



**EVALUATION OF AN EMOTIONAL AWARENESS PROGRAMME FOR
CHILDREN IN MIDDLE CHILDHOOD IN A PRIVATE SCHOOL SETTING IN
KYLAMI, GAUTENG PROVINCE**

**by
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30 November 2015

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ABSTRACT

EVALUATION OF AN EMOTIONAL AWARENESS PROGRAMME FOR CHILDREN IN MIDDLE CHILDHOOD IN A PRIVATE SCHOOL SETTING IN KYALAMI, GAUTENG PROVINCE

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As substantiated by the various sources of reference used in this study, emotional awareness has a positive and far-reaching effect on the development of many areas of a child's life. Emotional awareness impacts on various dimensions of children in the middle childhood developmental phase. Emotional awareness is seen as a prerequisite for emotional intelligence, as at the core of emotional intelligence is the ability to understand ourselves and others as emotional beings (Howe, 2008:11). Being emotionally aware not only enhances self-esteem and self-expression, it also has a positive impact on peer relationships, learning and academic performance.

As children in middle childhood spend a large part of their days in school, the goal of this study was to evaluate the effectiveness of a seven-week Emotional Awareness Programme (EA Programme) developed by Knoetze (2012). For the purpose of this study the EA Programme was implemented with Grade Two learners in a private school setting. The study also aimed to evaluate whether the implementation of the EA Programme would have an influence on emotional vocabulary, emotional expression and emotional awareness.

The Gestalt perspective provided the theoretical framework for this study, as it views the child as a whole and complex being. The experience of an emotion will thus always be associated with a physiological and psychological component (Blom, 2006:22). Confluent education, the synthesis between the affective and cognitive domain, is seen as a valued condition directly related to healthy growth and development (Yontef, 2005:xxii). The Gestalt perspective was therefore identified as best suited for the research study.

The study was conducted using a quantitative research approach and this type of research was applied, as it was undertaken to tackle real-world social problems in order to contribute to public policy decisions, specifically with regards to emotional awareness within the field of education. By means of programme evaluation the researcher aimed to examine the effectiveness of the EA Programme developed by Knoetze (2012). A quasi-experimental design was utilised in order to test the existence of a causal relationship between emotional awareness and the EA Programme. A total of twenty-eight participants took part in the study. A purposive sampling process was utilised in order to select an experimental and comparison group. The data was collected by employing the Levels of Emotional Awareness Scale for Children (LEAS-C), a standardised measuring instrument used to test the respondents' level of emotional awareness, emotional vocabulary and expression.

The outcome of the empirical study demonstrated that the EA Programme developed by Knoetze (2012) achieved its aim – to develop and enhance the emotional awareness of learners in middle childhood in a South African school setting. It is the opinion of the researcher that it would be of value to conduct future research with a broader target population, within varied cultural and socio-economic South African school contexts. The Draft National Policy for the Role of Therapists and Social Workers (Department of Education, 2001-2015:3) suggests that needs-based programmes and services to learners who experience social problems within the context of the educational environment, should be implemented. This study demonstrated the value social work expertise and skills can add to developing the emotional needs of children within a school context, which in turn enhances children's social well-being and learning.

Key words

- Emotions;
- Emotional awareness;
- Emotional intelligence;
- Educational setting;
- Middle childhood as a developmental phase;
- Gestalt;
- Emotional Awareness Programme.

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CHAPTER ONE

GENERAL INTRODUCTION

1.1. INTRODUCTION AND CONTEXTUALISATION

Schools have a responsibility to create a secure and safe environment for children (Price & Jones, 2001:35), as children who do not obtain the skills needed to develop social emotional competence are at greater risk of falling behind in school. Aviles, Anderson and Davila (2006:34) support this view by stating that these children have a greater chance of behavioural, emotional, academic and social developmental problems. Woldt (2005:xxvii) states that many learners' primary motivation derives more from feeling than from thinking, consequently, their learning derives more from the emotional aspects of living than from the cognitive aspects. School is the primary environment in which children must negotiate and function; it thus plays a consistent role in children's lives and in meeting their social emotional needs (Aviles et al., 2006:32, 33).

The structure of South Africa's education system has undergone numerous changes over the past few years, as dictated by several major policy documents on education. The Gauteng Department of Education (GDE) (2011-2015:2) states that it is committed to ensure that every learner does well at school and leaves our educational institutions with values, knowledge, skills and qualifications that will give them the best opportunity to succeed in adult life. In order to prevent and overcome barriers that inhibit learners from reaching their full potential, the Draft National Policy for the Role of Therapists and Social Workers (Department of Education, 2011-2015:3) suggests that needs-based programmes and services to learners, parents and educators who experience social problems within the context of the education environment, should be implemented. Egbochuku and Aihie (2009:3) make the statement that as society faces increasing challenges – financial, cultural and social – so do learners and teachers. "Education is at the centre of all social change, as without education there can be no change in mentalities and society" (Gacel-Avila, 2005:122).

However, "[t]he new reality is that agreements reached on policy and implementation at national level generate responsibilities for provincial departments of education which they are often unable to carry out, because of lack of managerial capacity, or

simply because their budgets are too small” (SAIDE in Harley, Barasa, Bertram, Mattson & Pillay, 2000:300). Mukhuthu (2011:1) notes that principals interviewed in four school districts are of the opinion that schools had neither counsellors nor programmes in place to deal with troubled learners, leaving teachers burdened with the role of counselling over and above their teaching duties – a role for which they have no professional training.

As noted above, “[p]olicy makers have placed great faith in education as a means of transforming and developing South African society” (Harley et al., 2000:287). Bronson (2000:226) observes that those who advocate reform have suggested that effective educational practice throughout formal schooling should focus on developing self-regulated learning skills such as self-evaluation. Based on the aforementioned – the non-implementation of such policies and services due to a lack of social workers and budget restraints – the holistic well-being and development of children can be addressed by providing and empowering educators with an emotional awareness programme to implement in the classroom environment. This will assist in ensuring that the full extent of children’s needs are met.

Extending educators’ responsibilities is adding to an already heavy workload. Conversely Aviles et al. (2006:32) emphasise that it is critical to note that educators would have to play an expanded role in the lives of the children they teach in order for social-emotional needs to be addressed in school. Harley et al. (2000:293) expands on this by stating that addressing children’s social-emotional needs should be provided collectively by the school rather than by each individual educator.

Children need to be “... emotionally mature to build and maintain the relationships that they will require to succeed in the 21st century... Emotions and feelings play an important role in our lives as they drive our behaviour and influence our lives” (Bush & Codrington, 2012:247). In support of this, Rieffe, Oosterveld, Miers, Terwog and Ly (2008:756) believe a child’s day is inundated with emotions; basic emotions which serve to quickly and adequately respond to changes in the environment that might affect a person’s well-being. Bush and Codrington (2012:29) state that millennial children are being forced to grow up very quickly in a world of unparalleled opportunities. At the same time, they are also exposed to serious pressures such as

terrorism, ecological collapse, wide-spread poverty and abuse, educational crises and a competitive work market.

Campbells (2011:1) points out that middle childhood is recognised by developmental psychologists as a distinct developmental stage between early childhood and adolescence, characterised by increasing cognitive development, relative social independence and emotional regulation. “Research on children’s emotional competence... has received considerable attention in the last decade due to its relevance for school adjustment and success” (Beck, Kumschick, Eid & Klann-Delius, 2012:503). Inter alia, emotional competence refers to the awareness and understanding of emotions.

“The cognitive interpretation of subjective feelings are emotions” (Kolb & Whishaw, 2011:396). An emotion is usually experienced as a distinctive type of mental state, sometimes accompanied or followed by bodily changes, expressions and/or actions (Howe, 2008:38). Emotional awareness is defined by Rieffe and De Rooij (2012:349) as the attention to and insight into one’s own emotional functioning and responses, in other words, the ability and capacity to reflect upon one’s own emotions. The ability to understand ourselves and others as emotional beings is a precursor to emotional intelligence. The emotionally intelligent person understands that emotions affect behaviour, beliefs, perceptions, interpretations, thoughts and actions (Howe, 2008:12). In addition, the ability to adjust, modify and regulate our emotions as we relate to others is a key element of emotional intelligence. The researcher views emotional awareness as the understanding of one’s own as well as others’ emotions, which is essential in interpersonal exchanges and in emotionally charged situations. Understanding and management of one’s own and others’ emotions, influence the thoughts and actions that follow and assist in dealing with basic life-tasks.

A seven-module Emotional Awareness Programme (EA Programme) was developed by Knoetze in 2012. As part of Knoetze’s study, the programme was implemented in Grade Three classes in a primary school in the Limpopo Province, with children aged between eight and nine years. A limitation of the study, as identified by Knoetze, was that the research results could not be generalised as the emotional awareness programme was only presented to one individualised sample of respondents. The researcher therefore aimed to implement and evaluate the emotional awareness

programme in a different educational system, specifically a private school setting. The *World English Dictionary* [sa] defines an education system or school as an institution at which children receive education. A "... school's ability to prepare [children] academically overlaps with their role to serve the social-emotional needs of their [children]" (Aviles et al., 2006:35). The focus of this study was therefore the evaluation of the effectiveness of an emotional awareness programme for children in middle childhood – specifically Grade Two learners between the ages of seven and eight years – for utilisation in the South African education system.

1.2. THEORETICAL FRAMEWORK

One of the basic tenets of the person-orientated approach, as clarified by Meyer, Moore and Viljoen (2003:324), is that each individual should be seen as an integrated, unique, organised whole or 'Gestalt'. There is no precise English definition for the word 'Gestalt', however, it has been loosely translated by Viney and King (2003:328) using words such as configuration, form, holistic, structure and pattern. Blom (2006:18) states that:

... the Gestalt concept can be considered an entity or whole of which the total is more than its component parts, which has a certain degree of structure and which remains recognisable as a whole, as long as the relationship between the parts remain.

Human-Vogel (in Eloff & Ebersöhn, 2004:18) proposes that human experience and consciousness form an integrated whole, and are understood as such rather than being broken into simple units. Healthy behaviour therefore takes place when people act as an integrated whole within their environment – as no person can exist independent of their environment.

The Gestalt approach, formulated by Fritz Perls in the twentieth century, is considered to be "... an existential, phenomenological and holistic approach, with the emphasis on awareness in the here and now and the interdependence between people and their environment" (Thompson & Rudolph, 2000:4). The goal of the Gestalt approach, as stated by Gouws (in Blom, 2006:3), is to improve the perceptions of his or her experiences in their totality. The most important areas of concern identified by the Gestalt approach are the thoughts and feelings people are experiencing at the moment (Thompson & Rudolph, 2000:4), with Perls believing that awareness alone can be curative.

Geldard and Geldard (2005:67) are of the opinion that a Gestalt approach, which primarily focuses on experientially exploring the child's internal and external worlds and is based on the notion that change occurs as a result of raised awareness, provide the most appropriate way to promote change in middle childhood. Awareness is the core of Gestalt philosophy and methodology (Yontef, 2005:87); it is a self-process which happens at the interface of the individual and the environment. It includes observation of the self and others and knowing the choices that are being made. Yontef (2005:87) clarifies that:

[w]ith awareness people can learn, can change behaviour that does not work, can be creative and experiment with new behaviour and be aware of the results, and can strive to change the environment so that the individual's and the environment's needs are better met.

Gaining awareness of needs should be a primary step towards healthy organismic self-regulation in a child, as it is believed that children internally have the necessary energy and resources to satisfy their needs (Blom, 2006:29). Yontef (2005:87) describes awareness as being sensory, affective and cognitive, and characterised by contact and sensing.

Engle and Holiman (2002:183) are of the opinion that people are always in contact with their environment in some fashion, however, they may develop patterns of interaction with the environment that do not meet their needs. A Gestalt perspective, as the theoretical frame of reference for the proposed research, allows a child to be made aware of their own process, so that they can experience their needs or incompleteness (Botha & Dunn, 2004:255). The authors clarify that through this process children acknowledge their responsibility, realising that they have choices with regard to their behaviour. This in turn leads to self-reliance and healthy emotional functioning.

The self arises in contact and is a 'process' and not a 'thing' (Parlett & Lee, 2005:55). A contact boundary disturbance, or neurosis, occurs when a child is no longer capable of forming a sound balance between themselves and the world (Blom, 2006:31), therefore impeding gestalt completion, as well as disturbing contact and awareness. According to Reynolds and Mortola (2005:161) the process of forming balance:

... begins with awakening of a sensation and perception within the child to an internal or external stimulus in his or her field. As the child focuses on the stimulus by experiencing it affectively and

cognitively, a figure emerges from the ground, at which point awareness of feelings or possible choices develops.

Awareness of emotions that may arise in a particular situation (Vierman, Brouwers & Fontaine, 2011:265) will assist children to be prepared before the situation occurs, to adapt to that situation and to manage with the possible consequences of the situation. As children become aware of themselves they also become more aware of the fact that they can exercise choices regarding the expression of their emotions (Blom, 2006:53).

Gestalt therapy is seen as an experiential and process therapy, therefore making it perfectly suitable for children, many of whom may have not yet developed an emotional vocabulary to communicate feelings, desires and needs (Reynolds & Mortola, 2005:159). According to Aviles et al. (2006:34) children who have limitations in their social-emotional development often demonstrate poor social, emotional and academic success. The authors point out that children do not leave their problems at the school door, and as school is a constant in children's lives it plays an important role not only in the academic, but also in the social and emotional development of the child.

The focus of the proposed research is on evaluating the effectiveness of an emotional awareness programme for children within an educational setting. As stated earlier, when working from a Gestalt approach, children need to be capable of forming a sound balance between themselves and the world. School forms an integral part of a child's world, where experiential learning takes place. When working with children from a Gestalt perspective, ultimately the concern is with their worlds – the interior world and the outer world (Reynolds & Mortola, 2005:155).

1.3. RATIONALE AND PROBLEM STATEMENT

The researcher's personal experience as an educator and school counsellor is that many children are ill-equipped with the skills necessary to embark upon the above-mentioned critical developmental stages, in a society which is demanding and frequently under-resourced to fully meet individual needs. Gouws, Kruger and Burger (2000:96, 97) suggest that excessively high standards of maturity expected by society, as well as unrealistic aspirations, lead to feelings of inadequacy and to heightened emotionality. In addition, as with social, moral and other aspects of a child's

development, they are also reliant on educational intervention for their successful emotional development.

Howe (2008:44) is of the opinion that nature and nurture play a role in emotional development, and as emotional awareness emerges so does social well-being. In addition, if children are to become competent social players, they must learn to manage their own and other people's emotions. Education White Paper 6 (Department of Education, 2001) outlines how through the implementation of strategies, the education system can transform itself to contribute towards establishing a caring and humane society.

The enhancement of emotional awareness of children in middle childhood within the South African education system will, therefore, have a positive impact on children's social, moral, emotional and educational development. Integrating emotional development in the education system is a valuable tool to assist the Department of Education's transformation in creating a caring and humane society. To promote general social, educational and developmental changes, infusing general life-skills education into the curriculum is important in the promotion of healthy development for all children (Donald, Lazarus & Lolwana, 2002:31).

The focus of the study was to implement a seven-module EA Programme for children in middle childhood, which was developed by Knoetze in 2012. As part of Knoetze's study, the programme was implemented in Grade Three classes in a primary school in the Limpopo Province, with children aged between eight and nine years. The evaluation of the effectiveness of the programme was, therefore, limited to the study conducted by Knoetze. This study would thus allow for further evaluation.

The following hypothesis and sub-hypotheses were formulated for the study:

Main hypothesis:

If an emotional awareness programme is implemented for children in middle childhood in a private school setting, then the level of emotional functioning of the children will be enhanced.

Sub-hypotheses:

- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to be **in contact with their emotions** will be enhanced.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to **discriminate between different emotions** will increase.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, they will gain the ability to **verbalise and 'own' their emotions**.

1.4. GOAL AND OBJECTIVES

The goal and objectives of the study follow below.

1.4.1. Goal

The goal of the study was to evaluate the effectiveness of an emotional awareness programme in order to enhance the level of emotional functioning of children in middle childhood in a private school setting, in Kyalami, Gauteng Province.

1.4.2. Objectives

The objectives of the study were:

- To theoretically contextualise emotional awareness as it relates to children in the middle childhood developmental phase within the context of an educational setting;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to be in contact with their emotions;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to discriminate between different emotions;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to verbalise and 'own' their emotions;
- To draw conclusions about the applicability of the emotional awareness programme in a private school setting.

1.5. OVERVIEW OF RESEARCH METHODOLOGY

The researcher utilised a quantitative approach in the execution of this study. A structured approach of inquiry was necessary, in order to objectively evaluate the effectiveness of the EA Programme developed by Knoetze (2012) for children in middle childhood for utilisation in a private school setting. The researcher aimed to measure the effectiveness of the emotional awareness programme in terms of specific variables, namely the children's ability to:

- be in contact with their emotions;
- discriminate between different emotions;
- verbalise and 'own' their emotions.

This study was applied in nature as the researcher aimed to acquire new knowledge, specifically with regards to emotional awareness within the field of education. By means of programme evaluation the researcher examined the impact of this programme and its effectiveness in real-world terms. In order to achieve the objectives of the proposed research, namely, to evaluate the effectiveness of an EA Programme, developed by Knoetze (2012), evaluative research was used; a type of research which was best suited to reach the objectives of the study. By using evaluative research, the expectations of the study were that the findings would provide the necessary information to empower schools and educators with valuable insight regarding the emotional awareness of children in middle childhood.

The design that the researcher utilised was a quasi-experimental design, the purpose of which was to test the existence of a causal relationship between two or more variables (Bickman & Rog, 2009:17). For the purpose of the study a comparison group pretest-posttest design was utilised. The two variables tested in this study were emotional awareness (dependent variable) and an emotional awareness programme (independent variable). The dependent variable was measured in the experimental group with a pre-test, following which the independent variable was implemented. A post-test measuring of the dependent variable was then conducted, in order to draw a comparison and test the existence of a causal relationship. The control group was measured using the pre- and post-test but did not receive the independent variable, namely, the emotional awareness programme. In order to evaluate the effectiveness

of the independent variable, the measures of the dependent variable in the pre- and post-test of the experimental and control group, were compared. The effectiveness of the emotional awareness programme was determined by comparing the difference between pre-intervention and post-intervention measures (Brandt in Fouché, Delpont, & De Vos, 2011:151). A standardised measuring instrument, which was administered in a group context, was implemented to determine the effectiveness of the programme.

