2. The word “befetšwe” was replaced with “kwata”. Both words mean 'angry'.
3. “Bohloko” was replaced with “swabile”; “swabile” is seen as the opposite of “thaba”, where “bohloko” has more to do with physical pain.

APPENDIX U

MINOR CHANGES MADE TO THE PRE-ASSESSMENT

During the initial Afrikaans data collection a large number of participants did not pass the pre-assessment (12 out of 50); with a further one not being able to follow the instructions. Most of these participants attended one particular school. Minor changes to the pre-assessment were made and those participants who failed the pre-assessment at that school were tested again. Retesting was only done if the participants still complied with the set selection criteria. The minor changes made are presented in Table form. The changes will only be given in English and only the changes for the girls are indicated. The same changes were made to the pre-assessment for the boys.

| Pre-assessment before changes | Pre-assessment after changes |
|---|--|
| <p><u>Hallo, my name is teacher Magdel. How old are you?</u></p> <p><u>This tape recorder is to make sure that I listen to what you tell me.</u></p> <p><u>Now I want us to listen to some stories. These stories are about a girl and things that happened to her. You must help me decide how she feels about these things that happened to her.</u></p> <p><u>Let's listen to the stories.</u> (Each story will be read as presented below.)</p> <p>1. HAPPY: <u>Once upon a time there was a little girl. For her birthday her mommy and daddy gave her a beautiful doll. It was a very pretty doll.</u> (Take out and show car to the participant) <u>How do you think the girl felt about her pretty new doll?</u></p> <ol style="list-style-type: none"> Response <u>happy: Yes, she felt happy.</u> If the participant does not respond or is unsure, the vignette will be repeated and a choice given. <p><u>Once upon a time there was a little girl. For her birthday her mommy and daddy gave her a beautiful doll. It was a very pretty doll. How do you think the little girl felt about her pretty doll? Was she HAPPY or ANGRY?</u></p> | <p><u>Hallo, my name is teacher Magdel. How old are you?</u></p> <p><u>This tape recorder is to make sure that I listen to what you tell me.</u></p> <p><u>Today we are going to talk about and listen to stories. Tell me if mommy gives you a big hug. How do you feel about mommy? Yes,</u> Give comment on participant's answer</p> <p><u>Now I want us to listen to some stories. These stories are about a girl and things that happened to her. You must help me decide how she feels about these things that happened to her.</u></p> <p><u>Let's listen to the stories.</u> (Each story will be read as presented below.)</p> <p>1. HAPPY: <u>Once upon a time there was a little girl. For her birthday her mammy and daddy gave her a beautiful doll. It was a very pretty doll.</u> (Take out and show car to the participant) <u>How do you think the girl felt about her pretty new doll?</u></p> <ol style="list-style-type: none"> Response <u>happy: Yes, she felt happy.</u> Response <u>glad: Yes, she felt glad. Did you know that there is another word for glad? That word is happy.</u> <u>Any other response: You think she felt EMOTION. Why did she feel EMOTION?</u> Comment on participant's answer with something like <u>Yes, I would also feel EMOTION.</u> |



| Pre-assessment before changes | Pre-assessment after changes |
|--|---|
| <p><u>1. HAPPY:</u></p> <p><u>2. SAD:</u> <u>That evening when she went to bed, she took her new doll with her. When she woke up, her doll was gone. How do you think the girl felt?</u> 1. Response <u>sad</u>: <u>Yes, she felt sad.</u> 2. If the participant does not respond or is unsure, the vignette will be repeated and a choice given. <u>That evening when she went to bed, she took her new doll with her. When she woke up, her doll was gone. How do you think the girl felt? Was she happy or sad?</u></p> | <p><u>1. HAPPY:</u> <u>Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she felt EMOTION or happy. Once upon a time there was a little girl. For her birthday her mommy and daddy gave her a beautiful doll. It was a very pretty doll. How do you think the little girl felt about her pretty doll? Was she EMOTION or happy?</u></p> <p><u>2. SAD:</u> <u>That evening when she went to bed, she took her new doll with her. When she woke up, her doll was gone. How do you think the girl felt?</u> 1. Response <u>sad</u>: <u>Yes, she felt sad.</u> 2. Response <u>bad</u>: <u>Yes, she felt bad. Did you know that there is another word for bad? That word is sad.</u> 3. <u>Any other response</u>: <u>You think she felt EMOTION. Why did she feel EMOTION?</u> Comment on participant's answer with something like <u>Yes I would also feel EMOTION.</u></p> |
| <p><u>3. AFRAID:</u> <u>She decided to go look for her doll. She opened the door. It was dark and she was alone. She walked to her sister's room. How do you think the girl felt while she was alone in the dark?</u> 1. Response <u>afraid</u>: <u>Yes, she felt afraid.</u> 2. If the participant does not respond or is unsure the vignette will be repeated and a choice given. <u>She decided to go look for her doll. She opened the door. It was dark and she was alone. She walked to her sister's room. How do you think the girl felt while she was alone in the dark? Was she afraid or happy?</u></p> | <p><u>Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she felt EMOTION or sad. That evening when she went to bed, she took her new doll with her. When she woke up, her doll was gone. How do you think the girl felt? Was she EMOTION or sad?</u></p> <p><u>3. AFRAID:</u> <u>She decided to go and look for her doll. She opened the door. It was dark and she was alone. She walked to her sister's room. How do you think the girl felt while she was alone in the dark?</u> 1. Response <u>afraid</u>: <u>Yes, she felt afraid.</u> 2. Response <u>scared</u>: <u>Yes, she felt scared. Did you know that there is another word for scared? That word is afraid.</u> 3. <u>Any other response</u>: <u>You think she felt EMOTION. Why did she feel EMOTION?</u> Comment on participant's answer with something like <u>Yes I would also feel EMOTION.</u></p> |
| <p><u>Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she felt EMOTION or afraid. She decided to go and look for her doll. She opened the door. It was dark and she was alone. She walked to her sister's room. How do you think the girl felt while she was alone in the dark? Was she EMOTION or afraid?</u></p> | <p><u>Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she felt EMOTION or afraid. She decided to go and look for her doll. She opened the door. It was dark and she was alone. She walked to her sister's room. How do you think the girl felt while she was alone in the dark? Was she EMOTION or afraid?</u></p> |



Pre-assessment before changes

4. ANGRY:

When she opened her sister's room, she saw her doll. Her sister stole her doll. "My sister stole my doll." How do you think does the girl felt?

1. Response angry: Yes, she feels angry. Continue with pretest vignette
2. If the participant does not respond or is unsure, the vignette will be repeated and a choice given.

When she opened her sister's room, she saw her doll. Her sister stole her doll. "My sister stole my doll." How do you think the girl felt?

Was she afraid or angry?

Pre-assessment after changes

4. ANGRY:

When she opened her sister's room, she saw her doll. Her sister stole her doll. "My sister stole my doll." How do you think the girl felt?

1. Response angry: Yes, she felt angry.
2. Any other response: You think she felt EMOTION. Why did she feel EMOTION?
Comment on participant's answer with something like Yes I would also feel EMOTION.

Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she felt EMOTION or angry. When she opened her sister's room, she saw her doll. Her sister stole her doll. "My sister stole my doll." How do you think the girl felt? Was she EMOTION or angry?



APPENDIX V RECORD SHEET

1 sad (hartseer)

a) 1 2

b)

| | | | | 1a |
|----|----|----|----|----|
| | | | | 1b |
| 5 | 16 | 14 | 12 | |
| 8 | 6 | 10 | 2 | |
| 13 | 11 | 7 | 3 | |
| 4 | 9 | 15 | 1 | |

2 sad (hartseer)

a) 1 2

b)

| | | | | 2a |
|----|---|----|----|----|
| | | | | 2b |
| 12 | 3 | 10 | 5 | |
| 7 | 4 | 1 | 2 | |
| 14 | 6 | 16 | 11 | |
| 15 | 8 | 13 | 9 | |

3 happy (gelukkig)

a) 1 2

b)

| | | | | 3a |
|---|----|----|---|----|
| | | | | 3b |
| 2 | 9 | 10 | 5 | |
| 6 | 13 | 15 | 8 | |
| 7 | 11 | 12 | 1 | |
| 3 | 14 | 16 | 4 | |

4 afraid (bang)

a) 1 2

b)

| | | | | 4a |
|----|----|----|----|----|
| | | | | 4b |
| 7 | 13 | 2 | 5 | |
| 1 | 15 | 6 | 12 | |
| 11 | 10 | 9 | 14 | |
| 8 | 3 | 16 | 4 | |

5 sad (hartseer)

a) 1 2

b)

| | | | | 5a |
|----|----|----|----|----|
| | | | | 5b |
| 13 | 6 | 11 | 10 | |
| 9 | 2 | 14 | 12 | |
| 15 | 16 | 5 | 4 | |
| 8 | 7 | 1 | 3 | |

6 afraid (bang)

a) 1 2

b)

| | | | | 6a |
|----|----|----|----|----|
| | | | | 6b |
| 12 | 8 | 6 | 1 | |
| 10 | 5 | 2 | 7 | |
| 11 | 9 | 13 | 4 | |
| 14 | 15 | 3 | 16 | |

7 afraid (bang)

a) 1 2

b)

| | | | | 7a |
|----|----|----|---|----|
| | | | | 7b |
| 15 | 13 | 1 | 5 | |
| 2 | 10 | 6 | 7 | |
| 12 | 11 | 14 | 3 | |
| 16 | 8 | 4 | 9 | |

8 angry (kwaad)

a) 1 2

b)

| | | | | 8a |
|----|----|----|----|----|
| | | | | 8b |
| 16 | 9 | 3 | 4 | |
| 5 | 1 | 12 | 15 | |
| 6 | 11 | 2 | 13 | |
| 8 | 7 | 10 | 14 | |



