

Addenda

Addendum A

Consent form

"The experiences of children growing up in same-gendered families"

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Consent

I hereby consent to participate in the above research project. I understand that my participation is voluntary and that I may change my mind and refuse to participate or withdraw at any time without penalty. I may refuse to answer any questions or I may stop the interview. I understand that some of the things that I say may be directly quoted in the text of the final report, and subsequent publications, but my name will not be associated with that text.

I hereby agree to participate in the above research:

_____	_____	_____
Parents	Print name	Date
_____	_____	_____
Parents	Print name	Date
_____	_____	_____
Participant	Print name	Date
_____	_____	_____
Researcher	Print name	Date

Addendum B

Example of first attempt at writing Luanne's narrative

She has a close circle of friends who grew up with her since pre-school. In terms of these friends Luanne is very adamant that they do not discuss their parents and the central message is that her particular family structure is not even a consideration. The parents shared the fact that they approached the primary school and asked the principle whether their orientation would be a problem for them and he said no. Luanne even became the headgirl of her primary school and the parents and Luanne experienced the primary school very favourably. The biological mother shared that the children used to say that she was a very "cool" mom. There had been one child who had been forbidden to come for sleepovers or visits, but since high school that particular child is allowed to visit their home for school related assignments. Luanne is also aware that the current principle and teachers know (lines 24-38, L S6:1) and therefore she does not expect any questions or comments, and is uncertain whether the fact that she has two moms need to be shared with anyone (lines 39, 30 :L S6:1).

This correlates with the literature that the earlier you introduce the children themselves to the fact that their parents are gay, and the friends automatically becomes part of family life, then it is easier accepted/ incorporated (Patterson (1992:50).

...

¹C: I do not know if you contemplate this, but if someone realise that they are gay, and they are a Christian, then it can be a struggle for them in terms of what the Bible says and the way in which the minister talks about it. How badly do you think about it?

¹ C: Ek weet nie of jy baie daaroor dink nie, maar as iemand self besef hulle is gay, en hulle is 'n Christen, dan is dit nogal 'n ding waarnaem hulle worstel oor wat die Bybel sê, of hoe die dominees daaroor praat. Hoe erg dink jy daaroor?

L: Ek dink nie baie daaroor nie

C: ek wonder nogal daaroor of kinders van gay ouers, amper dieselfde is soos kinders wat self gay is, wat wonder oor gaan die samelewing my aanvaar, oor die Bybel se goed en so

L: sy frons, ek weet nie, imm, uhh,

C; Het jy ooit gewonder of bly jy wonder oor (52-60, L S6:1,2)

L: I don't think about that a lot

C: I wonder sometimes if children of gay parents are almost like children who are gay themselves, if they ever wonder whether society will accept them, because of the stuff in the Bible and so

L: (frowning) I don't know, imm, uhh,
(52-60, L S6:1,2)

For me this brought up the issue that she is also negotiating the outside world with her private inside world. That what sometimes get said 'out there' does not necessarily reach the inside nucleus of the family. Even if she forgets about it over a period of time and the awareness is not that conscious any more, I cannot see how this cannot influence the way she relates to her mother. It is however an efficient strategy to manage the situation, at least for now, to forget about it and not too think about aspects like the religious debate.

Addendum C

Example of a format of Ryland's narrative

One Thursday evening in March I met a beautiful young boy, along with his brother and sister, but as this is his story, I will mainly focus on him. I met a beautiful boy with a soft voice, very gentle and extremely well mannered. He loves playing rugby with his friends and at times reluctantly stopped playing to engage with me. During our second conversation he opened up and shared quite a lot of information, in contrast to our last meeting when he resisted more and mentioned that "the whole talking is finished" (lines 16, 19, R S3). At times, Ryland became emotional and spoke in a soft, fragile voice. Every time I think of him I remember him saying "I'll run away", and for me this is the essence of his story.