The data for the proposed research was collected using the Levels of Emotional Awareness Scale for Children (LEAS-C), a standardised scale developed by Dr Richard Lane and Dr Jane Bajgar (Lane & Bajgar, 2003). By employing the LEAS-C the researcher was able to make use of a standardised measuring instrument to test the respondents' level of emotional awareness, with the permission of the developers, Dr Richard Lane and Dr Jane Bajgar.

The population for this study were children in middle childhood, specifically Grade Two learners between the ages of seven and eight years. A sample of twenty-eight learners in the middle childhood development phase of a private preparatory school based in Kyalami, Gauteng Province was selected. An experimental and a comparison group were selected according to specific criteria. Two classes were randomly selected in such a manner, that the two classes – an experimental and a control group – had the same probability of being selected (Strydom, 2011a:228).

Quantitative data analysis was conducted following the implementation and completion of the seven-week EA Programme, and the administration of the pre- and post-tests. Data collected was processed and interpreted by the researcher through the use of computerised data analysis, in order to configure the data into comprehensible information by using the SPC XL Software for Microsoft Excel programme. Research methodology will be discussed in-depth in chapter three.

1.6. LIMITATIONS OF THE STUDY

During the course of this study, the following limitations were identified:

- The researcher conducted the study within one sample group of respondents. Although the research results cannot be generalised, conclusions may be drawn from the study due to the number of respondents who participated in the study.

- The private school context where this study was conducted, is a multi-cultural environment with children from diverse degrees of affluence. The context of some of the material referred to in Knoetze's EA Programme (2012) was foreign to the reference-framework of a number of learners, which may have influenced their understanding and internalisation of the material being taught.
- The medium of instruction at the private school where the study was conducted is English, however, the majority of the children speak English as a second or third language. Some children may have experienced limitations expressing their emotions in English.
- Respondents who were absent for the pre- and/or post-test had to be excluded from the study, resulting in fewer usable questionnaires. Additionally, respondents had the right to withdraw from the study at any given time without consequence, which also resulted in fewer usable questionnaires.
- Where pre- and/or post-tests were administered towards the end of the school day, respondents' energy levels and ability to concentrate may have been low, thereby influencing their responses to questions.

1.7. COMPOSITION OF THE RESEARCH REPORT

The remainder of the research report is structured as follows:

Chapter Two: The focus of Chapter Two is on an in-depth review of literature exploring emotional awareness as a concept, middle childhood as a developmental phase and emotional awareness within an educational setting.

Chapter Three: The focus of Chapter Three is on the research methodology utilised in the study and a discussion of the empirical findings of the research, as well as an interpretation thereof.

Chapter Four: The key findings of the study are highlighted in Chapter Four and recommendations are presented for possible enhancement of the EA Programme developed by Knoetze (2012) and for the implementation thereof.

1.8. SUMMARY

Emotional awareness and the vital role it plays in the middle childhood development phase was introduced in this chapter. The impact of emotional awareness and

emotions on learning, as well as other dimensions of learners within an education setting, were outlined. The implementation and evaluation of the effectiveness of an EA Programme developed by Knoetze (2012), in order to enhance the level of emotional functioning of children in middle childhood in a private school setting, was thus identified as the goal of the study. The Gestalt perspective provides the theoretical framework for the study, as it approaches the child as a whole and provides extensive guidelines for emotional well-being.

The following chapter will focus on an in-depth review of literature exploring emotional awareness as a concept, middle childhood as a developmental phase and emotional awareness within an educational setting.

CHAPTER 2

EMOTIONAL AWARENESS IN MIDDLE CHILDHOOD

2.1. INTRODUCTION

Gesturing, or action, is our first language; it is the mind-body communication upon which all subsequent language is built (Camilleri, 2007:199). Camilleri (2007:200) explains that each gesture is double-coded with emotion and is stored by the brain and body with emotional purpose and meaning attached to it. Emotional life is mostly a matter of coordinating with others, through participating in their states of mind, thereby predicting what they will say and do – thus enabling us to share each other's experiences to a certain extent (Gerhardt, 2009:31). Emotional development, formerly overshadowed by cognition, is an exciting, rapidly expanding area of research (Berk, 2006:395). Sociobiologists say our emotions guide us in facing predicaments and tasks too important to leave to intellect alone; each emotion points us in a direction that has worked well to manage the recurring challenges of life (Goleman, 2006:13). As emotions form an integral part of who we are, the concept of emotion will be explored below.

2.2. EMOTIONS

Emotions facilitate the struggles of warm-blooded mammals to survive and flourish (Lazarus, 2006:10). "Psychologically speaking, emotions are a large part of what makes a person unique. People are endowed with variable genetic constitution and are exposed to different learning histories of threats and challenges, interpersonal relationships, and life events" (Kuppens, Stouten & Mesquita, 2009:1249). As a result of our diverse and varied histories, we are each characterised by an individual and unique emotional life. Turner (2011:xi) is of the opinion that humans are the most emotional animals on earth; we are wired to be emotional. Humans are emotional because we need emotions to form social bonds that can build social structures (Turner, 2011:9).

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area of research (Berk, 2006:395). Sociobiologists say our emotions guide us in facing predicaments and tasks too important to leave to intellect alone; each emotion points us in a direction that has worked well to manage the recurring challenges of life (Goleman, 2006:13).

2.2.1. Defining the concept emotion

“People are their emotions. To understand who a person is, it is necessary to understand emotion” (Denzin, 2009:1). Emotions are defined as the cognitive interpretation of subjective feelings, such as joy, sadness, anger and fear (Kolb & Whishaw, 2011:396). Emotions are the feeling or affect that occurs when a person is in a state or interaction that is important to them, especially their well-being (Santrock, 2009:181). Mood is viewed as the subjective emotional state of a person whereas affect refers to the external manifestations of emotion (O’Connor & Ammen, 2013:46). Santrock (2009:181) concurs that emotion is characterised by behaviour which expresses the pleasant or unpleasantness of the state a person is in or the transactions being experienced.

Emotions most often arise through interactions – real or anticipated – between people; they are part of an organism’s social environment (Salovey, 2004:32). Certain situations and experiences cause emotions, and are associated with physiological and behavioural reactions (Louw & Louw, 2007:116). For example, fear is accompanied by a faster heartbeat and often by self-protective action. Emotions have adaptational and protective functions, namely: to communicate needs, mobilise action in emergencies and promote exploration of the environment, which in turn motivates participation in the learning environment (Louw & Louw, 2007:116-117).

Pinker (2003:5) is of the opinion that our most ardent emotions are not evoked by landscapes, spiders or desert, but by other people. Turner (2011:2-3) states that emotions are a double-edged sword; they bring us together but they can also push us apart, causing many problems for people and societies. However, we need emotions to form bonds and attachments to each other and social structures, from small groupings to whole societies. As social creatures, we therefore need to monitor other people as well as our own internal state, to maintain the relationships on which we all depend (Gerhardt, 2009:30).

Emotions play an important role in our lives as they drive our behaviour and influence our values (Bush & Codrington, 2012:247). The importance of emotion in our everyday lives is invaluable, as so much of our lives revolve around emotions that understanding them is central to understanding our humanness. All individuals experience certain basic emotions which emerge in humans early in life; examples are joy, sadness, anger and fear (Louw & Louw, 2007:116; Santrock, 2009:181).

2.2.2. The range of human emotions

Lewis (in Santrock, 2009:181) distinguishes between primary and self-conscious emotions. Primary emotions, which appear in the first six months of a child's development, include surprise, interest, joy, anger, sadness, fear and disgust. Self-conscious emotions require self-awareness which involves consciousness and a sense of 'me'. Self-conscious emotions, most of which occur for the first time in the second half of the first year through the second year, include jealousy, empathy, embarrassment, pride, shame and guilt. Santrock (2009:182) states that some theorists categorise self-conscious emotions, such as embarrassment, shame and guilt, as other-conscious emotions as they require emotional reactions from others when they are generated.

The range of human emotional states is built from a few primary emotions, or emotions which are hard-wired into our neuro-anatomy (Turner, 2011:3). Researchers and theorists agree that the four primary emotions are happiness, sadness, anger and fear (Louw & Louw, 2007:116; Santrock, 2009:18; Turner, 2011:3; Ahola & Kovacic, 2007:175). Primary emotions can be blended, and vary by degree of intensity and valence – the valence of the emotion goes from a low- through moderate- to high-intensity state (Turner, 2011:3). Ellsworth and Scherer (in Kuppens et al., 2009:1253) state that blending primary emotions can occur in an infinite number of ways to produce finely nuanced emotional experiences and responses, going far beyond the combinations of a number of basic emotions, as outlined in the table on the following page.

Table 2.1. The range of affective states of each primary emotion

Primary Emotion	Low Intensity	Moderate Intensity	High Intensity
Happiness	Content Sanguine Serene Gratified	Cheerful Buoyant Friendly Amiable Enjoyment	Joy Bliss Rapture Jubilant Gaiety Elation Delight Thrilled Exhilarated
Sadness	Discouraged Downcast Dispirited	Dismayed Disheartened Glum Resigned Gloomy Woeful Pained Dejected	Sorrow Heartsore Despondent Anguished Guilt Crestfallen
Anger	Annoyed Agitated Irritated Vexed Perturbed Nettled Rankled Piqued	Displeased Frustrated Belligerent Contentious Hostile Ire Animosity Offended Consternation	Dislike Loathing Disgust Hate Despise Detest Hatred Seething Wrath Furious Inflamed Incensed Outrage
Fear	Concern Hesitant Reluctance Shyness	Misgivings Trepidation Anxiety Scared Alarmed Unnerved Panic	Terror Horror High anxiety

Source: (Turner, 2011:4)

The abovementioned primary emotions will be briefly discussed.

- **Happiness**

Happiness, first expressed in joyful smiles and later through exuberant laughter, contributes to many aspects of development (Berk, 2006:400). Happiness includes the feeling that we have some control over our lives, that we have a sense of purpose and

meaning, and can regularly experience what psychologists call ‘flow’ (Howe, 2008:177). Flow is the ability to become lost and fully absorbed in what we are doing, occurring when we become lost in the immediacy of an experience. Staying with the unfolding of the here-and-now experience is one of the well-recognised central features of the Gestalt approach (Parlett, 2005:41). Children focusing their awareness in the present enable growth, as growth cannot take place by recreating the past or predicting the future (Blom, 2006:57). According to Martin (2005:50-71) happy people share a number of characteristics, namely: social connectedness; support; good personal relationships; emotional competence and good communication skills.

Emotional competence improves social competence, social competence deepens and improves the quality of one’s personal relationships, inter alia, good personal relationships make you feel happy (Howe, 2008:177). Happy people tend to be more physically active, and activity itself promotes the release of brain chemicals that further increase feelings of happiness (Howe, 2008:113). Happy children are more energetic, persistent, creative, focused and cooperative with their peers and adults (Hantler, 2008:50).

- **Sadness**

Failing to realise individual or societal expectations, may result in people experiencing sadness (Turner, 2011:39). However, this is dependent on the attributions that individuals make and whether or not they blame themselves. Guilt, an affective state of the primary emotion sadness, is the emotion of social control, as we experience guilt when we perceive or are told by others that we have not lived up to labels which define morality (Turner, 2011:7). Moral codes are powerful as they have emotions attached to them.

Hantler (2008:45) identifies that children may experience a range of losses which in turn leads to sadness. Losses may be due to the loss of a pet or family member; loss of a parent through divorce, or of a friend or educator when moving classes or changing grades. “Loss can briefly be described as a condition of losing someone or something that is to the disadvantage of the child because the person or thing lost has played an important role in the healthy functioning and existence of the child” (Blom, 2006:185).

- **Anger**

The ability to express anger healthily; in other words, when allied with calm rational thought, self-awareness, empathy and control tactics; is a sign of good mental health and a skill which should be encouraged (Hantler, 2008:31). Anger is a natural emotional response to mobilise, protect or help people cope with threats, hurt, violation and frustration, or to satisfy needs (Berk, 2006:401; Hantler, 2008:31).

By means of projection, children deny their own personal experiences (Blom, 2006:33). Emotions are projected by children when it is too painful to possess them. Hantler (2008:31) identified a range of physiological changes, which some people may identify as the first signs that they are experiencing anger, namely: increased heart rate; rise in blood pressure; energy surges of chemicals such as adrenaline and non-adrenaline flow; as well as stresses on the body and brain, inhibiting clear thinking.

“The manifestation of psychosomatic symptoms in the child can [also] be an indication of retroreflection... negatively [influencing] a child’s self-awareness” (Blom, 2006:36). Retroreflection means that a person treats him- or herself as he or she would treat others (Blom, 2006:35). Projection and retroreflection are viewed by Gestalt theorists as “... a creative adjustment of the person in a difficult situation” (Lobb, 2005:33).

- **Fear**

Children tend to present a range of anxious behaviours in order to alleviate their fears and conceal their fears from others (Hantler, 2008:41). Children may experience various fears; inter alia, humiliation, vulnerability, rejection, failure and loneliness. Fear is strongly somatic and many symptoms manifest physically, namely; stammering, stomach aches, bed-wetting and/or nail-biting (Hantler, 2008:41). Howe (2008:119) is of the opinion that linking the diverse categories of mental health, is the underlying theme of emotions being out of kilter, with emotions being dulled, out of balance or control.

2.2.3. Understanding emotions

Early perspectives of emotions, such as Freud and Bowlby’s, implied that individual histories affect the ways in which individuals experience emotions, focusing on the gestalt of emotional experiences over time and contexts that characterise individuals (Kuppens et al., 2009:1251). In the study of individual differences in emotion, explicit

attention is paid to individual differences in the componential architecture of emotions, as well as their unfolding across contexts and time, and to the processes that underlie these differences (Kuppens et al., 2009:1253). Individuals regulate their behaviour with varying degrees of awareness, which encompasses observing the self and others, and knowing the choices that are being made (Yontef, 2005:87).

Lazarus states that all emotions have at least two psychological structures: a figure and a background (Lazarus, 2006:13). Lazarus comments that figure-ground analysis was introduced by Gestalt psychologists as a method of examining perceptual phenomena as component parts or substructures that comprise a phenomenological whole. Change and awareness happens at every moment (Yontef, 2005:89); moments in which a figure emerges that is a result of various influences. Yontef (2005:89-90) clarifies that in the now, at a moment, the past flows into the future, and in the now people can experience needs and resources. Thus, as these figures flow one to another, as one figure recedes into the background and another becomes salient, larger gestalten form, and awareness is possible. The concept emotional awareness will be defined below and the levels of emotional awareness explored. Emotional regulation will be discussed, as well as the role it plays in managing one's emotions.

2.3. DEFINING THE CONCEPT EMOTIONAL AWARENESS

Awareness is the very heart of Gestalt philosophy and methodology – awareness intends towards some otherness, and otherness is part of what and how one is aware (Yontef, 2005:87). The awareness of emotions is the ability to identify and describe one's own emotions and those of other people (Mancini, Agnoli, Trombini, Baldaro & Surcinelli, 2013:375). Creating internal awareness elicits deeper thinking behind the emotion and increases the likelihood of change (Holroyd & Field, 2012:42).

As early as 1960, Mowrer concluded that emotions do not deserve being put in opposition with intelligence, rather they should be categorised as a high order of intelligence, thereby suggesting that emotions play a key part in the way we perceive, understand and reason about people and things (Howe, 2008:10). Goldstein and Brooks (2006:3) are of the opinion that no child is immune from pressure in our current fast-paced, stress-filled environment – an environment we have created to prepare children to become functional adults. The awareness of emotions which may arise in a particular situation assists a person to be prepared before the situation occurs, to

adapt to that situation, and to deal with the possible consequences of the situation (Vierman, Brouwers & Fontaine, 2011:265).

“The gestalt theoretical framework alerts us to the interrelationship between awareness and energy. When awareness is scattered and bound up in unknown feelings and thoughts, energy flow is diminished throughout one’s personality” (Fiebert, 2012:49). To perceive and reflect upon one’s own emotional state constitute an important capacity; establishing a foundation for conceptualising the nature of the transformation that occurs in emotion as one becomes aware of feelings (Subic-Wrana, Beutel, Garfield & Lane, 2011:306). Goleman (2006:111) is of the opinion that for some people emotional awareness is overwhelming, while for others it barely exists.

2.3.1. Levels of emotional awareness

The conflict between emotion and reason originated in ancient Greece over two thousand years ago (Lazarus, 2006:18). In ‘The Nichomachean Man’ – Aristotle’s philosophical enquiry into virtue, character and the good life – his challenge was to manage man’s emotional life with intelligence; as our passions, when well-exercised, have wisdom; they guide our thinking, values and survival (Goleman, 2006:29). The extent of the inner qualities of an emotion is not directly visible, making it difficult to accurately infer (Lazarus, 2006:17). The study of the emotion process as a science therefore remains a significant challenge.

The theory of Levels of Emotional Awareness (LEA), first published by Lane and Schwartz in 1987, explains disturbed processing of emotions based on a model of cognitive-emotional development, integrating Gestalt psychology principles of sensory perception, and Piaget’s concept of cognitive development (Subic-Wrana et al., 2011:291-292). Healing in Gestalt therapy is a process of growth; of re-establishing the natural process of growth and development, enabling children to experience meaningful patterns of awareness (Reynolds, 2005:159). Change from a less to a more differentiated state of emotional awareness is conceptualised as transformation; the conscious use of emotion differentiation and integration of newly evolved structures of thinking and language enables a ‘new understanding’ of the perceived

(Subic-Wrana et al., 2011:292). Ochsner and Gross (2005:243) are of the opinion that the capacity to control emotion is important for human adaptation.

Children learn the labels, expressions and situations associated with different emotions (Garner, 2010:300). Lazarus (2006:14) is of the opinion that reason or rationality plays an essential role in emotion. Croyle and Waltz (in Novick-Kline, Turk, Mennin, Hoyt & Gallagher, 2005:558) concur, stating that emotional awareness includes experiencing, but more than mere experience of emotion, it also involves contemplation of the emotion experience. Lane and Schwartz proposed a structural agreement between the schemata of sensory-cognitive development and the levels of emotional-cognitive development (Subic-Wrana et al., 2011:292). The five levels describing the cognitive organisation of emotional experiences are hierarchically organised; functioning at one level adds to and modifies the function of previous levels but does not eliminate them (Subic-Wrana et al., 2011:293). The five levels of emotional awareness as proposed by Lane and Schwartz (in Subic-Wrana et al., 2011:292-293) are described in the following manner:

- Level 1 is characterised by the predominance of stimulus-reflex patterns;
- Level 2 refers to an action response to external or internal perceptions;
- Level 3 is when bodily sensations, action tendencies and tension states can be mentally represented as feeling states. A certain mood or feeling fills consciousness;
- Level 4 enables one to experience emotional ambivalence/blended emotions. This development advance in the structural representation of affective state is assumed to bring with it an increase in emotional stability;
- Level 5 is when other people's feelings can be experienced as separate from one's own. In addition, the ability is gained to put oneself into a feeling state previously not experienced by the self.