9 happy (gelukkig)

a) 1 2

b) 1 2

| | | | |
|---|----|----|----|
| 9 | 8 | 5 | 6 |
| 2 | 1 | 16 | 15 |
| 7 | 10 | 3 | 12 |
| 4 | 11 | 13 | 14 |

| | |
|----|--|
| 9a | |
| 9b | |

13 sad (hartseer)

a) 1 2

b) 1 2

| | | | |
|----|----|----|----|
| 9 | 6 | 10 | 7 |
| 4 | 8 | 15 | 13 |
| 11 | 5 | 1 | 12 |
| 2 | 16 | 3 | 14 |

| | |
|-----|--|
| 13a | |
| 13b | |

10 happy (gelukkig)

a) 1 2

b) 1 2

| | | | |
|----|----|----|----|
| 3 | 13 | 5 | 9 |
| 8 | 7 | 16 | 4 |
| 12 | 1 | 11 | 6 |
| 15 | 10 | 2 | 14 |

| | |
|-----|--|
| 10a | |
| 10b | |

14 sad (hartseer)

a) 1 2

b) 1 2

| | | | |
|---|----|----|----|
| 3 | 15 | 1 | 13 |
| 8 | 11 | 5 | 14 |
| 9 | 16 | 12 | 4 |
| 7 | 2 | 10 | 6 |

| | |
|-----|--|
| 14a | |
| 14b | |

11 angry (kwaad)

a) 1 2

b) 1 2

| | | | |
|----|----|----|----|
| 6 | 3 | 4 | 1 |
| 8 | 5 | 10 | 13 |
| 2 | 15 | 12 | 11 |
| 14 | 9 | 7 | 16 |

| | |
|-----|--|
| 11a | |
| 11b | |

15 happy (gelukkig)

a) 1 2

b) 1 2

| | | | |
|----|----|----|---|
| 14 | 6 | 10 | 5 |
| 11 | 9 | 15 | 2 |
| 7 | 1 | 12 | 8 |
| 3 | 13 | 16 | 4 |

| | |
|-----|--|
| 15a | |
| 15b | |

12 afraid (bang)

a) 1 2

b) 1 2

| | | | |
|----|----|----|---|
| 12 | 13 | 14 | 9 |
| 8 | 1 | 16 | 2 |
| 3 | 10 | 4 | 5 |
| 11 | 7 | 15 | 6 |

| | |
|-----|--|
| 12a | |
| 12b | |

16 sad (hartseer)

a) 1 2

b) 1 2

| | | | |
|----|----|----|----|
| 3 | 8 | 11 | 12 |
| 15 | 10 | 4 | 14 |
| 2 | 1 | 9 | 5 |
| 13 | 16 | 6 | 7 |

| | |
|-----|--|
| 16a | |
| 16b | |



17 afraid (bang)

a) 1 2

b)

| | | | | | | | |
|----|--|----|--|----|--|----|--|
| 13 | | 3 | | 4 | | 16 | |
| 1 | | 14 | | 10 | | 5 | |
| 7 | | 9 | | 12 | | 8 | |
| 6 | | 2 | | 11 | | 15 | |

| | |
|-----|--|
| 17a | |
| 17b | |

21 angry (kwaad)

a) 1 2

b)

| | | | | | | | |
|----|--|----|--|----|--|----|--|
| 7 | | 6 | | 1 | | 16 | |
| 15 | | 8 | | 4 | | 13 | |
| 9 | | 14 | | 3 | | 5 | |
| 2 | | 12 | | 11 | | 10 | |

| | |
|-----|--|
| 21a | |
| 21b | |

18 angry (kwaad)

a) 1 2

b)

| | | | | | | | |
|----|--|----|--|----|--|----|--|
| 13 | | 8 | | 12 | | 7 | |
| 10 | | 3 | | 11 | | 1 | |
| 2 | | 5 | | 6 | | 15 | |
| 16 | | 14 | | 4 | | 9 | |

| | |
|-----|--|
| 18a | |
| 18b | |

22 angry (kwaad)

a) 1 2

b)

| | | | | | | | |
|----|--|----|--|----|--|---|--|
| 13 | | 4 | | 12 | | 7 | |
| 11 | | 3 | | 8 | | 9 | |
| 14 | | 15 | | 16 | | 5 | |
| 2 | | 1 | | 10 | | 6 | |

| | |
|-----|--|
| 22a | |
| 22b | |

19 happy (gelukkig)

a) 1 2

b)

| | | | | | | | |
|----|--|----|--|----|--|----|--|
| 14 | | 1 | | 3 | | 6 | |
| 8 | | 9 | | 2 | | 11 | |
| 12 | | 10 | | 7 | | 16 | |
| 13 | | 4 | | 15 | | 5 | |

| | |
|-----|--|
| 19a | |
| 19b | |

23 angry (kwaad)

a) 1 2

b)

| | | | | | | | |
|----|--|----|--|----|--|----|--|
| 4 | | 7 | | 14 | | 10 | |
| 11 | | 2 | | 9 | | 16 | |
| 1 | | 15 | | 13 | | 8 | |
| 5 | | 6 | | 12 | | 3 | |

| | |
|-----|--|
| 23a | |
| 23b | |

20 afraid (bang)

a) 1 2

b)

| | | | | | | | |
|----|--|----|--|----|--|----|--|
| 3 | | 15 | | 16 | | 4 | |
| 2 | | 5 | | 8 | | 6 | |
| 14 | | 1 | | 10 | | 13 | |
| 12 | | 7 | | 9 | | 11 | |

| | |
|-----|--|
| 20a | |
| 20b | |

24 happy (gelukkig)

a) 1 2

b)

| | | | | | | | |
|---|--|----|--|----|--|----|--|
| 7 | | 14 | | 11 | | 13 | |
| 4 | | 1 | | 16 | | 10 | |
| 2 | | 8 | | 9 | | 15 | |
| 5 | | 12 | | 6 | | 3 | |

| | |
|-----|--|
| 24a | |
| 24b | |

APPENDIX W

ENGLISH, AFRIKAANS AND SEPEDI VERSIONS OF THE PROTOCOL

APPENDIX W1

ENGLISH VERSION

GIRLS:

Switch tape recorder on.

Hallo, my name is teacher Magdel. How old are you?

This tape recoder is to make sure that I listen to what you tell me.

Today we are going to talk about and listen to stories. Tell me if mommy gives you a big hug. How do you feel about mommy? Yes, Give comment on participant's answer

Now I want us to listen to some stories. These stories are about a girl and things that happened to her. You must help me decide how she feels about these things that happened to her.

Pre test:

The rationale behind the pre-test is to make sure the participant knows the four emotions used in the study.

Let's listen to the stories. (Each story will be read as presented below.)

1. HAPPY:

Once upon a time there was a little girl. For her birthday her mommy and daddy gave her a beautiful doll. It was a very pretty doll, (Take out and show doll to the participant)
How do you think the girl felt about her pretty new doll?

4. Response **happy: Yes, she felt happy.** Continue with pretest vignette 2.
5. Response **glad: Yes, she felt glad. Did you know that there is another word for glad? That word is happy.**
6. **Any other response: You think she felt EMOTION. Why did she feel EMOTION?** Comment on participant's answer with something like **Yes I would also feel EMOTION.**

Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she feels EMOTION or happy. Once upon a time there was a little girl. For her birthday her mommy and daddy gave her a beautiful doll. It was a very pretty doll. How do you think the little girl felt about her pretty doll? Was she EMOTION or happy?

7. Repeat and record answer
8. Continue with pretest vignette 2

2. SAD:

That evening when she went to bed, she took her new doll with her. When she woke up, her doll was gone. How do you think the girl felt?

1. Response **sad: Yes, she felt sad.** Continue with pretest vignette 2.
4. Response **bad: Yes, se felt bad. Did you know that there is another word for bad? That word is sad.**



5. **Any other response: You think she feels EMOTION. Why does she feel EMOTION?** Comment on participant's answer with something like **Yes I would also feel EMOTION.**

Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she feels EMOTION or sad. That evening when she went to bed, she took her new doll with her. When she woke up, her doll was gone. How do you think does the girl felt?

Was she EMOTION or sad?

6. Repeat and record answer.
7. Continue with pretest vignette 3.

3. AFRAID:

She decided to go and look for her doll. She opened the door. It was dark and she was alone. She walked to her sister's room. How do you think the girl felt while she was alone in the dark?

1. Response **afraid: Yes, she felt afraid.** Continue with pretest vignette 4.
2. Response **scared: Yes, she felt scared. Did you know that there is another word for scared? That word is afraid.**
3. **Any other response: You think she felt EMOTION. Why did she feel EMOTION?** Comment on participant's answer with something like **Yes I would also feel EMOTION.**

Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she feels EMOTION or afraid. She decided to go look for her doll. She opened the door. It was dark and she was alone. She walked to her sister's room. How do you think did the girl feel while she was alone in the dark? Was she EMOTION or afraid?

4. Repeat and record answer.
5. Continue with pretest vignette 4.

4. ANGRY:

When she opened her sister's room, she saw her doll. Her sister stole her doll. "My sister stole my doll." How do you think the girl felt?

1. Response **angry: Yes, she felt angry.** Continue with pretest vignette 2.
2. **Any other response: You think she feels EMOTION. Why did she feel EMOTION?** Comment on participant's answer with something like **Yes I would also feel EMOTION.**

Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether she felt EMOTION or angry. When she opened her sister's room, she saw her doll. Her sister stole her doll. "My sister stole my doll." How do you think the girl felt?

Was she EMOTION or angry?

3. Repeat and record answer.

- If participant does not pass pre-test: **Thanks for helping me.** Give child a sticker/star. **You can go back to class.** Switch tape recorder off.
- If participant passed the pre-test: **Good job, now we are going to listen to other stories. These stories are about Sarie and things that happened to her. You must help me to choose pictures which match with the stories.**
- Show participant the intensity scale. **Look, the picture shows normal** (point to shortest bar) **and a lot** (point to longest bar). Open overlay file at overlay 1.
- Start with vignette 1.



- If participant is unable to answer, repeat the vignette once. Each vignette may only be repeated once.
- Give feedback as indicated

-
- 1** **Sarie's brother broke her bicycle.**
a) If you were Sarie, would you have been just sad or very sad?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 2** **Sarie lost her new ball.**
a) If you were Sarie, would you have been just sad or very sad?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 3** **Sarie is playing with her new toy.**
a) If you were Sarie, would you have been just happy or very happy?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
GOOD
-
- 4** **Sarie is alone in the house and it is dark.**
a) If you were Sarie, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 5** **Sarie's grandmother died.**
a) If you were Sarie, would you have been just sad or very sad?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 6** **There is a storm with lightning and thunder.**
a) If you were Sarie, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 7** **There is a thief in the house.**
a) If you were Sarie, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
YES
-
- 8** **Another girl took Sarie's food.**
a) If you were Sarie, would you have been just angry or very angry?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 9** **Sarie is going to play at her friend's house.**
a) If you were Sarie, would you have been just happy or very happy?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-



-
- 10** Sarie's mom took her to the park.
a) If you were Sarie, would you have been just happy or very happy?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 11** Sarie's brother blamed her for something she did not do.
a) If you were Sarie, would you have been just angry or very angry?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 12** Sarie cannot find her mommy.
a) If you were Sarie, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 13** Sarie's friend is playing with other friends and does not want to play with her anymore.
a) If you were Sarie, would you have been just sad or very sad?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 14** Sarie's friends all have bicycles. Sarie does not have one
a) If you were Sarie, would you have been just sad or very sad?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 15** Daddy brought Sarie a new toy for Christmas.
a) If you were Sarie, would you have been just happy or very happy?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 16** Sarie lost her R5.
a) If you were Sarie, would you have been just sad or very sad?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
YES
-
- 17** Sarie broke the window while playing ball.
a) If you were Sarie, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 18** Sarie lost her crayons.
a) If you were Sarie, would you have been just angry or very angry?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-



-
- 19** Sarie sang a song in church. Every one applauded.
a) If you were Sarie, would you have been just happy or very happy?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
ALMOST FINISHED
-
- 20** Sarie walked home after school. Suddenly she saw a big angry dog.
a) If you were Sarie, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 21** Someone stole Sarie's lunch.
a) If you were Sarie, would you have been just angry or very angry?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 22** A girl hit Sarie on the shoulder.
a) If you were Sarie, would you have been just angry or very angry?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 23** Someone broke Sarie's toy.
a) If you were Sarie, would you have been just angry or very angry?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 24** Sarie is going to the movies.
a) If you were Sarie, would you have been just happy or very happy? Show to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
GOOD
-

Thanks for helping me. Give child a sticker/star. **You can go back to class.** Switch tape recorder off.