Keeping it a secret	<p>C: Does anyone know that you have two moms (line 15, R S2:1)</p> <p>R: shakes his head no (line 16, R S2:1)</p> <p>R: I don't tell anyone (line 56, R S3:2)]</p> <p>R: Only my teacher knows about my other mother², we had to tell her, but I didn't tell her about Auntie Sandy</p> <p>C: Okay</p> <p>(adapted from 15-22, R S2:1)</p> <p>C: What about when you talk about family lessons in school? (adapted line 85, R S2:2)</p> <p>R: I don't talk about it (line 84, R S2:2)</p> <p>R: I will just talk about my mom and dad, cause it's none of their business ...like when they ask questions then I just keep quiet and I just say I don't wanna talk about it (86-88, R S2:2)</p> <p>C: Okay (line 89, R S2:3)</p>
Big problem	<p>R: No one talks about it 'cause no one knows about it, it's only my family that knows about it, and other people like Anna. It's not, nothing's wrong. No one tells the children at school and that's fine.</p>

² This "other mother" refers to his dad's fiancée

Addendum D

Example of a format of Kims' narrative

Original transcript	Narrative
<p>Kim, Elina se dogter (14:30 -) 24 Maart 2004</p> <p>Gesels lekker vooraf Ouboet nie opgedaag vir ma se koffie-afpspraak nie Baie van die gesprekinhoud wentel rondom ouer broer, verskil jaar of wat ek dink...</p> <p>Praat oor ma wat vir haar bloese kop, smaak redelik, sy leer Praat oor Desember vakansie – lekker weggebreek vir 3 dae – loop rond en shop saam – eerlike verhouding ma en dogter Praat mooi met ma oor pa, sal sy kant probeer stel, Elina luister Trots op dogter – Kim swat Kommunikasiebestuur Nog nie lisensie – werk by Dros, ma rondry London – verpleeg - skoolstelsel Sal nie in straat afluop met sigaret nie... oor opmerkings or broer se meisie Broer groot frustrasie vir hulle albei</p> <p>Vertel van ma se vriende wat by Dros gekuier het, en een van hulle is baie "opsigtelik", butch – en toe van die ander waiters opmerkings maak, het sy hulle teruggekap..</p> <p>Ek gee agtergrond oor my studie: C: Ek kyk na kinders se ervarings, imm children's experiences, imm, as hulle gay ouers het... experiences is nogal 'n moeilike woord want dit omvat alles, hoe jy voel, hoe jy dink, daai inner voice, daai binne-gesprek, en wat vir my nice is, is dat jy ouer is en kan terugdink ... dat jy nie meer jonk is nie waar dinge dalk nou met jou gebeur, wat vir my nice is dat jy kan terugkyk en sê op daai ouderdom het dit gebeur of was daar iets...</p> <p>K: ...en dis nogal interessant omdat ons twee kinders is want my broer is nogsteeds die donner in oor die</p>	<p>I sit down with my coffee and wonder how this interview with Kim will go. To break the ice, we begin to chat about all kinds of things: the December holiday with her mom, about her mom's work in England, about the openness that exists between Kim and her mother, about how Kim's mom told me how proud she is of her "student" daughter. Finally, the conversation veers towards Kim's brother and the contrast between her and her brother that has so embittered Kim, about how he is caught up in drug addiction, and about how he neither works nor studies – despite everything Kim's mother had done to give him the opportunity to join her in England, arrangements that cost her more British pounds than she cares to remember.</p> <p>My reference to the experiences of children sets Kim off.</p> <p>"I find it incredible," says Kim, "that we are both children of the same mother because my brother is still extremely angry about everything that happened.</p>