Subic-Wrana et al. (2011:294) clarify that the LEA framework puts implicit and explicit processes on the same continuum, while distinguishing between subtypes of implicit (Level 1 and 2) and explicit (Level 3, 4 and 5). Level 1 (physical sensations) and Level 2 (action tendencies) phenomena may not be considered typical indicators of emotion, however, within emotional responses they are fundamental components. Levels 3, 4 and 5 consist of conscious feelings at different levels of complexity. An emotional

encounter is not a single action or reaction; it is a continuous flow of actions and reactions among the persons who participate in it (Lazarus, 2006:14).

The transformative nature of emotional awareness "... enables emotional responses to be more flexible, adaptive and creative" (Subic-Wrana et al., 2011:294). Emotions depend on processes; it implies the give and take of interpersonal exchanges among the participants in an encounter from which one or more emotions are generated (Lazarus, 2006:14).

2.3.2. Emotional regulation

Self-regulation is essential to normative functioning, and society's expectations that children control their impulses increase with age (Wenar & Kerig, 2005:315). Acquiring the capacity for effective self-regulation is one of the major challenges of human development (Colman, Hardy, Albert, Raffaelli & Crockett, 2006:421). From infancy, when children are buffeted by the effects of emotional storms over which they are able to exert little control, responsive environments and sensitive care assist the child to develop the capacity to regulate emotions and engage in increasing degrees of self-control (Wenar & Kerig, 2005:34).

Emotional regulation is about using feelings as signals to alert the individual to the need for action, particularly to sustain essential relationships (Gerhardt, 2009:29).

Wenar and Kerig (2005:44-45) affirm that emotional regulation:

requires the capacity to identify, to understand, and, when appropriate, to moderate one's feelings. Emotion regulation might involve inhibiting or subduing emotional reaction... But emotional regulation may also involve intensifying emotional arousal in order to meet a goal... In essence, emotion regulation allows the child... to be [the] "boss of own self".

From a Gestalt theoretical framework, people are viewed as an organism that is part of nature, living in natural cycles of contact and withdrawal (Crocker, 2005:73). People, like all other natural organisms, regulate themselves in changing circumstances thereby enabling them to function within their environment.

Children need to manage their emotions and behaviour, and to possess behavioural social skills, which enable them to carry out solutions effectively with others (Zins, Bloodworth, Weissberg & Walberg, 2007:196). As social creatures, it is necessary to

monitor other people as well as our own internal state, in order to maintain the relationships on which we all depend (Gerhardt, 2009:30). Children, specifically within the school context, compare their accomplishments to those of their peers and seek peer approval (Berk, 2006:404). It is therefore important that children learn to manage negative emotions which may threaten their sense of self-worth.

Among individuals with emotion skills deficits, emotions may become dysregulated (Novick-Kline et al., 2005:559). Novick-Kline et al. (2005:559) state that emotionally dysregulated individuals have difficulty influencing the latency, magnitude, duration and expression of their emotions as appropriate to the current situation. Emotion dysregulation may be associated with a variety of activities detrimental to adaptive functioning, for example: binge eating, worrying and substance abuse. Impairments in emotion awareness are also associated with higher levels of internalising problems such as symptoms of depression or anxiety (Rieffe & De Rooij, 2012:349).

Emotions are often difficult to control, especially when intense (Lazarus, 2006:17). Emotional regulation, as a function of coping, is therefore necessary in order to enable children to adjust their emotional state to a comfortable level of intensity so that they may accomplish their goals (Berk, 2006:403; Lazarus, 2006:17). Gaining awareness of needs is a primary step towards healthy organismic self-regulation in a child (Blom, 2006:29). Children learn from very early on how to modify their emotions and express them in socially acceptable ways (Rieffe & De Rooij, 2012:349). In other words, children who are taught how to find a balance between their own wants and needs, with demands from society, without jeopardising their social relationships. The role and importance of emotional awareness within various relationships will be discussed below.

2.4. EMOTIONAL AWARENESS AND RELATIONSHIPS

Emotional life is largely a matter of coordinating ourselves with others; through participating in their states of mind we are enabled to share each other's feelings and experiences (Gerhardt, 2009:31). Throughout the life course, relationships continue to be where we experience many of our most intense feelings (Howe, 2008:68). A growing body of research suggests that helping children develop good emotional and social skills early in life makes a big difference in their long-term health and well-being (Lantieri, 2008:28). Emotional awareness among children is important for their

interpersonal functioning, as children with greater emotional awareness tend to have better social and environmental adjustment, an incremental quality of social relationships, and fewer emotional and behavioural problems (Mancini et al., 2013:375).

The ability to understand another person's and one's own emotional states is essential for virtually all aspects of social behaviour (Olsson & Ochsner, 2007:654). Studies have shown that children's emotional and social functioning and behaviour begin to stabilise around the age of eight, and can predict the state of their behaviour and mental health later in life (Lantieri, 2008:28). The years of middle childhood bring many changes to children's emotional and social life (Santrock, 2009:317); transformations occur in their relationships with peers and parents, and schooling takes on a more academic flavour.

2.4.1. Peer relationships

Emotions always depend on what transpires between a person and their environment (Lazarus, 2006:10). Furthermore, our relationships with others and the physical environment are dynamic, and it is this meaning that shapes and defines our emotions. Greater emotional competence has been linked to better peer relations (Katz, 2011:78). Social relationships among children focus heavily on being accepted, brave and popular, and having attributes perceived by others as 'desirable' (Geldard & Geldard, 2005:263).

Interest in the larger world of the peers comes to the fore in middle childhood, where the child begins to subordinate personal interests to the goals of the group (Wenar & Kerig, 2005:71-72). Friendships or close relationships contribute towards the development of trust, sensitivity and intimacy, whereas peer groups provide practice in cooperation, leadership, followership and loyalty to collective goals (Berk, 2006:613). The mutuality and intimacy of friendship (Berk, 2006:495), which fosters decisions based on consensual agreement, may also contribute to moral development.

According to social psychologist Lev Vygotsky, social interaction is key for allowing the development of higher mental processes in eight- to eleven-year-olds (Lantieri, 2008:110). Development of peer sociability is also supported by and contributes

greatly to cognitive, emotional and social milestones (Berk, 2006:598). Research on sociability is based on children's sociometric status, in other words the way they are received by their peers (Wenar & Kerig, 2005:71). Four types of children emerge from sociometric studies (Berk, 2006:609; Santrock, 2009:336-337; Wenar & Kerig, 2005:71-72), namely:

- Accepted – the child who is accepted by other children is resourceful, intelligent, emotionally stable, dependable, cooperative and sensitive to the feelings of others;
- Rejected – rejected children are aggressive, distractible and socially inept, in addition to being unhappy and alienated. They are also at risk for dropping out of school, and for having serious psychological difficulties in adolescence and adulthood;
- Neglected – a neglected child is neither liked nor disliked by peers. They tend to be anxious and lacking in social skills;
- Controversial – a controversial child is perceived positively and negatively by others. They are often troublemakers or class clowns, however, they possess interpersonal skills and charisma that attract or impress their peers.

The ability to modulate one's emotions is evidently an important skill that benefits children in their relationship with peers (Santrock, 2009:249-250). Peers are therefore a vital source of support and contribute greatly towards development (Berk, 2006:598), however, peer relationships are more effective when children also have warm, supportive ties to parents. Children first acquire skills for interacting with peers within the family – parents influence children's peer interaction skills by offering guidance and examples of how to behave (Berk, 2006:601).

2.4.2. Parent-child relationships

When children are young their emotional needs are usually met by adults (Geldard & Geldard, 2005:264). There is considerable research indicating that how parents socialise children's emotions has a significant effect on children's emotional and social adjustment (Katz, 2011:78). As children move into middle childhood parents spend considerably less time with them, however, they continue to play an extremely important role in their child's lives (Santrock, 2009:333). Open communication between parents and children in middle childhood increases the chances of children

communicating openly with parents during adolescence – a developmental period fraught with challenges and increased demands (Gentzler, Contreras-Grau, Kerns & Weimer, 2005:608).

Traditionally, emotional understanding has been passed on in the midst of everyday life – by parents and relatives, and in the rough-and-tumble of free play – opportunities that are now being lost to the young (Goleman, 2006:17). Unsupportive parental responses, hostility or not validating a child’s feelings, are likely to teach children not to communicate their feelings or problems (Gentzler et al., 2005:592). Children who have grown up in environments where feelings were not talked about, or behaviours were inconsistent with expression of emotion, experience difficulty identifying their emotions and intentions when they try to self-reflect (Camilleri, 2007:200). However, as noted earlier, children depend on responses from parents to help them identify and interpret their own feelings (Aviles et al., 2006:33). Emotionally open discussions between parent and child may help children better understand and regulate their own emotions and develop adaptive coping strategies (Gentzler et al., 2005:592).

Parents have to be physically and emotionally present in the lives of their children, and be prepared to have conversations that matter about questions of life which today’s children face (Bush & Codrington, 2012:39). Emotion-coaching parents (Santrock, 2009:249) monitor their children’s emotions as opportunities for teaching, assist them in labelling emotions and coach them in how to deal with emotions more effectively. The more a child feels loved, cared for, valued and accepted by those around them, the better they will feel about themselves and they will develop better coping mechanisms (Camilleri, 2007:51). Settings which support a child’s socio-emotional development (Aviles et al., 2006:33) consist of responsive, nurturing environments that will, among other things, properly prepare children for academic achievement. Educational settings are also seen as environments in which emotional awareness can be fostered.

2.5. EMOTIONAL AWARENESS WITHIN AN EDUCATIONAL SETTING

The relationship between emotional awareness and the educational setting will be discussed below, as well the role and responsibility of educators within the school context and classroom environment in fostering emotional awareness.

2.5.1. Emotional awareness within the school context

Children bring their own emotional history with them into the educational system, affecting their ability to have successful relationships and regulate themselves within the learning environment (Camilleri, 2007:200). Emotions can facilitate or hamper their learning, as well as their overall success in schools (Zins et al., 2007:191). There are many reasons that a child may demonstrate social-emotional difficulties (Aviles et al., 2006:33). Barbarin (in Aviles et al., 2006:33) identifies possible risk factors that may impair a child's functioning, namely: a history of early deprivation and/or trauma, family conflict and instability, involvement in the welfare system, and contextual factors such as minimal resources.

Children who have limitations in their social-emotional development often demonstrate poor social, emotional and academic success (Aviles et al., 2006:34). When chronic anxiety, anger or upset feelings intrude on children's thoughts, less capacity is available in working memory to process what they are learning (Lantieri, 2008:30). The Gestalt pedagogical model (Woldt, 2005:xxii), namely confluent education:

... is essentially the synthesis of the affective domain (feelings, emotions, attitudes and values) and the cognitive domain (the intellectual and the activity of the mind in knowing). Confluent education, however, also includes learning experiences wherein may exist an interplay between affectivity and cognition, where frustration and tension in appropriate degrees resulting from this interplay are seen as valued conditions, directly related to healthy growth and development.

Children spend a significant part of their day at school (Aviles et al., 2006:32-36); a school setting therefore has the potential to provide services and programmes that will have a positive impact on overall academic achievement, as well as on the emotional development of learners. A school's responsibility to see to the academic needs of their learners overlaps with their role to also address their emotional needs. Goleman (2006:5) concurs, stating that helping children improve their self-awareness and confidence; manage their emotions and impulses, will not only assist in improving behaviour but also in measureable academic achievement.

There is a constant push for children to achieve academic skills from a young age, and so school becomes a big source of stress in their lives (Lantieri, 2008:20). Traditionally, schools emphasise intellectual learning, thereby masking the extent to

which emotions inform and drive our ability to learn (Camilleri, 2007:200). The idea that emotions can assist learning is not entirely new (Eloff & Ebersöhn, 2004:32). Educational researchers have done significant theoretical work linking emotion and cognition (Lazarus, 2006:299), highlighting the importance of having awareness and understanding of emotional cues, and the ability of regulating and managing the experience of expressing emotion. Difficulties in adapting to school are expected to relate to problems in children's emotional awareness (Vierman et al., 2011:266).

Problems in understanding emotions might also contribute towards children's inability to attend during instructional tasks (Garner, 2010:304), as school-based learning takes place within an emotion-laden context (Garcia, Baker & De Mayo, 2005:305). Schools therefore need to recognise the extent to which social-emotional development impacts on academic outcomes, and develop ways in which to identify learners with social-emotional difficulties and provide services that will address these issues, potentially mediating and/or improving academic outcomes (Aviles et al., 2006:32).

At present we leave the emotional education of children to chance, with ever more disastrous results (Goleman, 2006:10). Though education has always purported to be for the 'whole' person, the obvious focus has been on academic and intellectual development, not emotional or social development (Garcia et al., 2005:302). If schools are aware of the underlying issues of poor social-emotional development and address the issue, it will break the cycle in support of academic achievement (Aviles et al., 2006:34). Goleman (2006:10) is of the opinion that one solution is a new vision of what schools can do to educate the student, bringing together mind and heart in the classroom, as emotional learning is like an insurance policy for a healthy, positive, successful life (Lantieri, 2008:34). The primary role of children is that of student, a role which must be supported in order for them to be successful in school and life (Aviles et al., 2006:38).

The foundation for life competencies are laid in childhood (Goleman in Lantieri, 2008:2). By incorporating emotional awareness programmes into the regular school day – which address improving self-awareness and confidence, managing emotions and impulses, increasing empathy and cooperation (Goleman in Lantieri, 2008:1) – children will be equipped with the inner strength they need to meet both the intense challenges and the great opportunities that come their way (Lantieri, 2008:11).

Research has shown that such programmes enhanced learners' behavioural adjustment in the form of increased prosocial behaviours, reduced conduct and internalising problems, and improved academics (Durlak, Dymnicki, Taylor, Schellinger & Weissberg, 2011:417). As schools collectively have access to virtually all children and are expected to educate them to become responsible, contributing citizens, they are ideal settings in which to develop children emotionally as well as academically (Zins et al., 2007:191).

In recent years there has been growing pressure and a greater interest from professionals and the public in how well schools perform with respect to learner achievement (Zins et al., 2007:193). Academic failure has far-reaching implications for future success; it can contribute towards humiliating outcomes in adulthood, such as illiteracy and unemployment, which in turn have devastating effects on self-worth and overall achievement (Camilleri, 2007:45). Conversely, numerous studies have found that young people who possess social and emotional skills are happier, more confident, and more capable as students, family members, friends and workers (Lantieri, 2008:34). Therefore, it is imperative that the emotional intelligence of everyone in a school should be improved by implementing an emotional development intervention for the whole school (Cowie, Boardman, Dawkins & Jennifer, 2004:122). Specific issues may be highlighted where it influences individuals, however, a whole-school approach can generate benefits for all role-players.

2.5.2. Educators as role-players within the school context

Educators' ability to create a positive emotional climate in the classroom is thought to be critically important in the learning that occurs in schools (Garner, 2010:311). Gestalt educators value holistic education and view the classroom situation as a means of promoting personal growth, self-understanding and interpersonal contact, in order to maximise learning and healthy development (Garcia et al., 2005:302). An optimal classroom climate is thus achieved when a teacher allows for the appropriate expression of emotions, respectful communication and problem solving, strong interest and focus on tasks, and supportiveness and responsiveness to individual differences and learner needs (La Paro & Pianta in Jennings & Greenberg, 2009:492). Garner (2010:309) concurs, stating that children's classroom emotion expression also

impacts on their relationship with teachers, which in turn can influence their school performance.

Children do not learn alone but rather in collaboration with their educators, in the company of their peers and with the encouragement of their families (Durlak et al., 2011:405). The academic outcomes of learners with socio-emotional difficulties will vary depending on the support they receive from adults in their lives, namely, parents and educators (Aviles et al., 2006:33-34). Learners are dependent on their educators for assistance, approval and encouragement. Educator support includes whether or not a child feels close to his/her teachers and acknowledged by them (Camilleri, 2007:51).

By creating a supportive learning environment, in order for learning to take place within a safe, caring atmosphere in which high expectations are expressed, children may be more engaged, feel more attachment and exert greater effort (Zins et al., 2007:200). Emotionally and socially competent educators set the tone of the classroom by developing supportive and encouraging relationships with their learners (Jennings & Greenberg, 2009:491). Coetzee and Jansen (2007:1) affirm that the emotional state of educators affects learners' attention, focus, perception, time spent on tasks and their academic performance. They add that educators who demonstrate emotional awareness behaviour in the classroom are more effective in achieving academic goals and creating an emotional environment which enhances learning. Furthermore, by facilitating a desirable teaching context, peer conflict is reduced.

However, educators can be distracted and also become emotionally overwhelmed by personal concerns and aspects of teaching that go beyond the classroom (Garner, 2010:310). Learning to attend to these emotions is critical because the inability to control one's psychological and behavioural arousal can interfere with the quality of the teaching that occurs in the classroom. Jennings and Greenberg (2009:495) have identified some of the following characteristics evident in educators who are emotionally competent. They:

- demonstrate high self-awareness, recognising their emotional strengths and challenges;
- know how to generate and use emotions to motivate learning in themselves and others;

- have a realistic understanding of their capabilities;
- understand how their emotional expressions affect their interactions with others;
- are culturally sensitive, understanding others may have different perspectives than they do;
- know how to manage their emotions and relationships with others;
- manage their behaviour even when emotionally aroused by challenging situations;
- regulate their emotions in healthy ways;
- are comfortable with a certain level of ambiguity and uncertainty that comes from letting children figure things out for themselves.

Schools therefore need to provide the appropriate resources to prepare and support educators, in order to best serve the emotional needs of children, which in turn would serve the academic needs of a multitude of children (Aviles et al., 2006:38). Training educators to address children's emotional needs is vital, as part of their role within the context of the classroom is to assist children with their emotional expressions in order to meet the demands of the school environment (Garner, 2010:312). Developing teachers enables them to make important contributions to desirable classroom and learner outcomes (Jennings & Greenberg, 2009:495). Research suggests that interventions can be incorporated into routine educational processes and therefore do not require external personnel (Durlak et al., 2011:417).