BOYS:

Switch on tape recorder.

Hallo, my name is teacher Magdel. How old are you?

This tape recoder is to make sure that I listen to what you tell me.

Today we are going to talk about and listen to stories. Tell me if mommy gives you a big hug. How do you feel about mommy? Yes, Give comment on participant's answer

Now I want us to listen to some stories. These stories are about a boy and things that happened to him. You must help me decide how he feels about these things that happened to him.

Pre test:

The rationale for the pre-test is to make sure the participant knows the four emotions used in the study.

Let's listen to the stories. (Each story will be read as presented below.)

1. HAPPY:

Once upon a time there was a boy. For his birthday his mommy and daddy gave him a beautiful car. It was a very nice car, (Take out and show car to participant) How do you think the boy felt about his nice new car?

1. Response *happy*: Yes, he feels happy. Continue with pretest vignette 2.
2. Response *glad*: Yes, he feels glad. Did you know that there is another word for glad? That word is happy.
3. Any other response: You think he feels EMOTION. Why does he feel EMOTION? Comment on participant's answer with something like Yes I would also feel EMOTION.

Do you think she could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether he felt EMOTION or happy. Once upon a time there was a boy. For his birthday his mommy and daddy gave him a beautiful car. It was a very nice car. (Take out and show car to the participant) How do you think the boy felt about his nice new car? Was he EMOTION or happy?

4. Repeat and record answer
5. Continue with pretest vignette 2.

2. SAD:

That evening when he went to bed, he took his new car with him. When he woke up, his car was gone. How do you think the boy felt?

1. Response *sad*: Yes, he felt sad. Continue with pretest vignette 3.
2. Response *bad*: Yes, he felt bad. Did you know that there is another word for bad? That word is sad.
3. Any other response: You think he felt EMOTION. Why did he feel EMOTION? Comment on participant's answer with something like Yes I would also feel EMOTION.

Do you think he could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether he felt EMOTION or sad. That evening when he went to bed, he took his new car with him. When he woke up, his car was gone. How do you think the boy felt? Was he EMOTION or sad?

4. Repeat and record answer.
5. Continue with pretest vignette 3.

3. AFRAID:

He decided to go and look for his car. He opened the door. It was dark and he was alone. He walked to his brother's room. How do you think the boy felt while alone in the dark?

1. Response *afraid*: Yes, he felt afraid. Continue with pretest vignette 4.
2. Response *scared*: Yes, he felt scared. Did you know that there is another word for scared? That word is afraid.
3. Any other response: You think he felt EMOTION. Why does he feel EMOTION? Comment on participant's answer with something like Yes I would also feel EMOTION.

Do you think he could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether he feels EMOTION or afraid. He decided

to go look for his car. He opened the door. It was dark and he was alone. He walked to his brother's room. How do you think the boy felt while alone in the dark? Was he EMOTION or afraid?

4. Repeat and record answer.
5. Continue with pretest vignette 4.

4. ANGRY:

When he opened his brother's room, he saw his car. His brother stole his car. "My brother stole my car." How do you think the boy felt?

1. Response **angry: Yes, he felt angry.** Continue with pretest vignette 2.
2. **Any other response: You think he felt EMOTION. Why does he feel EMOTION?**
Comment on participant's answer with something like **Yes I would also feel EMOTION.**

Do you think he could feel something else than EMOTION? Let us listen to the story again and then I want you to tell me whether he felt EMOTION or angry? Was he EMOTION or angry?

3. Repeat and record answer.

2. Repeat and record answer.

- If participant does not pass pre-test: **Thanks for helping me.** Give child a sticker/star. **You can go back to class.** Switch tape recorder off.
- If participant passed the pre-test: **Good job, now we are going to listen to other stories. These stories are about John and things that happened to him. You must help me to choose pictures which match with the stories.**
- Show participant the intensity scale. **Look, this picture shows normal** (point to shortest bar) **and a lot** (point to longest bar). Open overlay file at overlay 1.
- Start with vignette 1.
- If participant is unable to answer, repeat the vignette once. Each vignette may only be repeated once.
- Give feedback as indicated

1 John's brother broke his bicycle.

a) If you were John, would you have been just sad or very sad?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

2 John lost his new ball.

a) If you were John, would you have been just sad or very sad?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

3 John is playing with his new toy.

a) If you were John, would you have been just happy or very happy?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

GOOD



-
- 4 John is alone in the house and it is dark.**
a) If you were John, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 5 John's grandmother died.**
a) If you were John, would you have been just sad or very sad?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 6 There is a storm with lightning and thunder.**
a) If you were John, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 7 There is a thief in the house.**
a) If you were John, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
YES
-
- 8 Another boy took John's food.**
a) If you were John, would you have been just angry or very angry?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 9 John is going to play at his friend's house.**
a) If you were John, would you have been just happy or very happy?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 10 John's mom took him to the park.**
a) If you were John, would you have been just happy or very happy?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 11 John's brother blamed him for something he did not do.**
a) If you were John, would you have been just angry or very angry?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-
- 12 John cannot find his mommy.**
a) If you were John, would you have been just scared or very scared?
Point to respective bars when asking the question.
b) Which picture do you think shows (participant's answer at a)?
Facilitate scanning by pointing to each symbol while asking question.
-



13 John's friend is playing with other friends and does not want to play with him anymore.

a) If you were John, would you have been just sad or very sad?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

14 John's friends all have bicycles. John does not have one

a) If you were John, would you have been just sad or very sad?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

15 Daddy brought John a new toy for Christmas.

a) If you were John, would you have been just happy or very happy?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

16 John lost his R5.

a) If you were John, would you have been just sad or very sad?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

YES

17 John broke the window while playing ball.

a) If you were John, would you have been just scared or very scared?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

18 John lost his crayons.

a) If you were John, would you have been just angry or very angry?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

19 John sang a song in church. Everyone applauded.

a) If you were John, would you have been just happy or very happy?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

ALMOST FINISHED

20 John walked home after school. Suddenly he saw a big angry dog.

a) If you were John, would you have been just scared or very scared?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

21 Someone stole John's lunch.

a) If you were John, would you have been just angry or very angry?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.



22 A boy hit John on the shoulder.

a) If you were John, would you have been just angry or very angry?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

23 Someone broke John's toy.

a) If you were John, would you have been just angry or very angry?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

24 John is going to the movies.

a) If you were John, would you have been just happy or very happy?

Point to respective bars when asking the question.

b) Which picture do you think shows (participant's answer at a)?

Facilitate scanning by pointing to each symbol while asking question.

GOOD

Thanks for helping me. Give child a sticker/star. **You can go back to class.** Switch tape recorder off.

APPENDIX W2
AFRIKAANS VERSION

GIRLS

Switch tape recorder on.

"Hallo, my naam is tannie Magdel. Sê vir my, hoe oud is jy?"

Ons gaan vandag bietjie gesels en na stories luister. Sê bietjie vir my, as mamma jou 'n stywe drukkie gee, hoe voel jy oor mamma? "Ja," Give comment on participant's answer ("so, as mamma jou 'n drukkie gee voel jy lief vir haar"). If the participant gives a seemingly unrelated answer, ask him other why ("so, jy sal kwaad voel as mamma vir jou 'n drukkie gee. Hoekom voel jy kwaad?")

Nou wil ek hê ons moet na 'n paar stories luister. Hierdie stories gaan oor 'n dogtertjie en goed wat met haar gebeur. Jy moet my help besluit hoe die dogtertjie voel nadat die goed met haar gebeur.

Pre test:

The rationale for the pre-test is to make sure the participant knows the four emotions used in the study.

Goed kom ons luister na die stories. (Each story will be read as presented below.)

1. HAPPY: "gelukkig/bly":

"Eendag was daar 'n dogtertjie. Vir haar verjaardag het sy 'n pragtige pop by haar pappa en mamma gekry. Dit was 'n baie mooi pop." (Take out and show doll to the participant) **"Hoe dink jy voel die dogtertjie oor haar nuwe mooi pop?"**

9. Response "*gelukkig*": "**Ja, sy voel gelukkig.** Continue with pretest vignette 2.
10. Response "*bly*": "**Ja, sy voel bly. Het jy geweet dat daar nog 'n woord vir bly is. Die ander woord is "gelukkig".**
11. *Any other response*: "**Jy dink sy voel EMOTION. Hoekom voel sy EMOTION "gevoel?"** Comment on participant's answer with some thing like "**Ja, ek sou ook EMOTION gevoel het."**

"Dink jy dat die dogtertjie iets anders as EMOTION kan voel? Kom ons luister weer na die storie en dan vertel jy my of sy gelukkig of kwaad voel. Eendag was daar 'n dogtertjie. Vir haar verjaardag het sy 'n pragtige pop by haar pappa en mamma gekry. Dit was 'n baie mooi pop. Hoe dink jy voel die dogtertjie oor haar nuwe mooi pop? Was sy gelukkig of kwaad?"

12. Repeat and record answer
13. Continue with pretest vignette 2.

2. SAD: "hartseer/ongelukkig":

"Daardie aand toe sy gaan slaap, is haar pop saam met haar bed toe. Toe sy wakker word kon sy die pop nêrens kry nie. Hoe dink jy het die dogtertjie gevoel?"

1. Response "*hartseer*": "**Ja, sy voel hartseer.**" Continue with pretest vignette 3.
2. Response "*ongelukkig*": "**Ja, sy voel ongelukkig. Het jy geweet dat daar nog 'n woord vir ongelukkig is. Die ander woord is 'hartseer'".** Continue with pretest vignette 3.