<p>storie is en hy kan nogsteeds nie my ma aanvaar nie en weet ma hy bly ma, dis my ma se skuld dat hy uitgedraai het soos wat hy is</p> <p>C: Okay</p> <p>K: En ag, ek sal my ma nie op enige ander manier verkies nie, en dis nou my point of view, imm, en my broer, verstaan, ag, dis heeltemal anders</p> <p>C: Dit sou nice gewees het as mens sy dele ook kan inbring, dit sou ideaal gewees het as ek met hom ook kon praat</p> <p>K: Ja</p> <p>E: Hy sal ook nie eers teenoor jou afpak nie</p> <p>K: Nee hy's nog altyd dan, soos hy nou met my praat, hy't mos so vir ma ook eenkeer gesê né, hy't vir my ma gesê nee sy's sy vriendin, toe ons op die plaas was, sê hy vir my gaan kry vir daai ma van jou 'n stoel; ek sal hom met 'n plank slaan, en hy't altyd</p> <p>E: Wanneer was dit, was dit nou, Desember?</p> <p>K: Nou toe ons op die plaas was, en toe, imm, toe gaan, toe my ma hier kom bly het, toe bly sy nou by my pa vir die eerste keer en dan bel ek my ma so nou en dan, jy weet sy't altyd uitgefit omdat ons haar nooit baie gebel het nie, maar ons het nooit my pa ook baie gebel nie verstaan? Ons was baie gewoon daaraan om haar rondom ons te hê. En hy't haar nooit gebel nie en dan as my ma by my kom dan is sy so sad omdat hy haar nie gebel het nie en dan kom ek by die huis en dan vreet ek hom uit van 'n kant af en dan 'ek wil haar nie bel nie' en 'tirrr' dan gaan hy aan en anyway, hy maak altyd sy probleme erger as ander s'n. en,</p> <p>E: Ag ek weet nie</p> <p>K: Hy sal, hy's een van daai mense wat 'n ongelooflike f-op sal uitdraai</p>	<p>He still cannot accept my mother as she is. He constantly blames my mother for the way in which <i>he</i> has turned out. He constantly maintains that <i>she</i> is totally to blame for everything that <i>he</i> has become. I, on the other hand, would not choose to have my mother in any other way. Well, that's my point of view anyway, but my brother sees it completely differently."</p> <p>What I notice immediately is the anger in Kim's voice, and how frustrated and angry she is with her brother. <i>She even admits that she would like to hit him.</i></p> <p>But I also hear in Kim's talk the great care and concern that she feels for her mother. She confirms these conclusions by telling me that her brother never telephones their mother, and how sad their mother becomes when the brother does not phone her. Then Kim tells me how she chews his head off because he never phones their mother, and he merely replies, "I don't <i>want</i> to phone her." And this makes their mother terribly sad.</p> <p>"But my brother always implies that <i>his</i> problems are far worse than anyone else's, and he blames everything, every little thing, on someone else. And, of course, he imagines that every bad experience that he has is because of what she is."</p>
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<p>en hy sal alles maar alles, elke liewe dingetjie blame op iemand anders</p> <p>C: Anders</p> <p>K: Dis omdat sy dit gedoen het, dit is omdat ek dit nou doen</p> <p>C: Imm</p> <p>K: En dat sy gay is, honestly, enige persoon wat so dink moet 'n klap kry</p> <p>Sug, Kyk dit was moeilik gewees op 'n stadium</p> <p>En ek het gehoor mammie sê nou-nou net, iets oor my relationships, julle sê mos ouers weet alles, né, imm, toe ek begin rook het, ag ..pa was by toe ek my eerste trek gevat het maar hy het eers twee jaar na die tyd vir my gesê jy kan nou eers begin rook, verstaan, ouers weet alles wat hulle kinders aanvang en alles en alles, ma't mos gesê ons het nie voor die tyd geweet nie, maar kinders weet net so meer alles van hulle ouers af (lag).</p>	<p>There is deep frustration, resentment and anger in Kim's voice. "I mean, honestly, to blame <i>everything</i> that <i>he</i> does on my <i>mother</i> just because she happens to be gay.... Any person who believes nonsense like that deserves a damn good slap!"</p> <p>"Look, it certainly was difficult at a stage," Kim continues with a sigh. "Mom, I remember once overhearing you say that we children didn't know anything about you before the matter became public. But I can tell you that children know almost everything about their parents." She laughs, embarrassed by the profound truth of what she has just revealed.</p>
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Addendum E (CD-Rom)

Narratives with reference to original transcripts

This addendum carries the narratives with reference to the original transcripts in the footnote section. This shows what aspects of the original transcripts were used, and how it was applied in forming the narratives for each individual child. An example from one of the narratives follows (Extract from Tom's narrative).

Please take note of the following:

- All direct quotations are preceded by a footnote-indicator, and not after the last sentence as usually done.
- Where a certain word or phrase needs clarification, the relevant footnote-indicator appears at the end of the word or phrase.
- Extensive footnotes are given of the original Afrikaans transcriptions, where an interview was conducted in Afrikaans. The original transcripts of the English interviews are also included for easier referencing.
- The footnotes to the original transcripts are written in the following format, e.g. 34-38:2,S2
- This indicates that the section is quoted from lines 34-38, on page 2, of Session 2 of the relevant child, be it Kim or Luanne or Ryland etcetera.
- All the names of persons and institutions have been changed to ensure anonymity. In some cases the names or any other potentially revealing information have been blocked out.