As part of legislation, schools are mandated to provide children with services that address their specific needs (Aviles et al., 2006:35). The different provincial departments as well as the district offices have made it their task to train and support educators to implement these programmes effectively (Prinsloo, 2007:169). However, the quality and quantity of the training and support are not always as successful as intended, but although the present problems are many and varied they are not insurmountable. The attention of educators, policy makers and the Department of Education should thus be focused on ways and means to accomplish this task as soon as possible. Durlak et al. (2011:420) concur, stating that if effective programmes are to be more widely used, concerted efforts need to be made in order to assist schools through the multiple steps of the diffusion process.

Schools and educators thus play a pivotal role in preparing learners to become responsible and contributing adult members of society, through creating emotional awareness as the foundation for emotional intelligence.

2.6. EMOTIONAL INTELLIGENCE

Emotional awareness is considered to be a central aspect of emotional intelligence because conscious processing of emotional information fosters emotional and intellectual growth (Lane in Vierman et al., 2011:265). Emotional intelligence is seen as a basic requirement for the effective use of one's IQ – that is, one's cognitive skills and knowledge (Lanteiri, 2008:30). According to Harvard professor Howard Gardner, intelligence is not a single IQ number, rather it is a mosaic of multiple, interconnected intelligences which also work independently (Bush & Codrington, 2012:62-63). Emotional Intelligence includes interpersonal, intrapersonal and spiritual intelligence. Interpersonal intelligence is the ability to easily connect with others, to network and form relationships, while intrapersonal intelligence is the ability to be self-aware and see oneself in context. Spiritual awareness is the ability to appreciate and accommodate views and opinions from people of other spiritual persuasions.

Emotional intelligence refers to the ability to recognise feeling states in oneself as well as others, and to control the expression of one's emotions (Blundon & Schaefer, 2006:368). Mayer, Salovey and Caruso (in Howe, 2008:12-13) define emotional intelligence as the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Four separate clusters were identified in emotional intelligence, namely the Four-Branch Model of Emotional Intelligence. The four branches, in other words the developmental phases in which emotional intelligence is obtained, are:

- The perception and expression of emotion in the self and others;
- The use of emotion to facilitate thought, and the integration of emotion in thought;
- Understanding and analysing emotions in self and others;
- Regulating and managing emotions in self and others depending on one's needs, goals and plans.

The first, third and fourth branches involve reasoning about emotions, as well as the ability to regulate emotions in ourselves and others; the second branch uniquely involves using emotions to improve reasoning (Salovey, 2004:33). The following table expands on the various abilities/skills present in each branch.

Table 2.2. The Four-Branch ‘Ability/Skill’ Model of Emotional Intelligence

Branch	Abilities/Skills
Branch One: Perceiving emotions	Ability/skill to: <ul style="list-style-type: none"> • identify emotion in our physical and psychological states; • identify emotion in other people; • express emotions accurately and express needs related to them; • discriminate between accurate/honest and inaccurate/dishonest feelings.
Branch Two: Using emotions to facilitate thought	Ability/skill to: <ul style="list-style-type: none"> • redirect and prioritise thinking on the basis of associated feelings; • generate emotions to facilitate judgement and memory; • capitalise on mood changes to appreciate multiple points of view; • use emotional states to facilitate problem-solving and creativity.
Branch Three: Understanding emotions	Ability/skill to: <ul style="list-style-type: none"> • understand relationships among various emotions; • perceive the causes and consequences of emotions; • understand complex feelings, emotional blends and contradictory states; • understand transitions among emotions.
Branch Four: Managing emotions	Ability/skill to: <ul style="list-style-type: none"> • be open to feelings, pleasant and unpleasant; • monitor and reflect on emotions; • engage, prolong or detach from an emotional state; • manage emotions in oneself; • manage emotions in others.

Source: (Salovey, 2004:35)

As portrayed in Table 2.2 above, emotional intelligence can be seen as an important factor in determining one’s ability to succeed in life and directly influence one’s general psychological well-being in terms of overall emotional health (Reissland, 2012:3). Furthermore, emotional intelligence helps to predict success in social situations as it reflects how a person applies knowledge to the immediate situation. Emotional

awareness and intelligence can therefore be seen as crucial to enhancing a child's ability to effectively transition through middle childhood, as discussed below.

2.7. MIDDLE CHILDHOOD

Freud perceived middle childhood as a relatively uneventful phase of development, however, in the twenty-first century middle childhood is recognised as a potentially turbulent time in children's lives (Charlesworth, Wood & Viggiani, 2007:182). Middle childhood is filled with challenges and opportunities, as children in middle childhood:

... are on a different plane, belonging to a generation and feeling of their own. It is the wisdom of the human life span that at no time are children more ready to learn than during the period of expansive imagination at the end of early childhood... They seek to know and understand. They are remarkable for their intelligence and for their curiosity (Santrock, 2009:279).

Middle childhood as a developmental phase is delineated by Cooper (2005:211) as spanning the ages six to twelve years. However, Lassonde (2012:60) indicates that developmentalists define middle childhood as the period from roughly age five to twelve. The age range classified as middle childhood by various theorists is thus subject to debate (Charlesworth et al., 2007:182).

From a Gestalt perspective, human development is viewed as a process involving movement from total environmental support to optimal self-support (Reynolds, 2005:155). Knowledge of traditional developmental theory is important, in order to understand the physical, cognitive, social and emotional transitions in childhood. Each of the aforementioned domains is not really distinct, rather they combine in an integrated, holistic fashion to yield the maturing, growing child (Berk, 2006:4). Vaihinger as quoted by O'Connor and Ammen (2013:1) emphasises that it must be remembered that the object of the world of ideas as a whole (the map or model) is not the portrayal of reality, but rather to provide us with an instrument for finding our way about more easily.

2.7.1. Theoretical perspectives on child development

There are numerous theoretical perspectives (maps or models) which have evolved through the years, offering different viewpoints and thoughts on child development. Geldard and Geldard (2008:31-33) have summarised the work of different theorists on child development as it has evolved through the years.

Table 2.3. The work of the early pioneers (1880-1940)

Child development theorist	Summarised viewpoint
Sigmund Freud	Developed psychoanalytic psychotherapy including the following concepts: unconscious processes, defense mechanisms, id, ego, superego, resistance, free association, transference and psychosexual development.
Anna Freud	Sought an affectionate attachment with the child (positive transference). Interpreted child's non-directed free play after an affectionate attachment with the child had been established.
Melanie Klein	Started to interpret the child's behaviour early in the therapeutic relationship, interpreted child's non-directed free play.
Donald Winnicott	Saw the therapeutic relationship with the child as a parallel to the transitional space in which the child is separating from the mother. Thought that the relationship with the therapist was sufficient in itself to produce therapeutic change.
Carl Jung	Introduced ideas about the symbolic representation of a collective unconscious.
Margaret Lowenfeld	Used symbols in a sand tray as a substitute for verbal communication.
Alfred Adler	Introduced the need to take account of the person's social context.

Source: (Geldard & Geldard, 2008:31)

Table 2.4. Theories of child development (1920-1975)

Child development theorist	Summarised viewpoint
Abraham Maslow	Introduced the idea of a hierarchy of needs.
Erik Erikson	Believed that the individual has the potential to solve their own problems. Postulated eight stages of development. Believed that ego-strength was gained through successful resolution of developmental crises.
Jean Piaget	Had a concept of children obtaining particular skills and behaviours at particular developmental stages and recognised stages of cognitive development.
Lawrence Kohlberg	Looked at the relationship between Piaget's concepts of cognitive development and the acquisition of moral concepts.
John Bowlby	Introduced theory of attachment whereby a child's emotional and behavioural development was seen to be related to the way in which a child was able to attach to its mother.

Source: (Geldard & Geldard, 2008:33)

Geldard and Geldard (2008:41) clarify that they chose to reference the work of theorists which they felt significantly influenced the practice of working with children. Many theories have been developed over centuries, which have had implications for educational practice (Maree, 2004:388). Three classical-stage theorists, namely Freud, Erikson and Piaget, made an invaluable contribution to the fundamental perception of the development of children in middle childhood, and are therefore briefly summarised as follows:

- **Sigmund Freud**

Freud's work exerts as great an influence today as it did in the early part of the twentieth century (Danto, 2011:174). Classical psychoanalytical theory, also known as the drive theory, is concerned with discovering the dynamics of human behaviour, namely: the basic motives and the prime movers (Wenar & Kerig, 2005:9). According to the psychoanalytical perspective:

... children move through a series of stages in which they confront conflicts between biological drives and social expectations. The way these conflicts are resolved determines the person's ability to learn, to get along with others, and to cope with anxiety... [Freud's] psychosexual theory... emphasised that how parents manage their child's sexual and aggressive drives in the first few years is crucial for healthy personality development (Berk, 2006:16-17).

According to Freud's psychosexual stages, he described middle childhood as the latency period, characterised by sexual instincts dying down and the superego (conscience) developing further (Berk, 2006:17). Furthermore, the child in the latency period acquires new social values from adults outside the family and from play with same-sex peers. Freud introduced conceptual ideas about the formation of personality and he developed five stages of psychosexual development, from birth to adolescence (Berk, 2006:17; Geldard & Geldard, 2008:26).

- **Erik Erikson**

Several of Freud's followers took what they believed to be useful from his theory and built on his vision (Berk, 2006:18). In Erikson's psychosocial theory, he stated "... that the individual has the potential to solve their own conflicts, and that competent functioning is achieved through the resolution of crises occurring throughout the individual's life at particular developmental stages" (Geldard & Geldard, 2008:32).

Erikson believed that child-rearing can only be understood by making reference to the competencies valued and needed by a child's society (Berk, 2006:18). Erikson was one of the first theorists to recognise the lifespan nature of development; dividing an individual's lifespan into eight stages, from birth through to old age, each of which is represented by a personal social crisis (Berk, 2006:19; Geldard & Geldard, 2008:32).

- **Jean Piaget**

According to Berk (2006:21) Piaget influenced the contemporary field of developmental child psychology more than any other. Piaget was of the opinion that:

... children's learning is dependent on reinforcers, such as rewards from adults... children actively construct knowledge as they manipulate and explore their world. In Piaget's theory, as the brain develops and children's experiences expand, they move through four broad stages, each characterised by qualitatively distinct ways of thinking (Berk, 2006:21).

Piaget noticed that children interact with human and inanimate objects, and the relationship the child has with these objects allow them to become more adaptive in their behaviour (Geldard & Geldard, 2008:32). With adaptation, the child develops higher levels of cognition and starts to understand their environment in a progressively complex way.

O'Connor and Ammen (2013:3) are of the opinion that theories are cognitive models we, as human beings, use to describe or explain events or phenomena in our world. The above discussion of the three classical-stage theorists' contribution to the fundamental perception of the development of children in middle childhood, provides us with a cognitive model from which to explore the developmental framework of middle childhood.

2.7.2. Developmental framework of middle childhood

In order to examine various characteristics of transition in middle childhood, physical, cognitive, social and emotional dimensions of development will be examined as the developmental phase focused on for the purposes of this study. As previously stated, changes in the developing child reflect the dynamic interaction continuously occurring across the aforementioned dimensions (Charlesworth et al., 2007:183). Development

is defined as “... the process of change associated with age which characterizes all human beings from conception to death” (Schaffer, 2006:6).

2.7.2.1. Physical development

Middle childhood involves slow, consistent growth, and is viewed as a period of calm before the rapid growth spurt of adolescence (Santrock, 2009:282). This developmental phase is a period when increased public attention and self-awareness is directed towards various aspects of physical growth, skill or activity patterns, and levels deemed outside the normal range (Charlesworth et al., 2007:187). Additionally, as physical development is outwardly visible, it also has an effect on perceptions of self and the way a child is viewed and treated by peers and adults.

Physical development of children in middle childhood takes place in proportion to body, rather than in height or mass (Blom, 2006:206). Physical development continues steadily but children of the same chronological age may vary greatly in stature, weight and sexual development (Charlesworth et al., 2007:183). At approximately the age of eleven, females develop more fatty tissues while males develop more muscle tissue (Rathus, 2014:352). Changes in size, proportions and muscle strength support an explosion of new gross motor skills, and there is improved balance, strength, agility and flexibility in this developmental phase (Berk, 2006:175). Motor skills become much smoother and more coordinated than they were in early childhood, with a dramatic increase in fine motor skills (Santrock, 2009:283; Bergin & Bergin, 2012:53). Children in middle childhood are normally encouraged to gain a high level of mastery over physical skills associated with particular interests such as dance, sports or music (Charlesworth et al., 2007:183). By the ages of eight to ten children demonstrate the balance, coordination and strength which enables them to participate in team sports (Rathus, 2014:359).

According to Bergin and Bergin (2012:46) some neuroscientists view the first ten years in brain development as a sensitive period; one in which a child develops specific abilities following which change is less likely. Berk (2006:182) states that despite its complexity, the human brain reaches its adult size earlier than any other organ. The various parts of the brain develop at different rates (Shaffer & Kipp, 2010:205). The first areas to mature in the developing brain are involved in motor skills and the senses, followed by development in language areas (Bergin & Bergin, 2012:44). Changes in

the brain include advances in functioning in the prefrontal cortex, which are reflected in improved attention, reasoning and cognitive control (Santrock, 2009:312). The frontal part of the brain encompasses functions such as self-regulation, the focusing of attention, cognitive flexibility, goal setting and information processing (Rathus, 2014:351). The rational part of the brain does not work in isolation (Damasio in Gerhardt, 2009:6), but at the same time as the basic regulatory and emotional parts of the brain. Therefore, body and mind cannot be split when exploring development in middle childhood.

2.7.2.2. Cognitive development

“Cognition refers to knowing, and cognitive development to the acquisition of knowledge in childhood” (Schaffer, 2006:96). Cognitive development involves various mental functions or “... expressions of human intelligence that we use to adapt to and make sense of the world” (Schaffer, 2006:96). There are vast advances in children’s cognitive development during middle childhood years (Rathus, 2014:375). Flavell in Berk (2006:292) is of the opinion that we owe Piaget the present field of cognitive development with its image of the developing child, who through its own active and creative commerce with its environment, builds an orderly sequence of cognitive structures en route to intellectual maturity. Piaget stated that “... knowledge is not just a copy of the world, but that knowledge is an intention or construction in the mind of each person” (Bergin & Bergin, 2012:96).

Berk (2006:242-253) and Charlesworth et al. (2007:188-189) discuss cognitive development in middle childhood in accordance to Piaget’s cognitive development theory. In Piaget’s concrete operational stage (seven to eleven years), school-aged children think in an organised and logical fashion about concrete objects, using problem-solving strategies. Long-term memory increases in middle childhood, with children using strategies such as imagery and elaboration to improve their memory. Cognitive development in middle childhood is also characterised by critical and creative thinking. Potential gains in cognitive development enable new learning in a variety of environments. For example, children gain an enhanced ability to understand people, situations and events in their surrounding environments.

As children attend school throughout their formative years, school plays a major role in the cognitive development of children (Charlesworth et al., 2007:187). “[M]any of

the competencies underlying intelligence manifest themselves during middle childhood, when most children are first exposed to formal schooling” (Rathus, 2014:394). Intelligence is defined by Rathus (2014:394) as a child’s underlying competence or learning ability. There are varying theories on intelligence and debates as to the number of intelligences. Sternberg’s triarchic theory of intelligence identifies three elements or aspects of intelligence, which he believes everyone has to a greater or lesser extent (Papalia, Olds & Feldman, 2011:348), namely:

- The *componential element* is the analytic aspect of intelligence; it determines how efficiently people process information. It tells people how to solve problems, how to monitor solutions and how to evaluate results.
- The *experiential element* is insightful or creative; it determines how people approach novel or familiar tasks. It allows people to compare new information with what they already know and to come up with new ways of putting facts together – in other words, to think originally.
- The *contextual element* is practical; it determines how people deal with their environment. It is the ability to size up a situation and decide what to do: adapt to it, change it or get out of it.

School-age children are better able to understand and interpret verbal and non-verbal communication, and to make themselves understood (Papalia et al., 2011:348). As children become better communicators they possess a more sophisticated sense of humour (Zembar & Blume, 2009:1). For most children, the acquisition of cognitive abilities that occurs early in middle childhood allows for the communication of thoughts with increasing complexity (Charlesworth et al., 2007:187). Schaffer (2006:207) view verbal communication, namely language, as a means through which we can control our emotions and regulate the actions we take. In order to use language in a socially appropriate manner the speaker needs to have some awareness of the recipient’s possible thoughts and feelings (Schaffer, 2006:230). Children in middle childhood are “... better at taking intention into account when judging others’ behaviour” (Bergin & Bergin, 2012:360). Cognitive processes involve emotional processes but could not exist without them (Gerhardt, 2009:6).

Cognitive growth enables children to gradually develop a more in-depth understanding of the meaning of rules, laws and interpersonal norms – in other words, morality

(Shaffer & Kipp, 2010:586-587). Moral development is a complex concept (Rathus, 2014:380), which on a cognitive level, relates to the basis from which children make judgements as to whether an act is socially right or wrong. As children develop these new understandings, they progress through a sequence of moral stages/levels as described by Piaget and Kohlberg. Piaget found that when children reach middle childhood they begin to show autonomous reality, where moral judgements become more self-governed and complex (Papalia et al., 2011:340; Rathus, 2014:381-382). Kohlberg identified children in middle childhood as being at the conventional level of moral reasoning, a period during which moral judgements mainly reflect social rules and conventions (Rathus, 2014:384).

Cognitive development in middle childhood enables children to develop more complex self-concepts (Papalia, Olds & Feldman, 2008:385). A self-concept is defined as the differentiated conception of self in specific domains, such as academic self-concept, social self-concept and relational self-concept (Bergin & Bergin, 2012:506). According to Schaffer (2006:77-78) autobiographical memory, a cognitive mechanism, provides a child with data about past experiences which are often of considerable emotional significance to the child. These autobiographical memories, which form part of a child's self-concept, are reinforced further when shared with others. Relationships are thus an important dimension in the development of a child in middle childhood – social development is further explored in the section below.

2.7.2.3. Social development

Traditional developmentalists have pointed out that the school-age child searches for opportunities to demonstrate personal skills, abilities and achievements (Charlesworth et al., 2007:194-195). Erik Erikson provides a scientific view into the social development of children in middle childhood in his developmental theory. Erikson described the developmental task of middle childhood as industry versus inferiority, a period when children at school develop the capacity to work and co-operate with others (Charlesworth et al., 2007:194; Berk, 2006:18). Inferiority develops when negative experiences at home, school or with peers lead to feelings of incompetence. In the process children gain an increasing awareness of their position in the network of relationships in their surrounding environment. Love, guilt, shame, pride and

jealousy are social emotions which arise in our relationships with others (Howe, 2008:83).