3. **Any other response: "Jy dink sy voel EMOTION. Hoekom voel sy EMOTION?"**
Comment on participant's answer with some thing like "**Ja, ek sou ook EMOTION gevoel het.**"

"Dink jy dat die dogtertjie iets anders as EMOTION kan voel? Kom ons luister weer na die storie en dan vertel jy my of sy gelukkig of hartseer voel. Daardie aand toe sy gaan slaap, is haar pop saam met haar bed toe. Toe sy wakker word kon sy die pop nêrens kry nie. Hoe dink jy het die dogtertjie gevoel? Was sy gelukkig of hartseer?"

4. Repeat and record answer
5. Continue with pretest vignette 3.

3. AFRAID: "bang"

"Sy besluit om haar pop te gaan soek. Sy maak haar kamerdeur oop. Dit was baie donker en sy was alleen. Sy het na haar sussie se kamer geloop. Hoe dink jy het sy gevoel terwyl sy alleen in die donker was?"

1. Response "**bang**": "**Ja, sy voel bang**" Continue with pretest vignette 4.
2. **Any other response: "Jy dink sy voel EMOTION. Hoekom voel sy EMOTION?"**
Comment on participant's answer with some thing like "**Ja, ek sou ook EMOTION gevoel het.**"

"Dink jy dat die dogtertjie iets anders as EMOTION kan voel? Kom ons luister weer na die storie en dan vertel jy my of sy bang of gelukkig voel. Sy besluit om haar pop te gaan soek. Sy maak haar kamerdeur oop. Dit was baie donker en sy was alleen. Sy het na haar sussie se kamer geloop. Hoe dink jy het sy gevoel terwyl sy alleen in die donker was? Was sy bang of gelukkig?"

3. Repeat and record answer
4. Continue with pretest vignette 4.

4. ANGRY: "kwaad"

"Toe sy haar jonger sussie se kamer oopmaak sien sy haar pop daar lê. Haar sussie het haar pop gesteel. 'My sussie het my pop gesteel!' Hoe dink jy het die dogtertjie gevoel?"

1. Response "**kwaad**": "**Ja, sy voel kwaad.**"
2. **Any other response: "Jy dink sy voel EMOTION. "Hoekom voel sy EMOTION?"** Comment on participant's answer with some thing like "**Ja, ek sou ook EMOTION gevoel het.**"

"Dink jy dat die dogtertjie iets anders as EMOTION kan voel? Kom ons luister weer na die storie en dan vertel jy my of sy bang of kwaad voel. Toe sy haar jonger sussie se kamer oopmaak sien sy haar pop daar lê. Haar sussie het haar pop gesteel. 'My sussie het my pop gesteel.'" Hoe dink jy het die dogtertjie gevoel? Was sy bang of kwaad?"Repeat and record answer

3. Repeat and record answer

- If participant does not pass pre-test: "**Dankie dat jy my gehelp het. Jy kan maar teruggaan klas toe. Hier is vir jou 'n sterretjie om dankie te sê dat jy my so mooi gehelp het.**" Switch tape recorder off. Participant receives a sticker.
- If participant passed the pre-test: "**Goed, nou gaan ons na nog stories luister. Hierdie stories gaan oor Sarie en goed wat met haar gebeur het. Na ons na die storie geluister het, moet jy my help om prentjies te kies wat jy dink by die storie pas.**" Show participant the intensity scale. "**Sien jy, hierdie prentjie wys gewoon**". (point to shortest bar) **en baie** (point to longest bar). Open overlay file at overlay 1.

- Start with vignette 1.
- If participant is unable to answer, repeat the vignette once. Each vignette may only be repeated once.
- Give feedback as indicated

| | |
|----|---|
| 1 | "Sarie se boetie het haar fiets gebreek." a) "As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?" b) "Watter prentjie dink jy wys (participants's answer at a)?" |
| 2 | "Sarie het haar nuwe bal verloor." a) "As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 3 | "Sarie speel met haar nuwe speelding." a) "As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 4 | Sarie is alleen in die huis en dit is donker om haar. a) "As jy Sarie was, sou jy net bang of baie bang gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 5 | "Sarie se ouma is dood." a) "As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 6 | "Daar is 'n donderstorm met weerlig." a) "As jy Sarie was, sou jy net bang of baie bang gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 7 | "Daar is 'n dief in die huis." a) "As jy Sarie was, sou jy net bang of baie bang gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 8 | "'n Ander seun het Sarie se kos gevat." a) "As jy Sarie was, sou jy net kwaad of baie kwaad gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 9 | "Sarie gaan by haar maatjie se huis speel." a) "As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?" b) Watter prentjie dink jy wys (kind se antwoord by a)? |
| 10 | "Sarie se ma het haar parkie toe gevat." a) "As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 11 | "Sarie se boetie het Sarie die skuld gegee vir iets wat Sarie nie gedoen het nie." a) "As jy Sarie was, sou jy net kwaad of baie kwaad gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 12 | "Sarie kry nie haar mamma nie." a) "As jy Sarie was, sou jy net bang of baie bang gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 13 | "Sarie se maatjie speel met ander maatjies en wil nie meer met haar speel nie." a) "As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 14 | "Sarie se maatjies het almal fietse. Sarie het nie een nie." a) "As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |
| 15 | "Pappa het vir Sarie 'n nuwe speelding vir Kersfees gebring." a) "As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?" b) "Watter prentjie dink jy wys (participant's answer at a)?" |



-
- 16 "Sarie het haar R 5 verloor."
a) "As jy Sarie was, sou jy net **hartseer** of **baie hartseer** gevoel het?"
b) "Watter prentjie dink jy wys (**participant's answer at a**)?"
-
- 17 "Sarie het die venster gebreek terwyl sy bal gespeel het."
a) "As jy Sarie was, sou jy net **bang** of **baie bang** gevoel het?"
b) "Watter prentjie dink jy wys (**participant's answer at a**)?"
-
- 18 "Sarie se sussie haar kryte verloor."
a) "As jy Sarie was, sou jy net **kwaad** of **baie kwaad** gevoel het?"
b) "Watter prentjie dink jy wys (**participant's answer at a**)?"
-
- 19 "Almal het vir Sarie hande geklap nadat sy in die kerk gesing het."
a) "As jy Sarie was, sou jy net **gelukkig** of **baie gelukkig** gevoel het?"
b) "Watter prentjie dink jy wys (**participant's answer at a**)?"
-
- 20 "Sarie het na skool huis toe gestap. Skielik het sy 'n groot, kwaai hond gesien."
a) "As jy Sarie was, sou jy net **bang** of **baie bang** gevoel het?"
b) "Watter prentjie dink jy wys (**participant's answer at a**)?"
-
- 21 "Iemand het Sarie se middagete gesteel."
a) "As jy Sarie was, sou jy net **kwaad** of **baie kwaad** gevoel het?"
b) "Watter prentjie dink jy wys (**participant's answer at a**)?"
-
- 22 "'n Seun het Sarie op die skouer geslaan."
a) "As jy Sarie was, sou jy net **kwaad** of **baie kwaad** gevoel het?"
b) "Watter prentjie dink jy wys (**participant's answer at a**)?"
-
- 23 "Iemand het Sarie se speelding gebreek."
a) "As jy Sarie was, sou jy net **kwaad** of **baie kwaad** gevoel het?"
b) "Watter prentjie dink jy wys (**participant's answer at a**)?"
-
- 24 "Sarie gaan fliiek."
a) "As jy Sarie was, sou jy net **gelukkig** of **baie gelukkig** gevoel het?"
b) "Watter prentjie dink jy wys (**kind se antwoord by a**)?"
-

BOYS

Switch tape recorder on.

"Hallo, my naam is tannie Magdel. Sê vir my, hoe oud is jy?"

"Ons gaan vandag bietjie gesels en na stories luister. Sê bietjie vir my, as mamma jou 'n stywe drukkie gee, hoe voel jy oor mamma? Ja," Give comment on participant's answer ("so, as mamma jou 'n drukkie gee voel jy lief vir haar"). If the participant gives a seemingly unrelated answer, ask him other why ("so, jy sal kwaad voel as mamma vir jou 'n drukkie gee. Hoekom voelo jy kwaad?")

"Nou wil ek hê ons moet na 'n paar stories luister. Hierdie stories gaan oor 'n seuntjie en goed wat met hom gebeur. Jy moet my help besluit hoe die seuntjie voel nadat die goed met hom gebeur."

Pre test:

The rationale for the pre-test is to make sure the participant knows the four emotions used in the study.

The pre-test stories will be scored as follows:

Participant will receive a one for using each of happy, sad, scared and angry or predetermined synonyms (1 = understand) . If participant was given a choice and then chose the "correct" one the participant will receive a two (2 = understand, choice given). If participant was given a choice and then chose the "wrong" one the participant will receive a three (3 = does not understand). If a participant receives a three he will not participate in the study.

For the vignette 2 and 4 of the pre-test 'sad' and 'angry' can be possible answers for both questions. The importance is that both of these were chosen.

"Goed, kom ons luister na die stories." (Each story will be read as presented below.)

1. HAPPY: "gelukkig/bly":

"Eendag was daar 'n seuntjie. Vir sy verjaardag het hy 'n pragtige karretjie by sy pappa en mamma gekry. Dit was 'n baie mooi karettjie. (Take out and show "karretjie" to the participant) Hoe dink jy voel die seuntjie oor sy nuwe mooi karretjie?"

14. Response **"gelukkig": "Ja, hy voel gelukkig."** Continue with pretest vignette 2.
15. Response **"bly": "Ja, hy voel bly. Het jy geweet dat daar nog 'n woord vir bly is? Die ander woord is 'gelukkig'".**
16. **Any other response: "Jy dink hy voel EMOTION. Hoekom voel hy EMOTION?"** Comment on participant's answer with some thing like **"Ja, ek sou ook EMOTION gevoel het."**

"Dink jy dat die seuntjie iets anders as EMOTION kan voel? Kom ons luister weer na die storie en dan vertel jy my of hy gelukkig of kwaad voel. Eendag was daar 'n seuntjie. Vir sy verjaardag het hy 'n pragtige karretjie by sy pappa en mamma gekry. Dit was 'n baie mooi karretjie. Hoe dink jy voel die seuntjie oor sy nuwe mooi karretjie? Was hy gelukkig of kwaad?"

17. Repeat and record answer
18. Continue with pretest vignette 2.

2. SAD: "hartseer/ongelukkig":

"Daardie aand toe hy gaan slaap, is sy karretjie saam met hom bed toe. Toe hy wakker word kon hy die karretjie nêrens kry nie. Hoe dink jy het die seuntjie gevoel?"