“You’re trying to put together your puzzle. . .”

Tom walks in, juggling a rugby ball, and then, with one leap, he jumps over the back of the couch and onto the seat next to me. “Hmm,” I think, “here is someone filled with self-confidence.” He is probably a bit annoyed by the fact that he has had to leave an informal game of rugby with his neighbourhood pals to talk to this “researcher”.

We begin by chatting informally about rugby trials and what pseudonym we will use for him. He has the same name as his father and grandfather, and he is proud of his family legacy. This is the second time that I am interviewing Tom. On the first occasion, I interviewed him, his sister and brother. So now, to get the conversation rolling, I refer back to something that he had told me on the first occasion.

³ “You told me last time that, basically, all your friends know about your mom and your Aunt Sandy... That, it’s like general knowledge among them. How did that come about?”

“Oh yes. I don’t know, to be honest. I think that I told about half of them. The others, they just seemed to know. Some, like, just ask me. When they hear about the set-up, they’re fine. They’re cool with it. It’s fine. It’s normal. It’s nothing.”

He emanates that same nonchalant and unconcerned vibe that I remember in him from our previous interview. I remember that when I had asked him then about what he thought about my research topic, he had replied in that cool,

³ 11-15:1, S2

C: You’ve told me last time that basically all your friends know about mom and auntie Sandy, that you... ja, like general knowledge. How did that happen?

T: Ag ja, I don’t know I think that I told half of them and the others, they just know.

C: They don’t

T: No they just like come over and they just ask me. It’s fine, it’s normal, it’s nothing.

matter-of-fact voice: ⁴ “Hmm. It’s okay. It’s fine. Interesting – because I guess you won’t find many researchers who write about that.” Now he is using the same vocabulary of approval: ‘It’s nothing. It’s fine. It’s normal.’

⁵“I see,” I say as I collect my thoughts. “But, do they actually ever ask? I mean, they wouldn’t come here for some time and say nothing surely... So, at some stage...”

Tom cuts me off with a flicker of a grin: “Yes, they ask – but only to confirm what they already see.”

“They confirm. They are making sure.” I reflect his statements back to him. I am really trying to reach him at some deeper level so that I will be able to understand him as sympathetically and accurately as possible.

Tom, undeterred, continues: “Half of my friends who come here think it’s... You know... That it’s supposed to be like that.”

I find this very interesting. I am surprised and excited by my breakthrough. This is the first time that Tom has come up with something really valuable on a deeper level.

“Is that right?” I ask.

“Yes. Because most of my friends never knew me when my dad lived here. My dad just wouldn’t allow anyone to come and visit us.

⁴ 106-107:2, S1

To: I thought it was interesting cause you don't get many writers that do that, so for me it was like wow

⁵ 16-25:1, S2

C: Okay, but then they do ask? It's not like they come here and it is like mmm okay?

T: Ja,

C: So, they at some stage

T: To make sure

C: Confirm, make sure, confirm.

T: No, half of them think it's, you know, it's like suppose to be like that.

C: Really?

T: ' cause most of my friends knew me with my dad and he never let them come over.

⁶ So, when my mom and my dad still lived here together, I just never had any friends at all because, well, no-one came over, and we never did anything that involved other people. I was friends with the next door neighbour's daughter," he says with a smile. "But I never even brought her around. I suppose I was what you might call your neighbourhood nerd.

⁷ "So, naturally, my friends from school – they are all totally in love with this new arrangement."

What a way with words he has. Tom, starts to laugh, and I laugh too. "This new arrangement. What is it? Having two mothers?" (I bite my tongue. I know that I should never lead with a ready-made answer like that. I lecture myself briefly in silence.) Tom just nods pleasantly in agreement.

⁸ "Okay. So how do you handle the situation when your friends come over here and find two women who are both your parents?"

"It's no problem because my mom told me that she would behave normally – and she does."

⁶ 114-126:3, S2

T: Okay, when my mom and my dad were together I never had any friends.

C: Mmm, okay.