Erikson was of the opinion that the major development task of middle childhood is acquiring cognitive and social skills (Rathus, 2014:421). This opinion is echoed by Fonagy (in Gerhardt, 2009:15), a distinguished researcher into early attachment, who views the brain as a 'social organ'. "Our minds emerge and our emotions become organised through engagement with other minds, not in isolation" (Fonagy in Gerhardt, 2009:15). Socialisation is an important task for all children, as it provides opportunities for them to acquire the beliefs, attitudes and rules of behaviour of those around them (Schaffer, 2006:179). Additionally, in the journey from birth to full maturity, relationships with parents and peers help shape our emotional make-up (Howe, 2008:44). According to Bronfenbrenner's ecological systems theory, the child is viewed as developing within a complex system of relationships, in which the child is at the centre of, and embedded in several environmental systems (Berk, 2006:26-29).

- **The parent as an environmental system**

As children in middle childhood become more independent they spend less time with their parents (Rathus, 2014:426). The atmosphere in the home, whether it's supportive or characterised by conflict, is an important influence of the family as an environmental system on a child's development (Papalia et al., 2011:368). Research has shown that children exposed to poor parenting tend to show high levels of internalising behaviours, such as anxiety and fearfulness, and externalising behaviours, such as aggressiveness and disobedience (Papalia et al., 2011:368).

Applied to parent-child interaction, the transactional model views child development "... as the outcome of reciprocal, circular interchanges that occur over time between child characteristics and parental influences" (Schaffer, 2006:183). By effectively connecting with their children, through sharing the same time and space, parents are developing their children's emotional security (Bush & Codrington, 2012:105). Children who feel secure in their relationships with their parents are more likely to experience balanced friendships, empathy for others and resilience to negative peer influence (Bergin & Bergin, 2012:220). "Nature and nurture both play a part in emotional development" (Howe, 2008:44). In the journey from birth to full maturity,

relationships with parents and peers help shape our emotional make-up and the very ideas of a social self (Howe, 2008:44).

- **Peers as an environmental system**

In middle childhood children form strong emotional attachments to friends and begin to value intimacy and reciprocity in these relationships – friendships are central to a child’s healthy development (Pedersen, Vitaro, Barker & Borge, 2007:1037). A supportive friendship provides a context for children to acquire adaptive social behaviours (Berk, 2006:608). Warm, gratifying childhood friendships are related to many aspects of psychological health and competence into emerging adulthood for several reasons (Bagwell, Schmidt, Newcomb & Bukowski in Berk, 2006:608):

- Close friendships provide opportunities to explore the self and develop a deep understanding of another. Through open, honest communication, friends become sensitive to each other’s strengths and weaknesses, needs and desires;
- Close friendships provide a foundation for future relationships, as self-disclosure to friends precedes disclosure to romantic partners;
- Close friendships help young people deal with the stressors of everyday life. Supportive, prosocial friendships enhance sensitivity to and concern for another, and they promote empathy, sympathy and positive social behaviour;
- Close friendships can improve attitudes toward and involvement in school. When children enjoy interacting with friends at school, they could begin to view all aspects of school life more positively.

Individual friendships facilitate capacities such as open communication and mutual trust, whereas peer groups facilitate the development of negotiation and social rules. Peer interaction becomes more intricate as a result of the gains in cognitive abilities, which promote more complex communication skills and greater social awareness (Charlesworth et al., 2007:198). This is a vital resource for the development of social competence; in other words, the ability to participate in sustained, positive and mutually satisfying peer interactions. As the desire for belonging to a peer group becomes especially strong, Newman and Newman (Charlesworth et al., 2007:198) highlight three important lessons children potentially learn within a peer group, namely:

to appreciate different points of view; to recognise the norms and demands of their peer group and to have a closeness to the same-sex peer.

- **School as an environmental system**

Schools have an important role to play in raising healthy children by nurturing not only their cognitive development but also their social and emotional development (Durlak al., 2011:406). The ability to understand others' mental states assists children in middle childhood to navigate their social worlds, more specifically school (Bergin & Bergin, 2012:344). Schools have a strong influence on many aspects of a child's development – they make demands for mature behaviour, while nurturing positive social development (Rathus, 2014:452).

“Prosocial behaviour is voluntary behaviour that benefits others or promotes harmonious relationships with others” (Bergin & Bergin, 2012:377). Research has shown that the presence of prosocial behaviour in a classroom environment is linked to happier learners and academic achievement (Bergin & Bergin, 2012:383). Socially competent children are inclined to demonstrate well-developed coping strategies and problem-solving techniques in a range of cognitive situations (Rathus, 2014:178). Additionally, social competence has been integrated with emotional competence – a child's ability to regulate their own emotions and their awareness of others' emotions.

2.7.2.4. Emotional development

Blom (2006:208) identifies that the emotional development of children in middle childhood is characterised by emotional flexibility and differentiation, while their expression of emotions like anger and aggression is closely related to their psychosocial development. A child's competence alone interacts with the child's competence in the company of others; the result being developmental progress (Charlesworth et al., 2007:196). As children become older, they typically become more aware of their own and other people's feelings (Papalia et al., 2011:367). A young child's growing awareness of the self is linked to the ability to feel an expanding range of emotions (Santrock, 2009:248).

Children in middle childhood become progressively more able to reflect on their own internal states and articulate emotions (Rieffe & De Rooij, 2012:350). Davies (in

Charlesworth et al., 2007:193) lists the following common emotional gains during middle childhood, namely the:

- ability to mentally organise and articulate emotional experiences;
- cognitive control of emotional arousal;
- use of emotions as internal monitoring and guidance systems;
- ability to remain focused on goal directed actions;
- ability to delay gratification based on cognitive evaluation;
- ability to understand and use the concept of planning;
- ability to view tasks incrementally;
- use of social comparison;
- influence of internalised feelings (e.g., self-pride, shame) on behaviour;
- capacity to tolerate conflicting feelings;
- development of increasingly effective defence mechanisms.

“In middle childhood, children demonstrate an increasing capacity to determine the social appropriateness of emotional expressions and to suppress or disguise their emotional reactions when the situation and social standards warrant it” (Wenar & Kerig, 2005:43). Berk (2006:406) is in agreement that children in middle childhood gradually become consciously aware of emotional display rules. These rules specify when, where and how it is culturally appropriate to express emotions. According to Carr (2011:58) middle childhood indicates increased use of emotional expression to regulate closeness and distance within peer relationships. Within this context, children in middle childhood make a clear distinction between emotional expressions with close friends and managed emotional displays with others.

The ability to talk about emotions enables children to step back, think about and understand emotions, thereby objectifying their feelings as well as those of others (Schaffer, 2006:151; Howe, 2008:54). Children’s emotional expressiveness is intimately tied to their ability to interpret the emotional cues of others (Berk, 2006:407). Emotional expression is governed by emotional display rules, which are “... the cultural norms for the overt expression of emotion, including both the kind of emotions displayed and the circumstances under which they should be displayed” (Schaffer, 2006:151).

Awareness precedes and is essential to a sense of self (Schaffer, 2006:77). Cognitive development and growth in emotional understanding which occurs during middle childhood, enable children to develop more complex concepts of themselves (Papalia et al., 2011:366). Children are typically able to describe themselves in terms of their inner qualities such as their values, beliefs and ideologies rather than their external traits (Schaffer, 2006:77; Shaffer & Kipp, 2010:484). A self-concept is the specific mental representations children construct of their self, in order to provide an answer to the question “Who am I?” (Schaffer, 2006:77). Judgements about the self become more conscious, realistic, coherent and balanced as children form representational systems, “... broad, inclusive self-concepts that integrate various aspects of the self” (Papalia et al., 2011:366). Autobiographical memory provides a child with information about past personal and emotional experiences (Schaffer, 2006:78). These memories become integrated into a child’s self-concept, thus providing “... a sense of continuity when the past is linked to the present and used to anticipate future events” (Schaffer, 2006:78).

Temperament is one’s characteristic manner of responding emotionally and behaviourally to environmental events, and is influenced by nature and in part by nurture (Bergin & Bergin, 2012:230; Shaffer & Kipp, 2010:440). Temperament is defined by Schaffer (2006:70) as the set of inborn characteristics which distinguish one person from another in the behavioural style they manifest. However, research into the stability of temperament suggests that genetically influenced aspects of temperament can be altered by environmental influences (Shaffer & Kipp, 2010:443). Children vary, they may be “... naturally sociable or reserved, optimistic or pessimistic, cheerful or dour, extrovert or introvert, placid or fractious” (Howe, 2008:45). These temperamental traits affect the tone of our emotional lives (Howe, 2008:45). Although present early in life and a predictor in personality, temperamental traits are not static as some do and some do not get carried over into later adult life (Bergin & Bergin, 2012:230; Shaffer & Kipp, 2010:444).

Psychologists are not in agreement as to which traits are part of temperament, there are, however, four commonly identified traits (Rothbart in Bergin & Bergin, 2012:230):

1. Activity refers to how much children move;

2. Effortful control refers to controlling attention and behaviour, such as inhibiting impulses, concentrating, following instructions and resisting temptations;
3. Negative emotionality refers to how easily children become irritated, angry or scared, how intense the emotions are and how well they control the emotions;
4. Behavioural inhibition refers to inhibited children who react strongly to potential threats so they are wary of novel things, whereas bold, uninhibited children embrace novelty.

Emotions are the lifeblood of our well-being (Turner, 2011:23). “Our emotional character is the product of a long evolutionary history, embedded in our genes and social nature” (Howe, 2008:43). From the above discussion linking the various characteristics of transition in middle childhood within the physical, cognitive, social and emotional dimensions of development, the importance of fostering emotional awareness in children in middle childhood is evident.

2.8. EMOTIONAL AWARENESS PROGRAMME AND ASSESSMENT

The goal of this study was to evaluate the effectiveness of an emotional awareness programme for children in middle childhood for utilisation in the South African education system. The emotional awareness programme developed by Knoetze in 2012 and the measuring instrument used, are discussed below.

2.8.1. Emotional awareness programme

Knoetze (2012:136) developed an emotional awareness programme to aid in enhancing and developing emotional awareness for learners in the middle childhood developmental phase. The seven-module emotional awareness programme is applicable to all primary school grades, with adjustments for learners from Grades One to Seven. The programme was developed to address different emotional aspects which are essential for the expansion of emotional knowledge and which aim to guide learners to enhanced emotional awareness (Knoetze, 2012:140). These aspects aim to achieve six main goals, namely to:

- build and strengthen the relationship between the educator and children;
- supply knowledge of different emotions;
- obtain emotional language;
- develop and show empathy;

- develop emotional regulation;
- acquire and expand problem-solving and decision-making skills.

These goals were integrated into seven different modules with different activities aiming to achieve the goal of each module, namely to:

- build and strengthen relationships with learners;
- acquire knowledge of different emotions;
- develop emotional language;
- heighten empathy;
- develop emotional regulation;
- enhance problem-solving.

A Gestalt approach was utilised as the theoretical framework in the development of the emotional awareness programme. Knoetze's abridged version of what emotional awareness, within the Gestalt approach, entails and how the emotional awareness programme fits within the gestalt constructs is as follows:

Heightened awareness is created when children are able to identify who they are (identify and own their emotions), what they feel (be aware of the emotions' effect on themselves and others), what they like and dislike (determine if the emotion is a positive or negative one), their choices and how their needs are met (decide on the appropriate action to take in order to regulate their emotional state) (Knoetze, 2012:138).

A summary of Knoetze's EA Programme (2012) is attached as Appendix A (Nero, 2015:40-46).

2.8.2. Assessing emotional awareness in middle childhood

"The last decade has seen significant and frequently debated changes and shifts in the way we approach assessment. Theoretical advances and practical experience have influenced each other" (Lubbe, 2004:318). Assessment is a complex process and as a scientific approach to enquiring into human behaviour, it must be applied in a standardised way (Foxcroft & Roodt, 2009:33).

Researchers have developed and implemented a variety of standardised tests in order to assess emotions. The Difficulties in Emotion Regulation Scale (DERS) was developed to comprehensively assess emotion dysregulation (Gratz & Roemer, 2004:43). The DERS items were chosen to reflect difficulties within the following

dimensions of emotion regulation: awareness and understanding of emotions; acceptance of emotions; the ability to engage in goal-directed behaviour, and refrain from impulsive behaviour, when experiencing negative emotions; and access to emotion-regulation strategies perceived as effective. The final dimension reflects an attempt to measure the flexible use of situationally appropriate strategies to modulate emotional responses.

The Emotion Awareness Questionnaire (EAQ30) was used in a study by Rieffe and De Rooij (2012:351) in order to assess the longitudinal relationship between emotional awareness and internalising symptoms during late childhood. The EAQ30 aims to identify how children and adolescents feel and think about their feelings. It was designed with a 6-factor structure describing six aspects of emotional functioning, thus containing six scales:

- Differentiating emotions;
- Verbal sharing of emotions;
- Not hiding emotions;
- Bodily awareness of emotions;
- Attending to others' emotions;
- Analyses of emotions.

Most research on emotional awareness has been done with adults, however, recently research has also looked at emotional awareness in childhood (Vierman et al., 2011:266). Bajgar, Ciarrichi, Lane and Deane (2005) created a modified child version of the Levels of Emotional Awareness Scale (LEAS), namely the LEAS-C. It is comprised of twelve real-life scenarios, each involving two people; oneself and another person (Bajgar & Lane, 2004:3). The twelve real-life scenarios are organised around the four primary emotions, namely: happiness, sadness, anger and fear. The LEAS-C, a self-report instrument designed to specifically assess emotional awareness in children, scores the complexity of emotion words used and the extent to which these emotions can be differentiated from one another.

The Kusche Affective Interview – Revised (KAI-R) is perhaps closest to the LEAS-C, in that it distinguishes between the emotions of the self and others, acknowledging the complexities of emotions (Bajgar et al., 2005:572). However, while the LEAS-C conceptualises emotional complexity on five levels, and in relation to structural

organisation, the KAI-R conceptualises emotion complexity on only two conceptual levels – simple and complex. Vierman et al. (2011:271) are therefore of the opinion that the LEAS-C provides a valuable assessment of emotional awareness in childhood.

Bajgar and Lane (2004:4) affirm that the LEAS-C provides information about the extent to which children are aware of emotion in themselves and others, as well as the range and complexity of emotions. This is important information, as emotions help us to make sense of our own and others' thoughts and behaviours. Within an educational context "... an understanding of individual differences in emotional awareness provides valuable insight into children's social and emotional competence. This baseline information can then be used to guide curriculum focus and delivery" (Bajgar & Lane, 2004:4). It is therefore evident that for the purpose of this study, the LEAS-C – a standardised measuring instrument – will enable the researcher to test levels of emotional awareness in children in middle childhood developmental phase.

2.9. SUMMARY

This chapter demonstrates that emotions are an indispensable part of social life, providing a framework with which to make sense of others and the environment, as "[s]ocieties are created and held together by people's emotions" (Turner, 2011:60). It was therefore important to define the word emotion before examining emotional awareness and emotional intelligence from various theoretical points of view. Children's emotional knowledge, and the development thereof, is an extensive and complex research field encompassing various, and frequently overlapping, domains (Bajgar et al., 2005:570).

As awareness can enhance well-being, helping people to live longer and enabling them to transcend what they thought were their limits (Keeton, 2014:14), emotional awareness of children in middle childhood was explored not only in the context of relationships, but also within the context of the educational setting. "[T]here is a growing body of scientifically based research supporting the strong impact that enhanced social and emotional behaviours can have on success in school and ultimately life" (Zins et al., 2007:208). Educators as role-players, and the learning/teaching programmes implemented in schools, are vital in developing a

child's emotional awareness. Additionally, the current focus in education is on the 'whole' learner, not just academic outcomes.

As the focus of this research was on children in middle childhood, development was examined on a physical, cognitive, social and emotional level, linked to the complex concept, emotional awareness. "As children move toward adolescence and adulthood, the amount of social and emotional resources acquired, determines the feelings of competence to succeed and success" (Charlesworth et al., 2007:194-195).

In order to assess emotional awareness of children in middle childhood, and the effectiveness of an emotional awareness programme in developing children's emotional awareness, various measurement instruments were discussed. The LEAS-C, a standardised measurement instrument selected for the purpose of this study, was discussed in-depth. The following chapter presents the research methodology applied, as well as the results obtained from an experimental and comparison group's pre- and post-test results, following the experimental group's completion of the EA Programme developed by Knoetze (2012).

CHAPTER 3

RESEARCH METHODOLOGY AND EMPIRICAL FINDINGS

3.1. INTRODUCTION

The researcher's personal experience as an educator and school counsellor, is that in a society which is demanding and frequently under-resourced to fully meet individual needs, many children are ill-equipped with the skills necessary to embark upon the aforementioned critical developmental stages. Gouws et al. (2000:96, 97) suggest that excessively high standards of maturity expected by society, as well as unrealistic aspirations, lead to feelings of inadequacy and to heightened emotionality. In addition, as with social, moral and other aspects of children's development, they are also reliant on educational intervention for their successful emotional development.

Howe (2008:44) is of the opinion that nature as well as nurture play a role in emotional development, and as emotional awareness emerges so does social wellbeing. In addition, if children are to become competent social players, they must learn to manage their own and other people's emotions. Education White Paper 6 (Department of Education, 2001) outlines how, through the implementation of strategies, the education system can transform itself to contribute towards establishing a caring and humane society.

The enhancement of emotional awareness of children in middle childhood within the South African education system will, therefore, have a positive impact on children's social, moral, emotional and educational development. Integrating emotional development in the education system is a valuable tool to assist the Department of Education's transformation in creating a caring and humane society. To promote general social, educational and developmental changes, as well as infusing general life-skills education into the curriculum, is important in the promotion of healthy development for all children (Donald et al., 2002:31).

3.2. RESEARCH METHODOLOGY

The focus of this study was to implement a seven-week Emotional Awareness Programme for children in middle childhood, which was developed by Knoetze in 2012. As part of Knoetze's study, the programme was implemented in Grade Three

classes in a primary school in the Limpopo Province, with children aged between eight and nine years. The evaluation of the effectiveness of the programme was, therefore, limited to the study conducted by Knoetze. This subsequent study thus allowed for further evaluation.

The following hypothesis and sub-hypotheses were formulated for this study:

Main hypothesis:

If an emotional awareness programme is implemented for children in middle childhood in a private school setting, then the level of emotional functioning of the children will be enhanced.

Sub-hypotheses:

- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to be **in contact with their emotions** will be enhanced.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to **discriminate between different emotions** will increase.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, they will gain the ability to **verbalise and ‘own’ their emotions**.

3.2.1. Goal and objectives of the study

The goal and objectives of this study follow below.