1. Response **"hartseer": "Ja, hy voel hartseer."** Continue with pretest vignette 2.
2. Response **"ongelukkig": "Ja, hy voel ongelukkig. Het jy geweet dat daar nog 'n woord vir ongelukkig is? Die ander woord is 'hartseer'".**
3. **Any other response: "Jy dink hy voel EMOTION. Hoekom voel hy EMOTION?"** Comment on participant's answer with some thing like **"Ja, ek sou ook EMOTION gevoel het."**

"Dink jy dat die seuntjie iets anders as EMOTION kan voel? Kom ons luister weer na die storie en dan vertel jy my of hy gelukkig of hartseer voel. Daardie aand toe hy gaan slaap, is sy karretjie saam met hom bed toe. Toe hy wakker word kon hy die karretjie nêrens kry nie. Hoe dink jy het die seuntjie gevoel? Was hy gelukkig of hartseer?"

4. Repeat and record answer
5. Continue with pretest vignette 3.

3. AFRAID: "bang":

"Hy besluit om sy karretjie te gaan soek. Hy maak sy kamerdeur oop. Dit was baie donker en hy was alleen. Hy het na sy boetie se kamer geloop. Hoe dink jy het hy gevoel terwyl hy alleen in die donker was?"

1. Response **"bang": "Ja, hy voel bang"**. Continue with pretest vignette 4.
2. **Any other response: "Jy dink hyvoel EMOTION. Hoekom voel sy EMOTION?"** Comment on participant's answer with some thing like **:"Ja, ek sou ook EMOTION gevoel het."**



"Dink jy dat die seuntjie iets anders as EMOTION kan voel? Kom ons luister weer na die storie en dan vertel jy my of hy bang of gelukkig voel. Hy besluit om sy karretjie te gaan soek. Hy maak sy kamerdeur oop. Dit was baie donker en hy was alleen. Hy het na sy boetie se kamer geloop. Hoe dink jy het hy gevoel terwyl hy alleen in die donker was? Was hy bang of gelukkig?"

3. Repeat and record answer
4. Continue with pretest vignette 4.

4. ANGRY: "kwaad":

"Toe hy sy jonger boetie se kamer oopmaak sien hy sy karretjie daar lê. Sy boetie het sy karretjie gesteel. 'My boetie het my karretjie gesteel!' Hoe dink jy het die seuntjie gevoel?"

1. Response "*kwaad*": "**Ja, hy voel kwaad.**" Continue with pretest vignette 3.
2. **Any other response: "Jy dink hy voel EMOTION. Hoekom voel hy EMOTION?"**
Comment on participant's answer with some thing like "**Ja, ek sou ook EMOTION gevoel het.**"

"Dink jy dat die seuntjie iets anders as EMOTION kan voel? Kom ons luister weer na die storie en dan vertel jy my of hy bang of kwaad voel. Toe hy sy jonger boetie se kamer oopmaak sien hy sy karretjie daar lê. Sy boetie het sy karretjie gesteel. 'My boetie het my karretjie gesteel!' Hoe dink jy het die seuntjie gevoel? Was hy bang of kwaad?" Repeat and record answer

3. Repeat and record answer
 - If participant does not pass pre-test: "**Dankie dat jy my gehelp het. Jy kan maar teruggaan klas toe Hier is vir jou 'n sterretjie om dankie te sê dat jy my so mooi gehelp het.**" Switch tape recorder off. Participant receives a sticker.
 - If participant passed the pre-test: "**Goed, nou gaan ons na nog stories luister. Hierdie stories gaan oor Johann goed wat met hom gebeur het. Na ons na die storie geluister het, moet jy my help om 'n prentjie te kies wat jy dink by die storie pas.**" Show participant the intensity scale. "**Sien jy, hierdie prentjie wys gewoon** (point to shortest bar) **en baie**" (point to longest bar). Open overlay file at overlay 1.
 - Start with vignette 1.
 - If participant is unable to answer, repeat the vignette once. Each vignette may only be repeated once.
 - Give feedback as indicated

1 "Johan se boetie het sy fiets gebreek."

- a) "As jy Johan was, sou jy net **hartseer** of **baie hartseer** gevoel het?"
- b) "Watter prentjie dink jy wys **(participant's answer at a)??**"

2 "Johan het sy nuwe bal verloor."

- a) "As jy Johan was, sou jy net **hartseer** of **baie hartseer** gevoel het?"
- b) "Watter prentjie dink jy wys **(participant's answer at a)??**"

3 "Johan speel met sy nuwe speelding."

- a) "As jy Johan was, sou jy net **gelukkig** of **baie gelukkig** gevoel het?"
- b) "Watter prentjie dink jy wys **(participant's answer at a)??**"

4 "Johan is alleen in die huis en dit is donker om hom."

- a) "As jy Johan was, sou jy net **bang** of **baie bang** gevoel het?"
 - b) "Watter prentjie dink jy wys **(participant's answer at a)??**"
-



-
- 5 "Johan se ouma is dood."
a) "As jy Johan was, sou jy net **hartseer** of **baie hartseer** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 6 "Daar is 'n donderstorm met weerlig."
a) "As jy Johan was, sou jy net **bang** of **baie bang** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 7 "Daar is 'n dief in die huis."
a) "As jy Johan was, sou jy net **bang** of **baie bang** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 8 "'n Ander seun het Johan se kos gevat."
a) "As jy Johan was, sou jy net **kwaad** of **baie kwaad** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 9 "Johan gaan by sy maatjie se huis speel."
a) "As jy Johan was, sou jy net **gelukkig** of **baie gelukkig** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 10 "Johan se ma het hom parkie toe gevat."
a) "As jy Johan was, sou jy net **gelukkig** of **baie gelukkig** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 11 "Johan se boetie het Johan die skuld gegee vir iets wat Johan nie gedoen het nie."
a) "As jy Johan was, sou jy net **kwaad** of **baie kwaad** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 12 "Johan kry nie sy mamma nie. Johan voel bang."
a) "As jy Johan was, sou jy net **bang** of **baie bang** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 13 "Johan se maatjie speel met ander maatjies en wil nie meer met hom speel nie."
a) "As jy Johan was, sou jy net **hartseer** of **baie hartseer** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 14 "Johan se maatjies het almal fietse. Johan het nie een nie."
a) "As jy Johan was, sou jy net **hartseer** of **baie hartseer** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 15 "Pappa het vir Johan 'n nuwe speelding vir Kersfees gebring."
a) "As jy Johan was, sou jy net **gelukkig** of **baie gelukkig** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 16 "Johan het sy R 5 verloor."
a) "As jy Johan was, sou jy net **hartseer** of **baie hartseer** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 17 "Johan het die venster gebreek terwyl hy bal gespeel het."
a) "As jy Johan was, sou jy net **bang** of **baie bang** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 18 "Johan se sussie het sy kryte verloor."
a) "As jy Johan was, jy sou jy net **kwaad** of **baie kwaad** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 19 "Almal het vir Johan hande geklap nadat hy in die kerk gesing het."
a) "As jy Johan was, sou jy net **gelukkig** of **baie gelukkig** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-
- 20 "Johan het na skool huis toe gestap. Skielik het hy 'n groot, kwaai hond gesien."
a) "As jy Johan was, sou jy net **bang** of **baie bang** gevoel het?"
b) "Watter prentjie dink jy wys **(participant's answer at a)?**"
-



-
- 21 "Iemand het Johan se middagete gesteel."
a) "As jy Johan was, sou jy net kwaad of baie kwaad gevoel het?"
b) "Watter prentjie dink jy wys (participant's answer at a)?"
-
- 22 "'n Seun het Johan op die skouer geslaan."
a) "As jy Johan was, sou jy net kwaad of baie kwaad gevoel het?"
b) Watter prentjie dink jy wys (kind se antwoord by a)?
-
- 23 "Iemand het Johan se speelding gebreek."
a) "As jy Johan was, sou jy net kwaad of baie kwaad gevoel het?"
b) "Watter prentjie dink jy wys (participant's answer at a)?"
-
- 24 "Johan gaan fliek."
a) "As jy Johan was, sou jy net gelukkig of baie gelukkig gevoel het?"
b) "Watter prentjie dink jy wys (participant's answer at a)?"
-
-

APPENDIX W3
SEPEDI VERSION

The pre-tests for males and females are different and are presented below. The main test is the same for both genders and is therefore presented only once.

GIRLS; BASETSANE:

Dumela, leina la ka ke Lydia, yo ke mmame Magdel. Leina la gago ke mang?

O na le mengwaga ye me kae?

Le seka la tshwenyega ka taperecorder ke ya Magdel ya go theeletša.

Lehono re ya go bolelo le go theeletša setori. Mpotše mo, na ge mma a ka go khabara, o ikwa bjang ka mma go wag.

Bjale a re theeletše. Setori ye e bolela ka ga mosetsana le tšeo di mo diragalelago. O swanetše go nthuša go tšea sephetho ka ga maikutlo a mosetsana morago ga ditiragalo tše.

Story 1: HAPPY; **THABA/THABILE** (Gabotse; Thakgetše)

Read the story to the child and ask the question:

Ka letsatši le le ngwe, go be go na le mosetsana. Ka letsatši la gagwe la matswalo, o filwe popi ke batswadi ba gagwe. E be e le popi ye botse kudu.

O gopola gore mosetsana yo o ikwa bjang ka popi ye ntshwa ye botse ye?

a. If the child answers: thaba/thabile

answer: **Ee, o ikwa a thabile.**

b. If the child answers: gaboetše (thakgetše)

answer: **Ee, o ikwa a gaboetše. O be o tseba gore go na le lentšu le lengwe lago gaboetše. Lona ke thabile.**

c. If the child answers something else, say:

O nagana gore o motsetsana yo o (child's answer).

Keng seo bontshago gore (child's answer)?

Listen to the child's answer and say:

Le nna ke ikwa ke (child's answer).

O nagana gore o motsetsana yo o ile a ikwa bjang ka tiragelo ye? Theeletšang setori gape le mpotše gore mosetsana yo o ikwa a thabile goba (child's answer).

Ka letsatši la gagwe la matswalo, o filwe popi ke batswadi ba gagwe. E be e le popi ye botse kudu. O be a thabile goba a (child's answer)?

Story 2: SAD; **SWABA / SWABILE** (Bohloko)

Read the story to the child and ask the question:

Mantšiboa ao o ile a robala le popi veo, a va robala go le vona bolaong. Ge a tsoga, o hweditše popi vela e se gona. O gopola gore mosetsana yo o ile a ikwa bjang?

a. If the child answers: swaba / swabile.

answer: **Ee, o ikwa a swaba / swabile.**

b. If the child answers: bohloko.



answer: Ee, o ikwa a bohloko. O be o tseba gore go na le lentšu le lengwe la go bohloko. Lona ke swaba / swabile.

c. If the child answers something else, say:

O nagana gore o motsetsana yo o (child's answer).