T: Because no-one came over, no-one did anything. I was friends with the next door neighbour's daughter. She was like dead. And she was like uh...

C: And at school? How were things there? Were they fine?

T: No, if you had friends at school you like wanted to visit teach other more often, just like now we're so use to it.

C: Did you invite friends and when they came over it was like a terrible atmosphere here, with dad? Or did you just decide that you're not going to, you weren't going to invite anyone over?

T: I didn't, I didn't want them to know about anything.

C: So you were like the...

T: I never brought them around, I was like a real nerd

⁷ 26-27:1 S2

C: Okay, so.

T: They are totally in love with the new thing.

⁸ 310-314:6, S2

C: Okay, so how did you handle your friends coming over and there's this lady or ladies in the house.

T: No my mom told me she would act normal.

C: And what does that mean? Act normal?

T: Like, they're like friends.

Addendum F: CD-Rom

Original transcripts

Guidelines:

- All the names of persons and institutions have been changed to ensure anonymity. In some cases the names or any other potentially revealing information has been blocked out (e.g. ■■■■).
- All the individual data creation-sessions are in separate folders for each child. The interviews conducted with the parents are separately saved, as well as the combined session of the first interview of Tom, Danielle and Ryland.
- The phrases where I spoke are indicated with "C:", except in the transcripts of Carl, where he is "C:" and I am "I:", indicating "interviewer".
- As indicated in Bubble Three, some of the transcripts are memory sessions.
- Symbols used in transcripts:
 - - - Poor sound quality, no transcription possible
 - Pause by a specific speaker
- **Content of folders:**
 - **Carl's** folder contains 4 sessions
 - **Kim's** folder contains 2 sessions
 - **Luanne's** folder contains 7 sessions, as well as a file of my reflections as from January to March 2004
 - **Kashni's** folder contains 3 sessions
 - **Erid's** folder contains 2 sessions

- Kashni and Erid are brother and sister, therefore there are two files containing my diary notes on the two sessions I had with their **parents**, namely:
 - "Erid Kashni Parents Session 1"
 - "Erid Kashni Parents Session 2"

- **Tom's** folder contains one session
- **Danielle's** folder contains 2 sessions
- **Ryland's** folder contains 2 sessions
- Tom, Danielle and Ryland's first session is a **combined** session, namely "Tom Danielle Ryland Session 1";
- as well as a session that is my reflection on meeting their **parents**, namely "TDR Parents session 1"

Addendum G

References to “grounded narrative”

Grounded Narrative verwysings

EW English (South Africa)

File Edit View Tools Message Help

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From: Clarisse Venter
Date: 21 February 2005 11:06 AM
To: Carien Lubbe
Subject: Grounded Narrative verwysings

Carien -

ek kon vir jou h/d verwysings met die term "grounded narrative" opspoor.
Hoop dit help!

Clarisse

Record 1 of 1 in PsycINFO (1998-1999)
AN: 1998-00354-003
DT: Peer-Reviewed-Journal
AU: [Ben-David-Amith](#); [Good-Jla-Jasani](#)
TI: Ethiopians and the Hmongs: A comparative study in cultural narrative from a family therapy perspective.
SO: [Journal-of-Family-Psychotherapy](#). 1998; Vol 9 (1): 31-45.
IS: 0897-5353
AB: There is a growing recognition that family therapy has an obligation to meet the unique needs of ethnic minorities within a given population by offering services which are culture-sensitive. This becomes even more critical when the minority clients are governed by fundamentally different cultural ethos from those that drive the dominant culture. The US and Israel (each an embodiment of a multi-ethnic, multi-racial, and multi-cultural society) offer interesting possibilities for a comparative study. The Ethiopians in Israel and the Hmong in the US are 2 distinct cultural entities whose unique needs necessitated that the professionals question the efficacy of the existing therapy methods. This article has 2 overlapping themes. Firstly, it explores some basic characteristics which the 2 groups share in common and as such validate the case for a comparative study. Secondly, it offers guidelines for creative **culturally-grounded narrative** approaches. (PsycINFO Database Record (c) 2003 APA, all rights reserved)
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INTERNET:

Narrative, action, and collective memory
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Start | Grounded Narrative v... | Addendum G - Microsoft ... | 01:00 PM