Goal:

The goal of the study was to evaluate the effectiveness of an emotional awareness programme in order to enhance the level of emotional functioning of children in middle childhood in a private school setting in Kyalami, Gauteng Province.

Objectives:

The objectives of the study were:

- To theoretically contextualise emotional awareness as it relates to children in the middle childhood developmental phase within the context of an educational setting;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to be in contact with their emotions;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to discriminate between different emotions;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to verbalise and 'own' their emotions;
- To draw conclusions about the applicability of the emotional awareness programme in a private school setting in Kyalami, Gauteng Province.

3.2.2. Research approach

Babbie (2008:25) states that quantification makes our observations more explicit. The researcher utilised a quantitative approach as this is an approach in which everything forms part of the process – objectives, design, sample and questions to be asked of the respondents – which are pre-determined and classified as such (Kumar, 2005:12). The researcher therefore utilised a quantitative approach in the implementation of the proposed research as a structured approach of inquiry needed to be used, in order to objectively evaluate the effectiveness of an emotional awareness programme for children in middle childhood for utilisation in the South African education system.

This study was regarded as quantitative seeing that a quantitative variable, namely a standardised measuring instrument, was implemented to gather data to gain a better understanding of the phenomenon of emotional awareness of children in middle childhood. The researcher aimed to measure the effectiveness of the emotional awareness programme in terms of specific variables, namely the children's ability to:

- be in contact with their emotions;
- discriminate between different emotions;
- verbalise and 'own' their emotions.

3.2.3. Type of research

Applied knowledge is defined as the use of research to develop knowledge which will inform social work practice (Krysiak & Finn, 2013:12). Marlow (2005:30, 31) is of the opinion that social work is in itself an applied field, so any question related to social work in any way will be some type of applied question. The author adds to this by stating that these questions are directed at solving problems that arise in practice and are intended to produce practical outcomes. This research was applied in nature as the researcher aimed to tackle real-world social problems, thereby contributing to major public policy decisions (Bickman & Rog, 2009:ix), specifically with regards to emotional awareness within the field of education.

The 'mainstream' of evaluation research in the caring professions consists of programme evaluation (Fouché, 2011:449). Programme evaluation is directly linked to social work practice by helping to improve practice through ongoing feedback about programme processes (Krysiak & Finn, 2013:145); in other words finding out whether an emotional awareness programme is effective. By means of programme evaluation the researcher therefore examined the impact of this programme and its effectiveness in real-world terms (Steinberg, 2004:80).

In order to achieve the objectives of the research, namely, to evaluate the effectiveness of an emotional awareness programme developed by Knoetze (2012), evaluative research was used; a type of research which was best suited to reach the objectives of the research. By using evaluative research, the expectations of the research were that the findings would provide the necessary information to empower schools and educators with valuable insight regarding the emotional awareness of children in middle childhood.

3.2.4. Research design

The design that the researcher used is the quasi-experimental design, the purpose of which is to test the existence of a causal relationship between two or more variables (Bickman & Rog, 2009:17). A quasi-experimental design, as described by Steinberg (2004:41), is an attempt to approximate real experiments when one cannot control the entire process, as one cannot realistically or ethically cause something to happen and then test its effect, or randomly assign people into an experimental or comparison group. For the purpose of this research a comparison group pretest-posttest design

was utilised. The treatment effect was estimated by how much more or less the experimental group gained on average than the control group (Bickman & Rog, 2009:189).

Variables are simply factors that become objects of examination (Steinberg, 2004:27); whatever factors have capacity for variation can be conceptualised and studied as variables. The two variables tested in this study were emotional awareness (dependent variable) and an emotional awareness programme (independent variable). The dependent variable was measured in the experimental group with a pre-test, following which the independent variable was implemented. A post-test measuring of the dependent variable was then conducted, in order to draw a comparison and test the existence of a causal relationship. The comparison group was measured using the pre- and post-test but did not receive the independent variable, namely, the emotional awareness programme. In order to evaluate the effectiveness of the independent variable, the measures of the dependent variable in the pre- and post-test of the experimental and comparison group, were compared. Upon completion of the data collection and analysis, the seven-module emotional awareness programme was also conducted with the comparison group.

The effectiveness of the emotional awareness programme would be determined by comparing the difference between pre-intervention and post-intervention measures (Brandt in Fouché et al., 2011:151). A standardised measuring instrument, administered in a group context, was implemented to determine the effectiveness of the programme.

3.2.5. Research methods

In this section the researcher will provide detail as to how the study was undertaken. The specific methods and techniques implemented are addressed. The study population and sampling, data collection and analysis, as well as the pilot study are discussed.

3.2.5.1. Study population and sampling

A study population (Strydom, 2011a:223) is the totality of persons with which the research problem is concerned, one that the researcher is interested in generalising about (Rubin & Babbie, 2013:668). The population for this study were children in

middle childhood, specifically Grade Two learners between the ages of seven and eight years, who are in a private primary school based in Kyalami, Gauteng Province.

The sample represents a portion of the population of interest that conform to designated criteria. In order to enhance objective sampling in the research, purposive sampling was utilised which consists of purposively selected respondents, because of their particular characteristics (Steinberg, 2004:102). Preparatory school A, where the researcher is employed and the proposed research was conducted, has three Grade Two classes. An experimental and comparison group were selected according to the following criteria:

- Location: A private primary school based in Kyalami, Gauteng Province.
- Level of education: Grade Two learners.
- Age of learners: Between the ages of seven and eight years.
- Gender of learners: Male and female.
- Manner of education: Learners who spend the majority of their school-day in the presence of the same educator.
- Medium of instruction: English.
- Number of learners per class: Twenty per class.

Two classes were randomly selected in such a manner that these two classes – an experimental and a comparison group – had the same probability of being selected (Strydom, 2011a:228). In total the sample comprised of thirteen respondents in the experimental group and fifteen respondents in the comparison group. As school A is a private school, approval from the Department of Education was not required. Approval from school A's management trust and principal was, however, sought (see Appendices B and C).

3.2.5.2. Data collection

Quantitative data collection methods often employ measuring instruments (Delpont & Roestenburg, 2011:171). Delpont and Roestenburg (2011:172) explain that in a data gathering instrument, a set of questions about the properties of an object are formulated. A scaling format is then assigned to the questions in order to obtain data that describe the presence of the properties in the research respondents. In the case of this research, emotional awareness is the object which was measured.

An advantage of employing data gathering instruments is that they allow study of the past and future, as well as the 'here and now' (Steinberg, 2004:109). In addition, they are relatively inexpensive and easy to administer. However, they do require some degree of literacy and respondents must be able to express themselves in writing. Delpont and Roestenburg (2011:189) are of the opinion that some respondents may experience difficulties in understanding certain questions and instructions but may not ask for clarification due to possible embarrassment in a group setting.

The data for the proposed research was collected by using the Levels of Emotional Awareness Scale for Children (LEAS-C), a standardised scale developed by Dr Richard Lane and Dr Jane Bajgar (Lane & Bajgar, 2003) (see Appendix D). As the scale was developed specifically for children the content thereof is comprehensible for seven- to eight-year old children, who have by Grade Two developed basic reading and writing skills. The data gathering instrument was group-administered where each respondent received the same stimulus and completed the instrument without discussion among those present in the group (Delpont & Roestenburg, 2011:169). The researcher first explained the purpose and method of completing the data gathering instrument to all respondents, similarly any queries were addressed, following which each respondent independently completed the instrument.

The LEAS-C consists of a questionnaire, a scoring manual (see Appendix E) and a glossary of words (see Appendix F). Twelve emotional scenarios are described in the questionnaire. The respondent's response to these scenarios is scored based on the complexity of emotional experiences described for himself/herself, as well as a second person portrayed in the scenario (Knoetze, 2012:175, 176). "[T]he LEAS-C assesses individual differences in how emotion would be experienced in hypothetical situations... it requires children to generate their own descriptive responses, providing information on their ability to monitor emotion states, as well as the structural complexity of that experience" (Bajgar et al., 2005:572). The developers of the LEAS-C divide the emotional vocabulary in the glossary of words into different levels, according to the emotional weight of a word. This glossary of words aids the scoring of emotion words according to the emotional value attached to it (Knoetze, 2012:175-176).

Permission was granted by the University of Arizona's Department of Psychiatry in the U.S.A. to utilise the LEAS-C for this study (see Appendix G). The researcher was therefore able to make use of a standardised measuring instrument as a data collection method to measure the respondents' level of emotional awareness.

Prior to the implementation of Knoetze's EA Programme (2012), the researcher provided training for the educator of the experimental group, in order to ensure that the goal and objectives of the research study were achieved. The educator who received the training is a qualified foundation phase educator, with extensive Grade Two teaching experience. The full-day training focused on the concept emotional awareness in middle childhood and on the implementation of Knoetze's EA Programme (2012). The educator reported that the training enabled her to build on her existing knowledge base and meaningfully enhanced her emotional awareness skills as an educator.

In order to maintain confidentiality, educators were required to complete a confidentiality agreement (see Appendix H). Following completion of the seven-week programme, a post-test was conducted with the experimental and comparison group. The data gathered was then processed and analysed into comprehensible information.

3.2.5.3. Data analysis

Quantitative data analysis describes the researcher's findings, in other words how the children in the study respond (Steinberg, 2004:114). Furthermore, it assists the researcher to infer the significance of the findings of the sample and the extent to which these findings can be generalised to the population from which the sample was drawn.

For the purpose of the research, data collected was processed and interpreted by the researcher through the use of computerised data analysis, in order to configure the data into comprehensible information by using SPC XL Software for Microsoft Excel programme. Data analysis does not in itself provide answers to research questions, rather answers are found by way of interpretation of the data and results – interpretation is therefore to explain and find meaning (Fouché & Bartley, 2011:249).

In order to evaluate the effectiveness of the independent variable, the emotional awareness programme as well as the measures of the dependent variable in the pre- and post-test of the experimental and control group, were scored through the use of a scoring manual, statistically analysed and then presented through graphical presentations in the form of graphs, diagrams and tables. The graphical presentations listed are defined by Steinberg (2004:125) as visual nutshells in which quantitative findings are described.

As previously stated, by employing the LEAS-C the researcher made use of a standardised scale – the validity and reliability of which have been established (Lane & Bajgar, 2003). The evaluation of validity entails specific analysis aimed at producing evidence that the data-gathering instrument is measuring what it is intended to measure, while reliability is the extent to which numerical results are consistent (Bickman & Rog, 2009:376). Lane and Bajgar (2003), developers of the LEAS-C, provide preliminary evidence for the reliability and validity of the LEAS-C. They state that “[t]otal scores have acceptable internal consistency (coefficient alpha = .66) and good inter-rater reliability ($r = .89$)”. The LEAS-C will, therefore, accurately reflect the emotional awareness of children (Lane & Bajgar, 2003).

3.2.5.4. Pilot study

As outlined in the discussion on data collection, for the purpose of this research the researcher employed the LEAS-C, a standardised measuring instrument. It was therefore not necessary to conduct a pilot study in the research.

3.2.6. Ethical considerations

According to Babbie (2005:71) the concept ethics, in most dictionaries and in common usage are typically associated with morality and dealing with matters of right and wrong. Children in middle childhood are at an impressionable age, where they continue an earlier process of acquiring emotional, cognitive and social tools. Respondents can be harmed psychologically in the course of a study (Babbie, 2005:73), and the researcher must be aware of the often subtle dangers and guard against them. It is only through identification and awareness of the possible ethical issues in the study that the researcher could guard against them. The ethical issues as discussed below, were identified as pertaining to the study.

3.2.6.1. Denial of treatment

Strydom (2011b:121) is of the opinion that it would be unethical to deny beneficial services to clients strictly for the purpose of research. Therefore, following the completion of the study, the researcher ensured that the emotional awareness programme was made available to the comparison group, as well as the third Grade Two class. The programme was presented by the Grade Two educator who received the full-day training.

3.2.6.2. Avoidance of harm

Social work research should never injure the people being studied, regardless of whether they volunteer for the study (Babbie, 2005:73). According to Strydom (2011b:115) participants can be harmed in a physical and/or emotional manner. Social work research may also force participants to face aspects of themselves that they do not normally consider (Rubin & Babbie, 2013:98).

The guardians of the participants, as well as the participants, were informed of the purpose and process of the study, which remained transparent at all times. The guardians received this information in a written format. Participants were also informed that they had the right to withdraw from the study at any given time, without consequence. Due to the sensitive nature of the study, namely emotional awareness, counselling services would have been arranged for participants to be referred to an educational psychologist if necessary. However, no referrals were made as the need did not arise.

3.2.6.3. Informed consent and voluntary participation

Social work research, often though not always, represents an intrusion into people's lives (Rubin & Babbie, 2013:96, 97). Obtaining informed consent implies that all possible or adequate information regarding the goal of the investigation, the procedures which will be followed, the possible advantages, disadvantages and dangers to which respondents may be exposed, as well as the credibility of the researcher, be rendered to potential subjects or their legal representatives (Williams, Tuffy & Grinnell, 1995; Royse, 2004 in Strydom, 2011b:117).

The legal guardians of the Grade Two children were required to provide informed consent (see Appendix I). Consent was also sought from the child in middle childhood

– not only did this validate and empower them, it also informed them of their rights within the proposed research – that their participation was voluntary and they could choose to withdraw at any time. Informed assent was therefore obtained from all respondents (see Appendix J).

3.2.6.4. Deception of respondents

Strydom (2011b:119) is of the opinion that deception occurs when the researcher intentionally misleads participants by way of written or verbal instructions, the actions of other people, or certain aspects of the setting. In the study the respondents were not misled or coerced in any way by the researcher. As previously stated, the purpose and process of the study remained transparent at all times.

3.2.6.5. Violation of privacy, anonymity and confidentiality

Strydom (2011b:119) clarifies that every individual has the right to privacy and it is his/her right to decide when, where, to whom, and to what extent his or her attitudes, beliefs and behaviour will be revealed. The respondents in the study were therefore informed of, and allowed to exercise these rights, in the process of the research at all times.

In the research study names and personal information were handled in a confidential manner. A coding system was implemented instead of the use of names when referring to respondents. A given response could therefore not be linked to a given respondent (Babbie, 2005:78, 79).

3.2.6.6. Debriefing of respondents

Participation in the study could cause some respondents emotional upset, due to the sensitivity of the aspects being explored. After the study the researcher presented debriefing sessions, during which respondents got the opportunity to work through their experiences and its aftermath, in order to assist the respondents in minimising possible harm (Strydom, 2011b:122).

3.2.6.7. Actions and competence of researcher

Researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation (Strydom, 2011b:123). The researcher did not undertake any study until approved to do so by the university and study supervisor, providing support. In addition the researcher possesses a social work

qualification and is bound by a professional code of ethics. The researcher was therefore required to act and report in an unbiased manner, while demonstrating sensitivity towards respondents, irrespective of any evident differences. Even though the norms of science cannot force individual scientists to give up their personal values, the use of accepted scientific practices provides a safeguard against 'scientific' findings being the product of bias alone (Rubin & Babbie, 2013:121).

3.2.6.8. Release or publication of the findings

It was vital that the researcher made it known to the respondents, their legal guardians and the private preparatory school, that the findings of the study would be made public in written form, albeit anonymously. This information was included in the written consent forms, as stated earlier.

Furthermore, the researcher ensured that the report was as clear as possible and contained all the written information necessary for readers to understand the nature of the research (Strydom, 2011b:126). As a social work researcher one has an ethical obligation to your professional colleagues and the progression of science (Rubin & Babbie, 2013:104). Through the release or publication of the proposed research findings, fellow social workers and researchers may benefit from the research undertaken. (Refer to Appendix K: Ethical clearance to conduct the research.)

3.3. EMPIRICAL FINDINGS

The data collected during the empirical phase of the study will be presented in two sections, namely:

- Section A: Biographical profile of the respondents; and
- Section B: Discussion of empirical findings.

3.3.1. Section A: Biographical profile of the respondents

The biographical profile of the respondents was compiled from information which is of relevance to the context of the study, namely:

- Age and developmental phase;
- Language; and
- Gender.

3.3.1.1. Age and developmental phase of the respondents

The respondents selected for this study were children in middle childhood, specifically Grade Two learners between the ages of seven and eight years. The experimental group was made up of thirteen respondents, two of whom were seven years old and eleven of whom were eight years old. The comparison group was made up of fifteen respondents, two of whom were seven years old and thirteen of whom were eight years old. Reading and writing skills were a requirement in order to take part in programme activities and for questionnaires to be completed. Children in middle childhood "... are better able to understand and interpret oral and written communication and to make themselves understood" (Papalia et al., 2011:349).

Children between the ages of seven and eight years begin the stage of concrete operations, therefore, processing more than one task at a time becomes easier (Papalia et al., 2011:335-347). Additionally, their sense of self-worth becomes more explicit and empathic, and prosocial behaviour increases, and they understand cause and effect.

3.3.1.2. Language of the respondents

The respondents included in the study were learners in a private primary school based in Kyalami, Gauteng Province. The medium of instruction is English, however, the majority of the learners are second-language learners.

3.3.1.3. Gender of the respondents

The gender of the respondents was random to the distribution of gender in the classes. A factor which affected the gender balance between the respondents was learners who were absent on the day when the post-test questionnaire was completed. Two respondents, one from the experimental group and one from the comparison group, did not complete the post-test questionnaire. In total 28 respondents from the sampled 30 respondents completed the measuring instrument in the pre- and post-test.

The ratio between male and female respondents reflected a significant difference, and the experimental and comparison group had more female than male respondents as reflected in Figure 3.1 on the following page.