Keng seo bontshago gore (child's answer)?

Listen to the child's answer and say:

Le nna ke ikwa ke (child's answer).

O nagana gore o motsetsana yo o ile a ikwa bjang ka tiragelo ye? Theeletšang setori gape le mpotše gore mosetsana yo o ikwa a le swaba / swabile goba (child's answer).

Mantšiboa ao o ile a robala le popi yeo, a ya robala go le yona bolaong. Ge a tsoga, o hweditše popi yela e se gona. O gopola gore mosetsana yo o ile a ikwa bjang? O be a swaba / swabile goba a kwele (child's answer)?

Story 3: AFRAID; TŠHOGILE

Read the story to the child and ask the question:

O ile a gopola go yo nyaka popi ya gagwe. O ile a tswalela lebati la kamora ya gagwe. Go be go le leswiswi, gape mosetsana yo o be a le tee. O ile a ya kamoreng ya sesi wa gagwe. O gopola gore, mosetsana o be o ikwa bjang ge a be a sepela leswiswing a le noši?

a. If the child answers: tšhogile

answer: Ee, o ikwa a tšhogile.

b. If the child answers something else, say:

O nagana gore o motsetsana yo o (child's answer).

Keng seo bontshago gore (child's answer)?

Listen to the child's answer and say:

Le nna ke ikwa ke (child's answer).

O nagana gore o motsetsana yo o ile a ikwa bjang ka tiragelo ye? Theeletšang setori gape le mpotše gore mosetsana yo o ikwa a tšhogile goba (child's answer).

O ile a gopola go yo nyaka popi ya gagwe. O ile a tswalela lebati la kamora ya gagwe. Go be go le leswiswi, gape mosetsana yo o be a le tee. O ile a ya kamoreng ya sesi wa gagwe. O gopola gore, mosetsana o be o ikwa bjang ge a be a sepela leswiswing a le noši? O be a tšhogile goba a (child's answer).

4. ANGRY; KWATA (Befetšwe)

O rile ge a bula lebati la kamora ya sesi wa gagwe yo mo nnyane, a hwetša popi ya gagwe. O gopola gore mosetsana yo o be o ikwa bjang?

a. If the child answers: kwata.

answer: Ee, o ikwa a kwata.

b. If the child answers: befetšwe.

answer: Ee, o ikwa a befetšwe. O be o tseba gore go na le lentšu le lengwe befetšwe.

Lona ke kwata.

c. If the child answers something else, say:

O nagana gore o motsetsana yo o (child's answer).

Keng seo bontshago gore (child's answer)?

Listen to the child's answer and say:

Le nna ke ikwa ke (Child's answer).

O nagana gore o motsetsana yo o ile a ikwa bjang ka tiragelo ve? Theeletšang setori gape le mpotše gore mosetsana yo o ikwa a kwata goba (child's answer).

O rile ge a bula lebati la kamora yo sesi wa gagwe yo mo nnyane, a hwetša popi ya gagwe. O gopola gore mosetsana yo o be o ikwa bjang? O be a le kwata goba a le (child's answer).

If participant does not pass pre-test: **Ke a leboga gobane le nthušitše. O ka boela phapošeng.**

- Switch tape recorder off. Participant receives a sticker.

If participant passed the pre-test: **Bjale re ya go theeletša dikanegelo tše dingwe gape. Dikanegelo tše o di bolela ka ga Lebo le tšeo di diregago ka vena.**

Show participant the intensity scale. **O a bona setswantšo se se bonagala se**

- **tlwaelegile** (point to shortest bar) **tlwaelegile kudu** (point to longest bar). Open overlay file at overlay 1.
- Start with vignette 1.
- If participant is unable to answer, repeat the vignette once. Each vignette may only be repeated twice.
- Give feedback as indicated

BOYS; BAŠEMANYANA:

Dumela, leina la ka ke Lydia, yo ke mmane Magdel. Leina la gago ke mang?

O na le mengwaga ye me kae?

Le seka la tshwenyega ka taperecorder ke ya Magdel ya go theeletša.

Lehono re ya go bolelo le go theeletša setori. Mpotše mo, na ge mma a ka go khabara, o ikwa bjang ka mma go wag.

Bjale a re theeletše. Setori ye e bolela ka ga mosetsana le tšeo di mo diragalelago. O swanetše go nthuša go tšea sephetho ka ga maikutlo a mosetsana morago ga ditiragalo tše.

Story 1: HAPPY; **THABA/THABILE** (Gabotse; Thakgetše)

Read the story to the child and ask the question:

Ka letsatši le le ngwe, go be go na le mošemanyana. O ile a fiwa koloyana ka letšatši la gagwe la matswalo. E be e le koloi ye botse kudu.

O gopola gore mošemanyana yoo o ikwa bjang ka koloyana ye ntsywa?

a. If the child answers: thaba/thabile

answer: **Ee, o ikwa a thabile.**

b. If the child answers: gabotse (thakgetše)



answer: **Ee, o ikwa a gabotse. O be o tseba gore go na le lentšu le lengwe lago gabotse. Lona ke thabile.**

c. If the child answers something else, say:

O nagana gore o m mošemanzana yo o (child's answer).

Keng seo bontshago gore (child's answer)?

Listen to the child's answer and say:

Le nna ke ikwa ke (child's answer).

O nagana gore o mošemanzana yo o ile a ikwa bjang ka tiragelo ye? Theeletšang setori gape le mpoše gore mošemanzana yo o ikwa a thabile goba (child's answer).

Ka letsatši le le ngwe, go be go na le mošemanzana. O ile a fiwa koloyana ka letsatši la gagwe la matswalo. E be e le koloi ye botse kudu.

O be a thabile goba a (child's answer)?

Story 2: SAD; **SWABA / SWABILE** (Bohloko Nyama/nyamile)

Read the story to the child and ask the question:

Mantšiboa ao, ge a ya go robala, a ya a rubala go le yona bolaong. Ge a tsoga, a hwetša, koloyana e se gona.

O gopola gore mošemanzana o ile a kwa bjang?

a. If the child answers: swaba / swabile.

answer: **Ee, o ikwa a swaba / swabile.**

b. If the child answers: bohloko.

answer: **Ee, o ikwa a bohloko. O be o tseba gore go na le lentšu le lengwe la go bohloko. Lona ke swaba / swabile.**

c. If the child answers something else, say:

O nagana gore o mošemanzana yo o (child's answer).

Keng seo bontshago gore (child's answer)?

Listen to the child's answer and say:

Le nna ke ikwa ke (child's answer).

O nagana gore o mošemanzana yo o ile a ikwa bjang ka tiragelo ye? Theeletšang setori gape le mpoše gore mošemanzana yo o ikwa a le swaba / swabile goba (child's answer).

Mantšiboa ao, ge a ya go robala, a ya a rubolo le yona bolaong. Ge a tsoga, a hwetša, koloyana e se gona. O gopola gore mošemanzana o ile a kwa bjang? O be a (child's answer) goba a kwele swaba / swabile?

Story 3: AFRAID; **TŠHOGILE**

Read the story to the child and ask the question:

Yena o ile a gopola go yo nyaka koloyana. O ile a tswalela lelati la kamora ya gagwe. E be e le leswiswi gape a be o le tee. O ile a ya kamoreng ya buti wa gagwe.

O gopola gore o ile a ikwa bjang ge a be a sepela leswiwi a le tee?

a. If the child answers: tšhogile

answer: **Ee, o ikwa a tšhogile.**



b. If the child answers something else, say:

O nagana gore o mošemanzana yo o (child's answer).

Keng seo bontshago gore (child's answer)?

Listen to the child's answer and say:

Le nna ke ikwa ke (child's answer).

O nagana gore o mošemanzana yo o ile a ikwa bjang ka tiragelo ye? Theeletšang setori gape ie potše gore mošemanzana yo o ikwa a tšhogile goba (child's answer).

Yena o ile a gopola go yo nyaka koloyana. O ile a tswalela lebati la kamora ya gagwe. E be e le leswiswi gape o be o le tee. O ile a ya kamoreng ya buti wa gagwe. O gopola gore o ile a ikwa bjang ge a be a sepela leswiwi a le tee? O be a tšhogile goba a (child's answer).

4. ANGRY; **KWATA** (Befetšwe)

O rile ge a bula lebati la buti wa gagwe a hwetša koloyano. Buti wa gagwe o utswitše koloyana ya gagwe.

O gopola gore mošemanzana yoo o ilw a ikwa bjang?

a. If the child answers: kwata.

answer: **Ee, o ikwa a kwata.**

b. If the child answers: befetšwe.

answer: **Ee, o ikwa a befetšwe. O be o tseba gore go na le lentšu le lengwe befetšwe. Lona ke kwata.**

c. If the child answers something else, say:

O nagana gore o mošemanzana yo o (child's answer).

Keng seo bontshago gore (child's answer)?

Listen to the child's answer and say:

Le nna ke ikwa ke (child's answer).

O nagana gore o mošemanzana yo o ile a ikwa bjang ka tiragelo ye? Theeletšang setori gape le mpotše gore mošemanzana yo o ikwa a kwata goba (child's answer).

O rile ge a bula lebati la buti wa gagwe a hwetša koloyana. Buti wa gagwe o utswitše koloyana ya gagwe.

O gopola gore mošemanzana yoo o ilw a iile bjang?

O be a kwata goba a (child's answer).

If participant does not pass pre-test: **Ke a leboga gobane le nthušitše. O ka boela phapošeng.**

- Switch tape recorder off. Participant receives a sticker.

If participant passed the pre-test: **Bjale re ya go theeletša dikanegelo tše dingwe gape. Dikanegelo tše o di bolela ka ga Lebo le tšeo di diregago ka yena.**

Show participant the intensity scale. **O a bona setswantšo se se bonagala se**

- **tlwaelegile** (point to shortest bar) **tlwaelegile kudu** (point to longest bar). Open overlay file at overlay 1.
- Start with vignette 1.
- If participant is unable to answer, repeat the vignette once. Each vignette may only be repeated twice.
- Give feedback as indicated

| | |
|----|---|
| 1 | Buti wa Lebo o robile paesekele ya Lebo. a) Ge nkabe o le Lebo, o be o tla kwa bohloko goba bohloko kudu na a? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (karabo ya a)? |
| 2 | Lebo o timeditše kgwele ya gagwe. a) Ge nkabe o le Lebo, o be o tla kwa bohloko goba bohloko kudu na a? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (karabo ya a)? |
| 3 | Lebo o raloka ka sebakadišane sa gagwe. a) Ge nkabe o le Lebo o be o tla ikwa o le thaba goba thaba kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 4 | Lebo o tee ka ntlong gape ke leswiswi gore a ka aba tee. a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 5 | Koko Lebo o hlokošetše. a) Ge nkabe o le Lebo, o be o tla kwa bohloko goba bohloko kudu na a? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (karabo ya a)? |
| 6 | Go na le ledimo le le ntsho kua lefaufaung. a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 7 | Ga na le lehodu ka ntlong. a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 8 | Mosemane yo mo ngwe o tšeere dijo tša Lebo. a) Ge nkabe o le Lebo, o be o tla ikwa o kwata goba o kwata kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 9 | Lebo o ya go raloka go mogwera wa gagwe. a) Genkabe o le Lebo o be o tla ikwa o le thaba goba thaba kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 10 | Mmago Lebo o išitše Lebo phakeng. a) Ge nkabe o le Lebo o be o tla ikwa o le thaba goba thaba kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 11 | Buti wa Lebo o pharile Lebo ka molato, go seo Lebo a sego a se dira. . a) Ge nkabe o le Lebo, o be o tla ikwa o kwata goba o kwata kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 12 | Lebo ga a humane mma goba papa wa gagwe. a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu ? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (mo go karabo ya a)? |
| 13 | Mogwera wa Lebo o raloka le bangwera ba bangwe ebile ga a nyake go raloka le yena gape. a) Ge nkabe o le Lebo, o be o tla kwa bohloko goba bohloko kudu na a? b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (karabo ya a)? |
| 14 | Bagwera ba Lebo ba na le dipaesekele ka moka. Lebo ga a na yona. Lebo o kwa bohoko. |



-
- a) Ge nkabe o le Lebo, o be o tla kwa **bohloko** goba **bohloko kudu** na a?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**karabo ya a**)?
-
- 15 Tate o tletše Lebo sebakadišane sa kresimose.
a) Ge nkabe o le Lebo o be o tla ikwa o le **thaba** gobo **thaba kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-
- 16 Lebo o timeditše R5 (diranta tše hlano).
a) Ge nkabe o le Lebo, o be o tla kwa **bohloko** goba **bohloko kudu** na a?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**karabo ya a**)?
-
- 17 Lebo o thubile lefasetere gae a raloka.
a) Ge nkabe o le Lebo, o be o tla ikwa o **tšhogile** goba o **tšhogile kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-
- 18 Lebo o timeditše motaga wa gagwe.
a) Ge nkabe o le Lebo, o be o tla ikwa o **kwata** goba o **kwata kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-
- 19 Batho ka moka ba phaphathetše Lebo matsogo, ka ge a opetše ka kerekeng.
a) Ge nkabe o le Lebo o be o tla ikwa o le **thaba** gobo **thaba kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-
- 20 Ka morago ga sekolo, Lebo o ile gae ka maoto. O hlakane le mpya ye kgolo ya go tšhoša.
a) Ge nkabe o le Lebo, o be o tla ikwa o **tšhogile** goba o **tšhogile kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-
- 21 Motho yo mongwe o utswitše dijo tša Lebo tša mosegare.
a) Ge nkabe o le Lebo, o be o tla ikwa o **kwata** goba o **kwata kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-
- 22 Mosemane o bethile Lebo magetleng.
a) Ge nkabe o le Lebo, o be o tla ikwa o **kwata** goba o **kwata kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-
- 23 Motho yo mongwe o thubile sebakadišane sa Lebo.
a) Ge nkabe o le Lebo, o be o tla ikwa o **kwata** goba o **kwata kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-
- 24 Lebo o ya go boga filimi.
a) Ge nkabe o le Lebo, o be o tla ikwa o le **thaba** goba **thaba kudu**?
b) Ke seswantšho se fe se o gopolago gore se a bontšhwa (**mo go karabo ya a**)?
-

APPENDIX X
RATING FORMS USED BY INDEPENDANT RATERS

APPENDIX X1
AFRIKAANS VERSION

PROCEDURAL INTEGRITY CHECK

| AREA | | | |
|----------------|--|-----|----|
| INTRODUCTION | | | |
| 1 | Researcher introduces herself, gives reason for tape recorder and explains reason for the interview - not to rate. | | |
| PRE-ASSESSMENT | | | |
| 4 | Researcher / assistant presented the pre-test story to the participant as in protocol. | | |
| | 4.1. Does the participant understand the concept “happy” – gelukkig ? | YES | NO |
| | 4.2. Does the participant understand the concept “sad” – hartseer ? | YES | NO |
| | 4.3. Does the participant understand the concept “afraid” – bang ? | YES | NO |
| | 4.4. Does the participant understand the concept “angry” – kwaad ? | YES | NO |
| 5 | If participant were unable pass the pre-assessment, she was thanked and sent back to class – not to rate. | | |
| MAIN TEST | | | |
| 7 | Instructions were given as per protocol. | | |
| | 7.1. If participant does not pass pre-test: <u>Dankie dat jy my gehelp het. Jy kan maar teruggaan klas toe.</u> | YES | NO |
| | 7.2 If participant passed the pre-test: <u>Goed, nou gaan ons na nog stories luister. Hierdie stories gaan oor Sarie en goed wat met haar gebeur het.</u> | YES | NO |
| | 7.3. <u>Sien jy, hierdie prentjie wys gewoon</u> (point to shortest bar) <u>en baie</u> (point to longest bar). | YES | NO |
| 8 | 8.1. <u>Sarie se boetie het haar fiets gebreek.</u> <u>a) As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?</u> | YES | NO |
| | <u>b) Watter prentjie dink jy wys</u> (participant’s answer at a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.2. <u>Sarie het haar nuwe bal verloor.</u> <u>a) As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?</u> | YES | NO |
| | <u>b) Watter prentjie dink jy wys</u> (participant’s answer at a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.3. <u>Sarie speel met haar nuwe speelding.</u> <u>a) As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?</u> | YES | NO |
| | <u>b) Watter prentjie dink jy wys</u> (participant’s answer at a)? | YES | NO |



| | | |
|---|-----|----|
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.4. <u>Sarie is alleen in die huis en dit is donker om haar.</u> <u>a) As jy Sarie was, sou jy net bang of baie bang gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.5. <u>Sarie se ouma is dood.</u> <u>a) As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.6. <u>Daar is 'n donderstorm met weerlig.</u> <u>a) As jy Sarie was, sou jy net bang of baie bang gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.7. <u>Daar is 'n dief in die huis.</u> <u>a) As jy Sarie was, sou jy net bang of baie bang gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.8. <u>'n Ander seun het Sarie se kos gevat.</u> <u>a) As jy Sarie was, sou jy net kwaad of baie kwaad gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.9. <u>Sarie gaan by haar maatjie se huis speel.</u> <u>a) As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.10. <u>Sarie se ma het haar parkie toe gevat.</u> <u>a) As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.11. <u>Sarie se boetie het Sarie die skuld gegee vir iets wat Sarie nie gedoen het nie.</u> <u>a) As jy Sarie was, sou jy net kwaad of baie kwaad gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.12. <u>Sarie kry nie haar mamma nie.</u> <u>a) As jy Sarie was, sou jy net bang of baie bang gevoel het?</u> | YES | NO |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.13. | YES | NO |

| | | |
|---|-----|----|
| <u>Sarie se maatjie speel met ander maatjies en wil nie meer met haar speel nie.</u> | | |
| <u>a) As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.14. | YES | NO |
| <u>Sarie se maatjies het almal fietse. Sarie het nie een nie.</u> | | |
| <u>a) As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.15. | YES | NO |
| <u>Pappa het vir Sarie 'n nuwe speelding vir Kersfees gebring.</u> | | |
| <u>a) As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.16. | YES | NO |
| <u>Sarie het haar R 5 verloor.</u> | | |
| <u>a) As jy Sarie was, sou jy net hartseer of baie hartseer gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.17. | YES | NO |
| <u>Sarie het die venster gebreek terwyl sy bal gespeel het.</u> | | |
| <u>a) As jy Sarie was, sou jy net bang of baie bang gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.18. | YES | NO |
| <u>Sarie het haar kryte verloor.</u> | | |
| <u>a) As jy Sarie was, sou jy net kwaad of baie kwaad gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.19. | YES | NO |
| <u>Almal het vir Sarie hande geklap nadat sy in die kerk gesing het.</u> | | |
| <u>a) As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.20. | YES | NO |
| <u>Sarie het na skool huis toe gestap. Skielik het sy 'n groot, kwaai hond gesien.</u> | | |
| <u>a) As jy Sarie was, sou jy net bang of baie bang gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.21. | YES | NO |
| <u>Iemand het Sarie se middagete gesteel.</u> | | |
| <u>a) As jy Sarie was, sou jy net kwaad of baie kwaad gevoel het?</u> | | |
| <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |



| | | | |
|---------|---|-----|----|
| | 8.22. <u>'n Seun het Sarie op die skouer geslaan.</u> <u>a) As jy Sarie was, sou jy net kwaad of baie kwaad gevoel het?</u> | YES | NO |
| | <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.23. <u>Iemand het Sarie se speelding gebreek.</u> <u>a) As jy Sarie was, sou jy net kwaad of baie kwaad gevoel het?</u> | YES | NO |
| | <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.24. <u>Sarie gaan flik.</u> <u>a) As jy Sarie was, sou jy net gelukkig of baie gelukkig gevoel het?</u> | YES | NO |
| | <u>b) Watter prentjie dink jy wys (participant's answer at a)?</u> | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| CLOSING | | | |
| 9 | At completion of task the participant was thanked and received a sticker. | YES | NO |