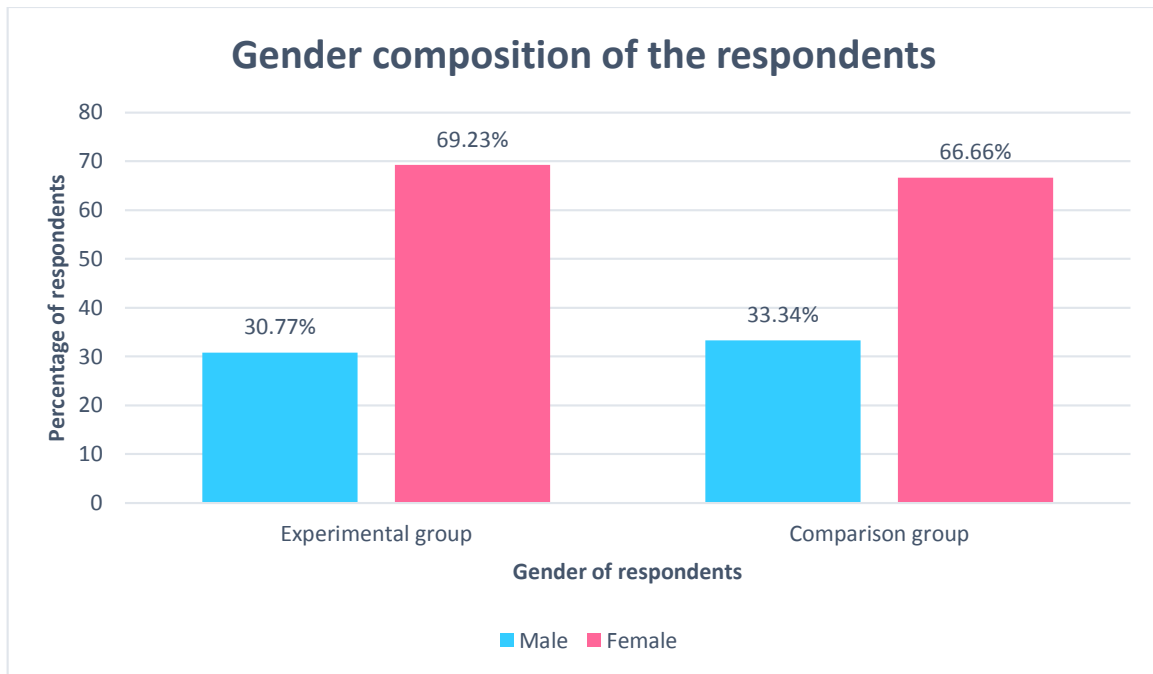


Figure 3.1. Gender composition of the respondents

Figure 3.1 provides a percentage indication, as well as the frequency of the gender composition of the respondents. The gender of the respondents had no significant influence on the study and was therefore not examined.

3.3.2. Section B: Discussion of empirical findings

The following section of this chapter focuses on the empirical data acquired by means of the standardised scale of Lane and Bajgar (2003), namely the *Levels of Emotional Awareness Scale for Children (LEAS-C)*, as described earlier.

The aim was to administer the EA Programme, developed by Knoetze (2012), as part of the daily curriculum in the school setting and to then determine:

- whether the respondents of the experimental group acquired a higher level of emotional language in comparison to the comparison group, and to what extent they were able to utilise this language for emotional expression;
- the effect that the seven-week exposure to the EA Programme had on the respondents' emotional awareness levels.

The empirical findings of this study will be presented in two parts, namely:

- Sub-section 1: Development of emotion vocabulary;
- Sub-section 2: Levels of emotional awareness.

3.3.2.1. Sub-section 1: Development of emotion vocabulary

According to Knoetze (2012:191) the EA Programme aspires to develop and enhance the emotional awareness of children in the middle childhood developmental phase. Additionally, it was developed to expand emotion vocabulary for the purpose of heightened abilities in emotional expression. This component was therefore measured aside from the overall level of emotional awareness attained by the respondents.

The glossary of words, which forms part of the standardised measuring instrument (the LEAS-C) used in this study, attaches different values to words with different emotional impact, ultimately measuring the emotional awareness levels of respondents. Level zero to level three emotion words obtain their value from the glossary list, however, level four and five emotion words are allocated when a complexity of emotional blends are used in a response. A complexity of emotion words is when different emotion words are used to describe a complex feeling. A decrease in using lower levels of emotion words, and an increase in the use of higher levels of emotion words based on pre- and post-test results, would accordingly indicate that emotional awareness, in its entirety, has been enhanced.

For the purpose of this study it was, therefore, necessary to first calculate the number of emotion words used by the respondents. A comparison between the responses obtained from the experimental and comparison group would indicate whether the EA Programme developed by Knoetze (2012) succeeded in the development and expansion of emotion vocabulary, and subsequently the enhancement of the respondents' abilities regarding emotional expression.

The following section will, therefore, present the results of this study according to the number of words that were used by the respondents from the different levels of emotional value attached to those words. As previously clarified, the emotional values were pre-determined in the glossary of words compiled by the developers of the standardised scale and used for the scoring of the LEAS-C (Lane & Bajgar, 2003).

3.3.2.1.1. Frequency of emotion word responses according to the LEAS-C levels of emotional values

The following graphs indicate the number of emotion word responses used by respondents according to the different levels in the LEAS-C glossary of words, namely:

level zero (low emotional value) to level five (high emotion words) emotion word responses. The graphs are discussed according to the level they present and a percentage comparison of the frequency of levels of emotional awareness.

- **Level zero**

Level zero responses are described in the LEAS-C and LEAS (Lane & Bajgar, 2003) as a thought or impression, which reflects an act of cognition without any indication of the emotional reaction which followed from the cognitive act, or words which describe cognitive states, e.g. puzzled, confused, think or wonder. Level zero responses are words which also reflect conclusions reached from evaluative judgements which do not consistently have an associated positive or negative emotional tone, e.g. alone or “I feel like she did it on purpose”. A level zero response thus indicates that the respondent used a non-emotion word. Where a response was not given to an item a level zero was also indicated. Figure 3.2 depicts the results of the level zero emotion word responses.

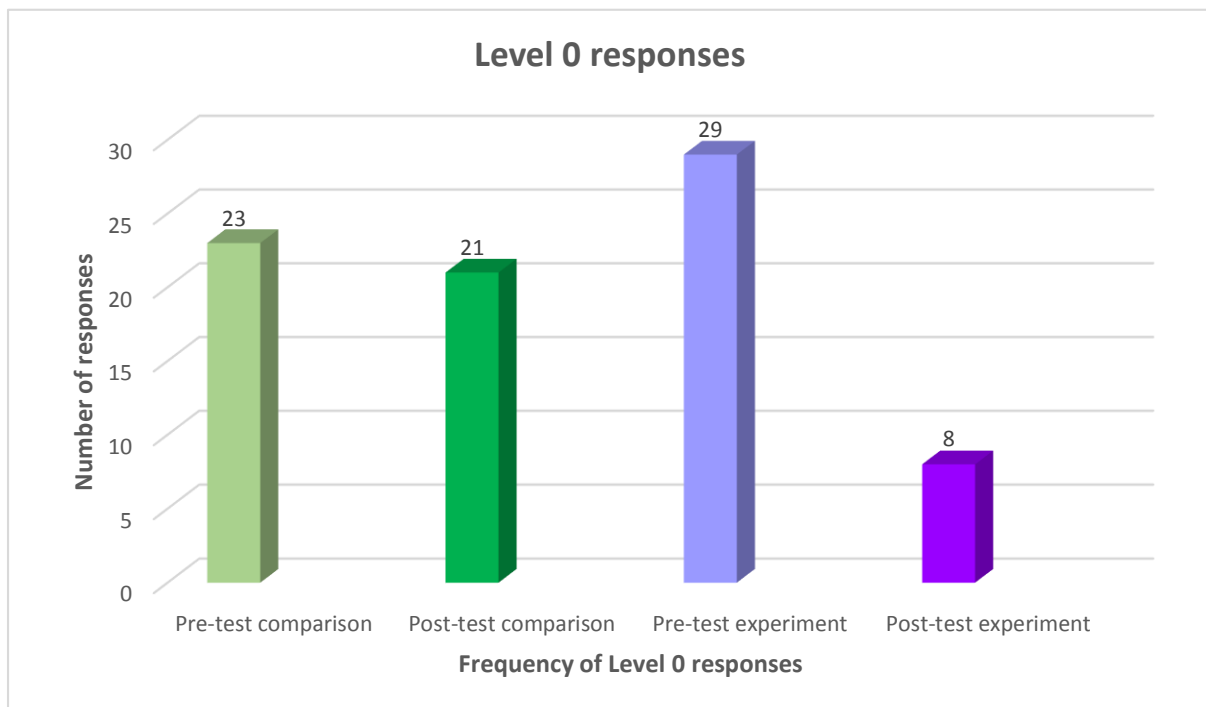


Figure 3.2. Frequency of level zero emotion word responses

Figure 3.2 indicates that the comparison and experimental group made use of non-emotion words in their pre-test responses, namely, 23 in the comparison group and

29 in the experimental group. The post-test indicated a slight decrease in level zero responses of the comparison group, the difference being 2 level zero responses. However, there was a significant decrease in the level zero responses of the experimental group; the difference being 21 level zero emotion word responses.

The significant decline in the post-test level zero responses of the experimental group may be attributed to respondents having developed their emotional vocabulary due to exposure to the EA Programme, therefore making use of higher level emotion word responses in the post-test.

- **Level one**

Level one responses are described in the LEAS-C (Lane & Bajgar, 2003) as low levels of emotional awareness describing bodily sensations and physical states, e.g. “I would feel sick”, or may directly state a lack of emotional response, e.g. “I would feel nothing”. A level one response thus indicates that the respondent used a low level emotion word, acknowledging the possibility of experiencing feelings without saying what they are. Figure 3.3 depicts the results of the level one emotion word responses.

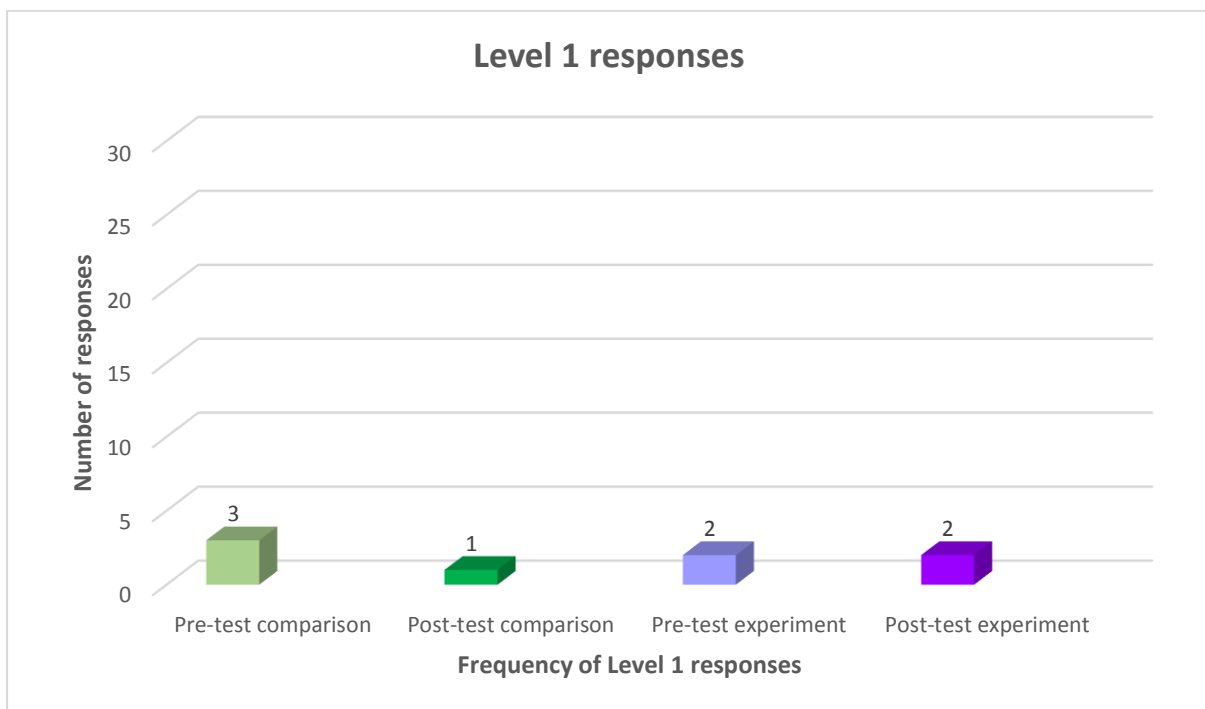


Figure 3.3. Frequency of level one emotion word responses

Figure 3.3 indicates that the comparison and experimental group made minimal use of low emotion words in their pre-test responses, namely, 3 in the comparison group and 2 in the experimental group. The post-test indicated a slight decrease in level one responses of the comparison group, the difference being 2 level one responses. The level one responses of the experimental group remained constant.

It is evident that the experimental group responded with more level zero than level one emotion word responses in the pre-test, which may be attributed to a limited emotional vocabulary. As level one responses indicate low level emotion words, the lack of post-test responses from the experimental group may be attributed to respondents having developed their emotional vocabulary, therefore making use of higher level responses in the post-test.

- **Level two**

Level two responses are described in the LEAS-C (Lane & Bajgar, 2003) as non-specific emotions, describing actions associated with emotions, e.g. “I would feel like punching the wall”, or a more global generalised response, e.g. “I would feel good/bad/upset”. A level two response thus indicates that the respondent used a stronger emotion word than listed for level one responses, according to the LEAS-C’s glossary of words. However, it is a lower level emotion word linking passively experienced actions with emotional connotations. Figure 3.4 depicts the results of the level two emotion word responses.

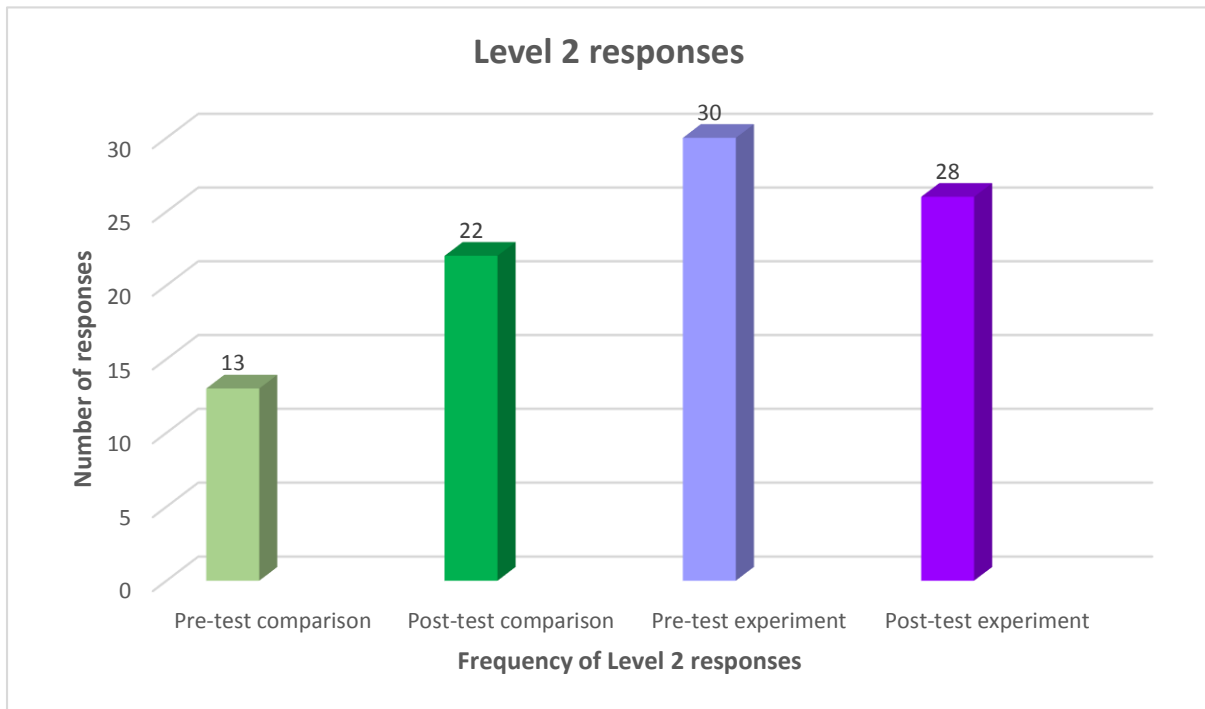


Figure 3.4. Frequency of level two emotion word responses

Figure 3.4 indicates that the comparison group made use of stronger emotion words in their pre-test responses, namely 13. The experimental group, however, made significant use of stronger emotion words in their pre-test responses, namely 30. The post-test indicated an increase in level two responses of the comparison group, the increase being 9 level two responses. The level two responses of the experimental group decreased by 2 level two responses.

The slight decrease in level two emotion word responses of the experimental group may be attributed to respondents having developed their emotional vocabulary, therefore making use of higher level responses in the post-test.

- **Level three**

Level three responses are described in the LEAS-C (Lane & Bajgar, 2003) as specific emotions, describing unidimensional emotions, e.g. “I would feel sad”, single words which refer to multiple emotions, e.g. “I would feel unsure”, or complex emotions, e.g. “I would feel guilty”. A level three emotion word response thus indicates that the respondent used a specific emotion word, however, it was used in isolation and without

blending emotional descriptions. Figure 3.5 depicts the results of the level three emotion word responses.

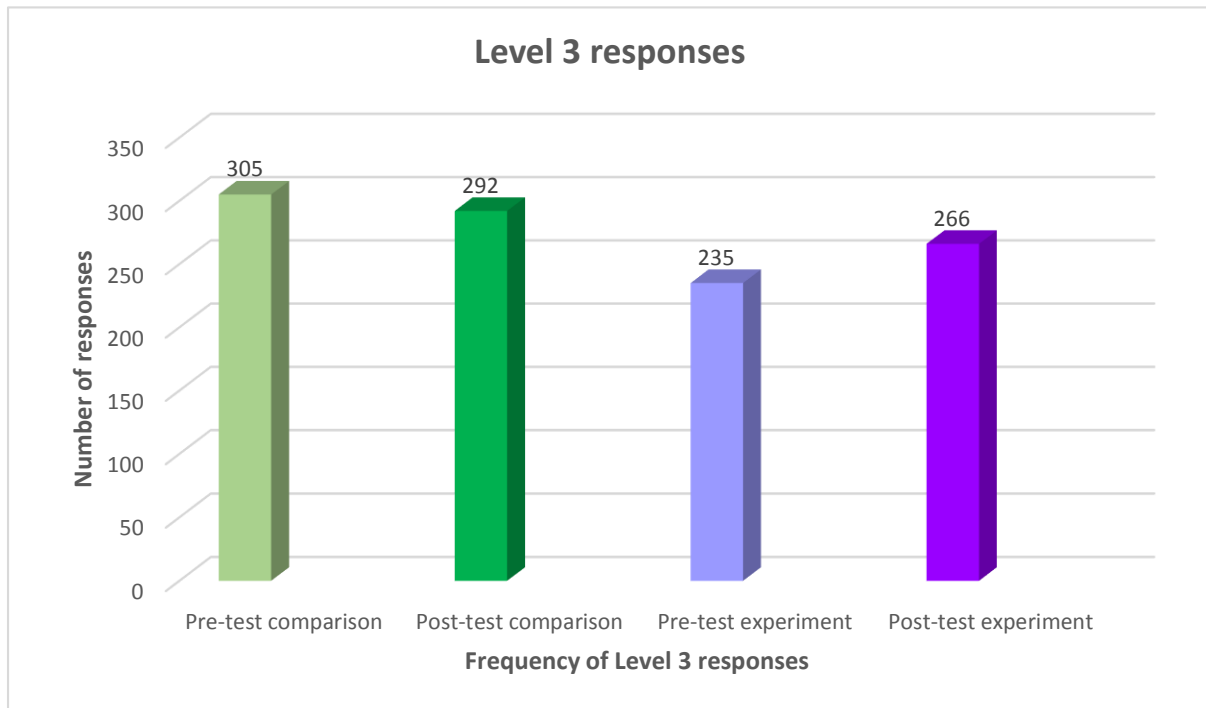


Figure 3.5. Frequency of level three emotion word responses

Figure 3.5 indicates that the comparison and experimental group made use of specific emotion words in their pre-test responses, namely, 305 in the comparison group and 235 in the experimental group. The post-test indicated a slight decrease in level three responses of the comparison group, the difference being 13 level three responses. However, there was an increase in the level three responses of the experimental group, the increase being 31 level three responses.