APPENDIX X2
SEPEDI VERSION

PROCEDURAL INTEGRITY CHECK

| AREA | | | |
|----------------|--|-----|----|
| INTRODUCTION | | | |
| 1 | Researcher introduces herself, gives reason for tape recorder and explains reason for the interview - not to rate. | | |
| PRE-ASSESSMENT | | | |
| 4 | Researcher / assistant presented the pre-test story to the participant as in protocol. | | |
| | 4.1. Does the participant understand the concept “happy” – thaba/thabile? | YES | NO |
| | 4.2. Does the participant understand the concept “sad” – swaba/swabile? | YES | NO |
| | 4.3. Does the participant understand the concept “afraid” – tšogile? | YES | NO |
| | 4.4. Does the participant understand the concept “angry” – kwata? | YES | NO |
| 5 | If participant were unable pass the pre-assessment, she was thanked and sent back to class – not to rate. | | |
| MAIN TEST | | | |
| 7 | Instructions were given as per protocol. | | |
| | 7.1. If participant does not pass pre-test: <u>Ke a leboga gobane le nthušitše. O ka boela phapošeng.</u> | YES | NO |
| | 7.2 If participant passed the pre-test: <u>Bjale re ya go theeletša dikanegelo tše dingwe gape. Dikanegelo tše o di bolela ka ga Lebo le tše di diregago ka yena.</u> | YES | NO |
| | 7.3. <u>O a bona setswantšho se se bonagala se tlwaelegile</u> (point to shortest bar) <u>tlwaelegile kudu</u> (point to longest bar) | YES | NO |
| 8 | 8.1. <u>Buti wa Lebo o robile paesekele ya Lebo.</u> <u>a) Ge nkabe o le Lebo, o be o tla kwa swaba / swabile goba swaba / swabile kudu na a?</u> | YES | NO |
| | <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (karabo ya a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.2. <u>Lebo o timeditše kgwele ya gagwe ye ntswa.</u> <u>a) Ge nkabe o le Lebo, o be o tla kwa swaba / swabile goba swaba / swabile kudu na a?</u> | YES | NO |
| | <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.3. <u>Lebo o raloka ka seapadišane sa gagwe se se ntswa.</u> <u>a) Ge nkabe o le Lebo o be o tla ikwa o le thaba goba thaba kudu?</u> | YES | NO |
| | <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.4. <u>Lebo o tee ka ntlong gape ke leswiswi gore a ka aba tee.</u> <u>a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu?</u> | YES | NO |
| | <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |

| | | |
|--|-----|----|
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.5. <u>Koko wa Lebo o hlokofetše.</u> <u>a) Ge nkabe o le Lebo, o be o tla kwa swaba / swabile goba swaba / swabile kudu na a?</u> | YES | NO |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.6. <u>Go na le ledimo le le ntsho la magadima.</u> <u>a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu?</u> | YES | NO |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.7. <u>Ga na le lehodu ka ntlong.</u> <u>a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu?</u> | YES | NO |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.8. <u>Mosemane yo mo ngwe o tšeere dijo tša Lebo.</u> <u>a) Ge nkabe o le Lebo, o be o tla ikwa o kwata goba o kwata kudu?</u> | YES | NO |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.9. <u>Lebo o ya go raloka go mogwera wa gagwe.</u> <u>a) Genkabe o le Lebo o be o tla ikwa o le thaba goba thaba kudu?</u> | YES | NO |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| <u>Mmago Lebo o išitše Lebo phakeng.</u> <u>a) Ge nkabe o le Lebo o be o tla ikwa o le thaba goba thaba kudu?</u> | YES | NO |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.11. <u>Buti wa Lebo o pharile Lebo ka molato, go seo Lebo a sego a se dira.</u> <u>a) Ge nkabe o le Lebo, o be o tla ikwa o kwata goba o kwata kudu?</u> | YES | NO |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.12. <u>Lebo ga a humane mma wa gagwe.</u> <u>a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu?</u> | YES | NO |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.13. <u>Mogwera wa Lebo o raloka le bangwera ba bangwe ebile ga a nyake go raloka le yena gape.</u> <u>a) Ge nkabe o le Lebo, o be o tla kwa swaba / swabile goba swaba /</u> | YES | NO |



| | | |
|---|-----|----|
| <u>swabile kudu na a?</u> | | |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.14. <u>Bagwera ba Lebo ba na le dipaesekele ka moka. Lebo ga a na yona.</u> | YES | NO |
| <u>a) Ge nkabe o le Lebo, o be o tla kwa swaba / swabile goba swaba / swabile kudu na a?</u> | | |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.15. <u>Tate o tletše Lebo seapadišane sa kresimose.</u> | YES | NO |
| <u>a) Ge nkabe o le Lebo o be o tla ikwa o le thaba gobo thaba kudu?</u> | | |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.16. <u>Lebo o timeditše R5 (diranta tše hlano).</u> | YES | NO |
| <u>a) Ge nkabe o le Lebo, o be o tla kwa swaba / swabile (bohloko) goba swaba / swabile (bohloko) kudu na a?</u> | | |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.17. <u>Lebo o thubile lefasetere gae a raloka.</u> | YES | NO |
| <u>a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu?</u> | | |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.18. <u>Lebo o timeditše metaga wa gagwe.</u> | YES | NO |
| <u>a) Ge nkabe o le Lebo, o be o tla ikwa o kwata goba o kwata kudu?</u> | | |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.19. <u>Batho ka moka ba phaphathetše Lebo matsogo, ka ge a opetše ka kerekeng.</u> | YES | NO |
| <u>a) Ge nkabe o le Lebo o be o tla ikwa o le thaba gobo thaba kudu?</u> | | |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.20. <u>Ka morago ga sekolo, Lebo o ile gae ka maoto. O bone le mpya ye kgolo ya go tšhoša.</u> | YES | NO |
| <u>a) Ge nkabe o le Lebo, o be o tla ikwa o tšhogile goba o tšhogile kudu?</u> | | |
| <u>b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa</u> (mo go karabo ya a)? | YES | NO |
| Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| 8.21. <u>Motho yo mongwe o utswitše dijo tša Lebo tša mosegare.</u> | YES | NO |
| <u>a) Ge nkabe o le Lebo, o be o tla ikwa o kwata goba o kwata kudu?</u> | | |



| | | | |
|---------|--|-----|----|
| | b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa (mo go karabo ya a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.22. Mosemane o bethile Lebo magetleng. | YES | NO |
| | a) Ge nkabe o le Lebo, o be o tla ikwa o kwata goba o kwata kudu? | | |
| | b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa (mo go karabo ya a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.23. | YES | NO |
| | Motho yo mongwe o thubile sebakadišane sa Lebo. | | |
| | a) Ge nkabe o le Lebo, o be o tla ikwa o kwata goba o kwata kudu? | | |
| | b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa (mo go karabo ya a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| | 8.24. | YES | NO |
| | Lebo o ya go boga filimi. | | |
| | a) Ge nkabe o le Lebo, o be o tla ikwa o le thaba goba thaba kudu? | | |
| | b) Ke seswantšho se fe seo o gopolago gore se a bontšhwa (mo go karabo ya a)? | YES | NO |
| | Participant was given sufficient time to answer (about 5 seconds). | YES | NO |
| CLOSING | | | |
| 9 | At completion of task the participant was thanked and received a sticker. | YES | NO |

APPENDIX Y

**TABELS PRESENTING EXPECTED AND UNEXPECTED SYMBOLS CHOSEN BY
PARTICIPANTS TO REPRESENT BASIC EMOTIONS**

Table 1 Expected and unexpected symbols selected by Afrikaans- and Sepedi-speaking participants to represent for happy






























| | Expected symbols | Unexpected symbols |
|---------------------------------|--|--|
| Afrikaans speaking participants | Total selection percentage of expected symbols 93.18% | Total selection percentage of unexpected symbols 6.82% |
| | Respected selection percentages of expected symbols | Respected selection percentages of unexpected symbols |
| |  45.83%  21.21%  16.67%  9.47% |  1.14%,  1.14%,  1.14%  0.76%,  0.76%,  0.76%  0.38%,  0.38%,  0.38% |
| Sepedi speaking participants | Total percentage expected symbols 57.45% | Total percentage unexpected symbols 42.54% |
| | Respected selection percentages of expected symbols | Respected selection percentages of unexpected symbols |
| |  22.18%  14.91%  13.45%  6.91% |  4.73%,  4.73%  4.36%  4.00%  3.64%  3.27%,  3.27%,  3.27%  2.91%,  2.91%,  2.91%,  2.18% |

Table 2 Expected and unexpected symbols selected by Afrikaans- and Sepedi-speaking participants to represent angry
























| | Expected symbols | Unexpected symbols |
|---------------------------------|---|---|
| Afrikaans speaking participants | Total selection percentage of expected symbols 84.79% | Total selection percentage of unexpected symbols 15.20% |
| | Respected selection percentages of expected symbols | Respected selection percentages of unexpected symbols |
| |  51.33%  20.91%  8.37%  4.18% |  3.04%  2.28% x 2 4.56  1.90% x 2 3.8%  1.52%  1.14% x 2 2.28% |
| Sepedi speaking participants | Total selection percentage of expected symbols 33.32% | Total selection percentage of unexpected symbols 66.68% |
| | Respected selection percentages of expected symbols | Respected selection percentages of unexpected symbols |
| |  12 10.87%  8 10.14%  4 6.88%  16 5.43% |  3 8.70%  10 7.97%  2 7.25%  1; 11 6.16% x 2 12.32%  7 5.80%  6; 15 5.07% x 2 11.4%  14 4.35%  5 3.99%  9 3.26%  13 2.90% |

Table 3 Expected and unexpected symbols selected by Afrikaans- and Sepedi-speaking participants to represent afraid

























































| | Expected symbols | Unexpected symbols |
|---------------------------------|---|--|
| Afrikaans speaking participants | Total selection percentage of expected symbols | Total selection percentage of unexpected symbols |
| | 54.55% | 45.47% |
| | Respected selection percentages of expected symbols | Respected selection percentages of unexpected symbols |
| |     |           |
| | 17.05% 15.53% 14.39% 7.58% | 14.02% 7.58% 6.06%, 6.06% 3.03% 2.65 2.27 1.52 1.14%, 1.14% |
| Sepedi speaking participants | Total selection percentage of expected symbols | Total selection percentage of unexpected symbols |
| | 29.09% | 71.91% |
| | Respected selection percentages of expected symbols | Respected selection percentages of unexpected symbols |
| |     |           |
| | 10.55% 8.36% 7.27% 2.91% | 10.18% 9.82% 7.27%, 7.27% 6.81% 6.18% 5.45% 4.73%, 4.73% 3.64% 2.91% 1.82% |

Table 4 Expected and unexpected symbols selected by Afrikaans- and Sepedi-speaking participants to represent sad

| | Expected symbols | Unexpected symbols |
|---------------------------------|---|--|
| Afrikaans speaking participants | Total selection percentage of expected symbols | Total selection percentage of unexpected symbols |
| | 52.65% | 47.35% |
| | Respected selection percentages of expected symbols | Respected selection percentages of unexpected symbols |
| |     |           |
| | 20.08% 17.42% 9.85% 5.30% | 10.23%, 10.23%, 10.23% 6.82% 3.03%, 3.03% 1.89% 0.76% , 0.76% 0.38% |
| Sepedi speaking participants | Total selection percentage of expected symbols | Total selection percentage of unexpected symbols |
| | 26.08% | 73.92% |
| | Respected selection percentages of expected symbols | Respected selection percentages of unexpected symbols |
| |     |           |
| | 7.97% 6.88% 6.52% 4.71% | 9.78% 8.70% 7.97% 7.16% 6.52% , 6.52% 6.16% 5.80% 5.07% 3.99% 2.90% , 2.90% |