The increase in the post-test level three responses of the experimental group may be attributed to respondents having developed their emotional vocabulary from level zero (as indicated in figure 3.2, pre-test experiment) to level three responses, therefore making use of higher level emotion word responses in the post-test.

- **Level four**

Level four responses are described in the LEAS-C (Lane & Bajgar, 2003) as reflecting greater complexity in awareness with emotion blends evident, e.g. “I would feel angry but maybe a little bit sad as well”. A level four response thus indicates that the

respondent used a combination of emotion words thereby describing an emotional state. Therefore, a higher development in the ability to verbally express the emotions experienced, is evident. Figure 3.6 depicts the results of the level four emotion word responses.

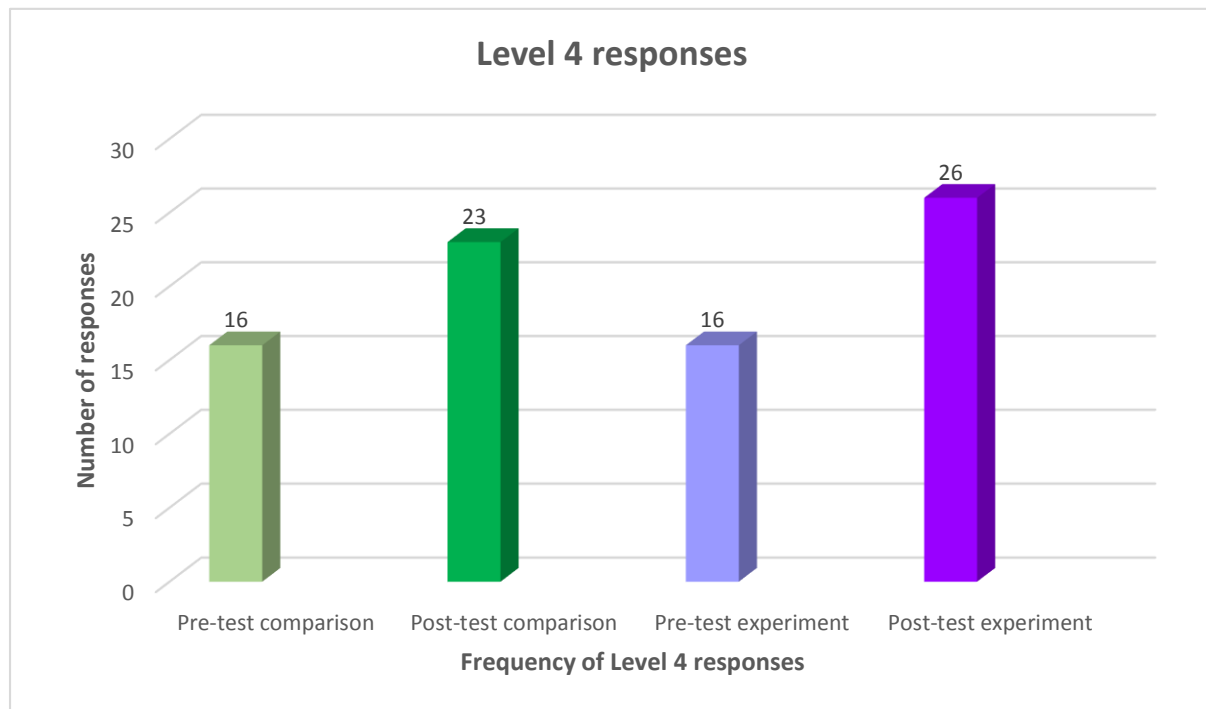


Figure 3.6. Frequency of level four emotion word responses

Figure 3.6 indicates that the comparison and experimental group made use of emotion blends in their pre-test responses, namely, 16 in the comparison and experimental group. The post-test indicated an increase in level four responses of the comparison group, the difference being 7 level four responses. However, there was a more significant increase in the level four responses of the experimental group, the increase being 10 level four responses.

Evaluating figure 3.6 with the scoring method for level four and five in mind, it stands to reason that the increase in level four emotion word responses of the experimental group is of significance, as combinations, compilations and blends of emotions from level one to three, result in allocating a level four or five score (Lane & Bajgar, 2003). The results thus indicate heightened levels of emotional awareness and emotional expression in the experimental group.

- **Level five**

Level five responses, as with level four, are described in the LEAS-C (Lane & Bajgar, 2003) as reflecting greater complexity in awareness with emotion blends evident. Each of the twelve scenarios in the pre- and post-test questionnaire completed by the respondents, require two responses, namely, how would the respondent feel and how would the other person feel. Each question therefore obtains two scores, a score for the ‘self’ and ‘other’. A response which scores a level four in the ‘self’ and ‘other’ response will be allocated as a level five response, therefore indicating a high level of emotional awareness and an optimal ability to express emotions experienced. Figure 3.7 depicts the results of the level five emotion word responses.

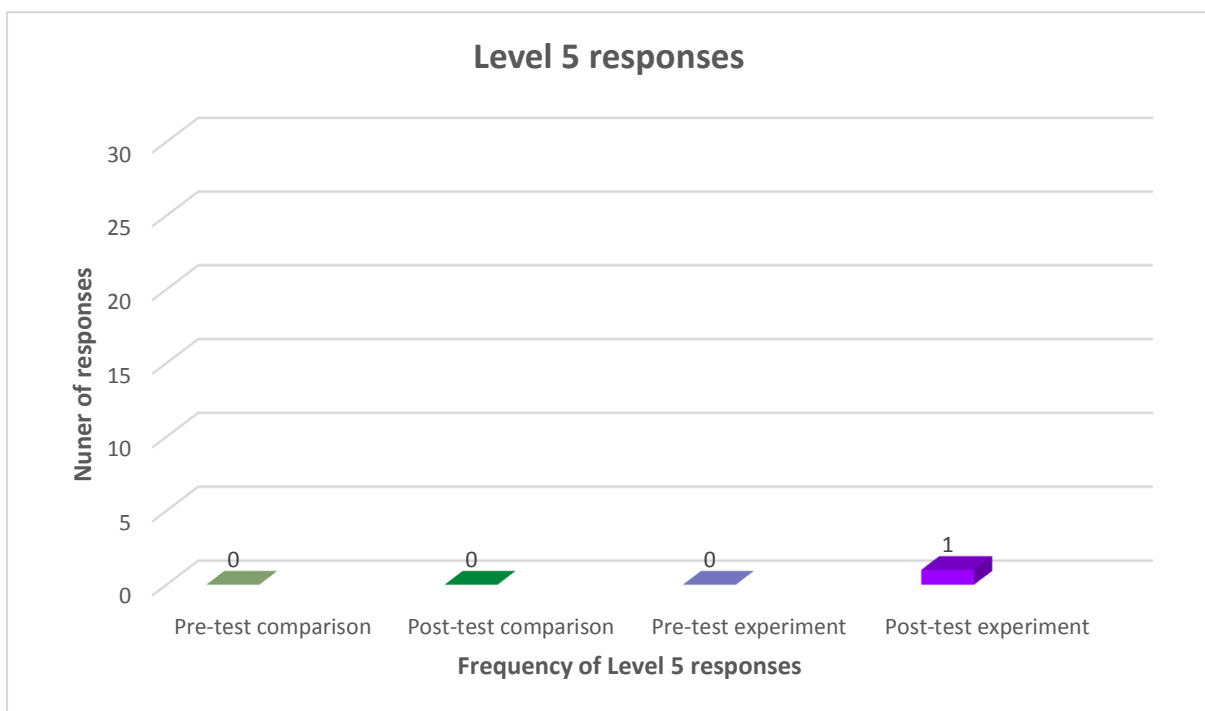


Figure 3.7. Frequency of level five emotion word responses

Figure 3.7 indicates that respondents from the comparison and experimental group did not demonstrate high levels of emotional awareness nor an optimal ability to express emotions experienced, as both groups scored zero in the pre-test. The comparison post-test indicated that the respondents scored zero. However, the post-test indicated a minimal increase in level five responses of the experimental group, the difference being 1 level five response. This result is of slight significance in that only one respondent from the experimental group reflected greater complexity in emotional awareness.

3.3.2.1.2. Summary of frequency of emotion word responses according to the LEAS-C levels of emotional value

The frequency of emotion word responses, as outlined on the previous page, are summarised in the following section in order to provide a general overview of responses with regards to higher quality emotional responses and the frequency thereof. Additionally, an analogous format enables a comparison of the results between the comparison and experimental group.

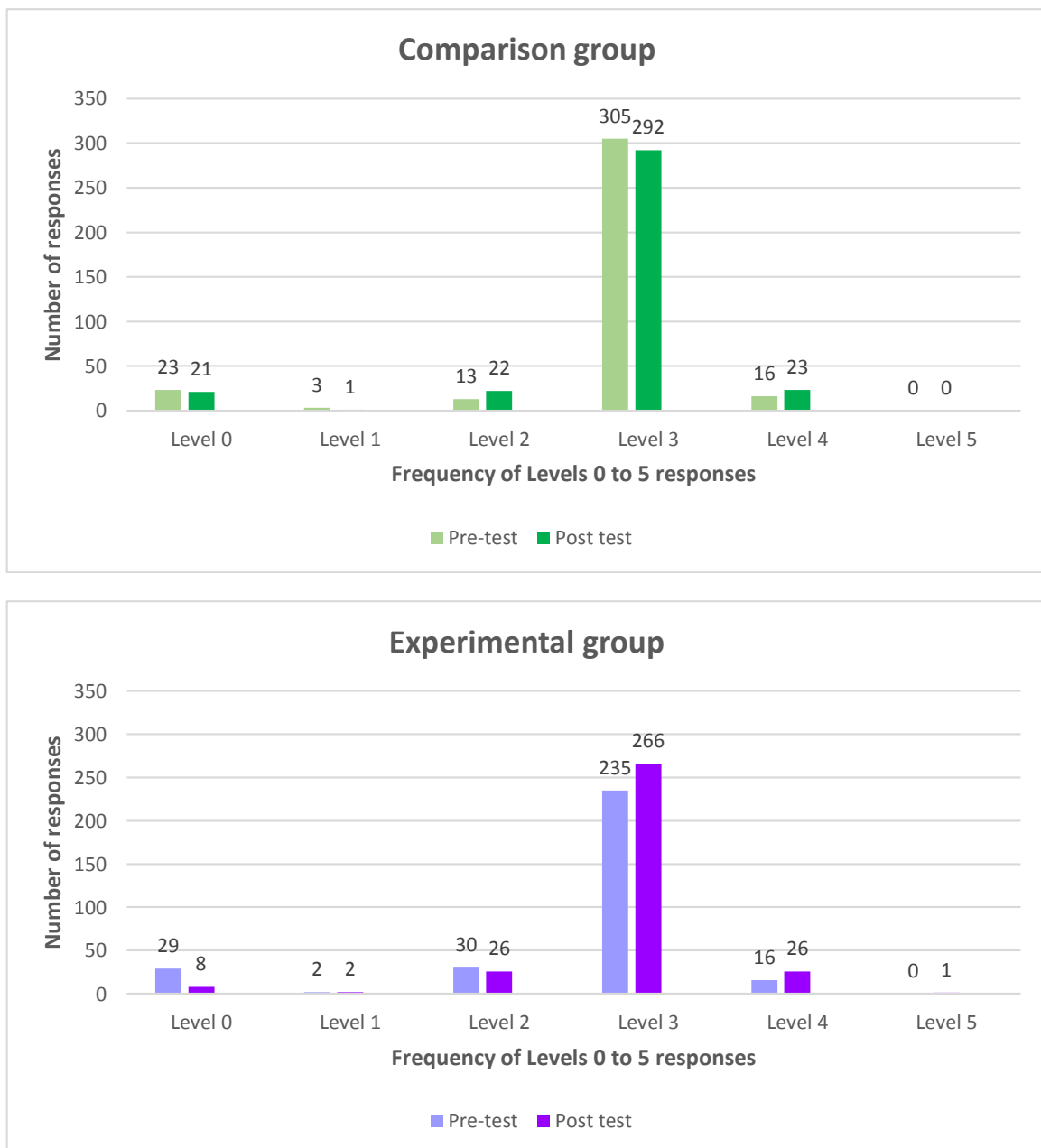


Figure 3.8. Synopsis of a comparison in emotion word response frequency between the comparison and experimental group

Figure 3.8 indicates that a significant number of level zero responses occurred in the pre-test of the comparison and experimental group; 23 and 29 level zero responses respectively. However, there was a noted decrease of level zero responses from the pre- to post-test of the experimental group, from 29 to 8 level zero responses. This may be attributed to the replacement of level zero responses in the post-test with level three, four and five responses, as depicted in Figure 3.8, showing a combined increase of 42 level three, four and five responses. The comparison group had a decrease of 2 level zero post-test responses, from 23 to 21, and a slight increase of 7 post-test four responses. When compared to the comparison group, the post-test responses of the experimental group indicate that the respondents in the experimental group acquired increased emotional language levels and methods of emotional expression.

It is therefore of significance to explore the actual responses or specific emotional language of the respondents, as it may serve as a meaningful measurement as to whether the EA Programme developed by Knoetze (2012) contributed to the development of the emotional language of the experimental group. The following section will therefore look at the extent to which the emotional vocabulary of the respondents developed, as measured in the pre- and post-tests. The emotional vocabulary of the respondents are referred to as weak and strong emotion words.

3.3.2.1.3. Strong and weak emotion words

Strong emotion words are defined by Knoetze (2012:200) as specific, descriptive words which add suggestive meaning to a feeling or emotional experience, for example, worried, amazed, excited, nervous and joyful. Usage of strong emotion words was interpreted by Knoetze (2012) as an indication of heightened emotional awareness in children in middle childhood, as strong emotional words are not characteristically part of their emotional vocabulary. Weak emotion words were defined by Knoetze (2012:200) as general everyday language, acquired incidentally through conversation, which do not provide an emotionally laden description of a specific feeling or experience. Examples of weak emotion words are better, good, bad, sad and fine. According to Knoetze (2012) a comparison of the utilisation of strong and weak emotion words from the pre- to the post-test, will indicate whether the respondents developed a higher level emotional vocabulary and the skill to express it contextually.

Figure 3.9 presents the weak emotion words utilised by the respondents in the comparison group.

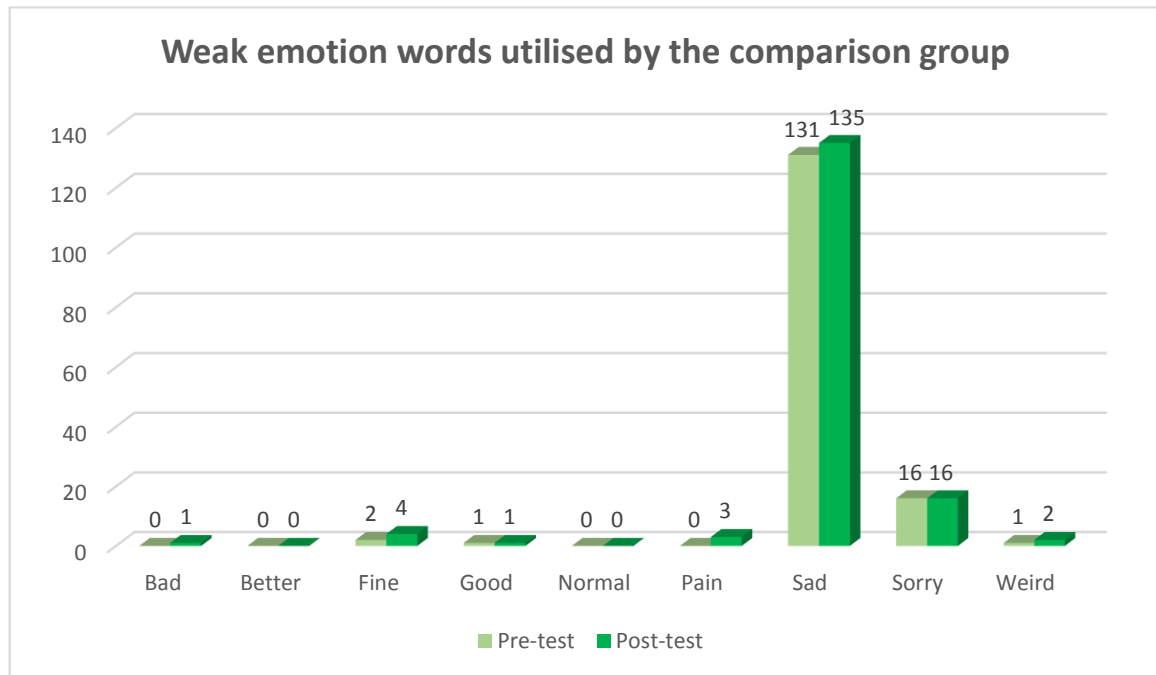


Figure 3.9. Weak emotion words utilised by the comparison group

Figure 3.9 indicates that the respondents of the comparison group did not make use of the weak emotion words ‘better’ and ‘normal’, and their use of ‘good’ and ‘sorry’ remained constant from pre- to post-test. However, the comparison group’s use of certain weak emotion words increased slightly from the pre- to post-test, namely; ‘bad’ increased from 0 to 1, ‘fine’ increased from 2 to 4, ‘pain’ increased from 0 to 3, ‘sad’ increased from 131 to 135 and ‘weird’ increased from 1 to 2. It is therefore evident that the aforementioned weak emotion words remained part of the respondents’ expressive emotional vocabulary, despite these words not consisting of strong emotional substance (Knoetze, 2012).

Figure 3.10 presented the weak emotion words utilised by the respondents in the experimental group.

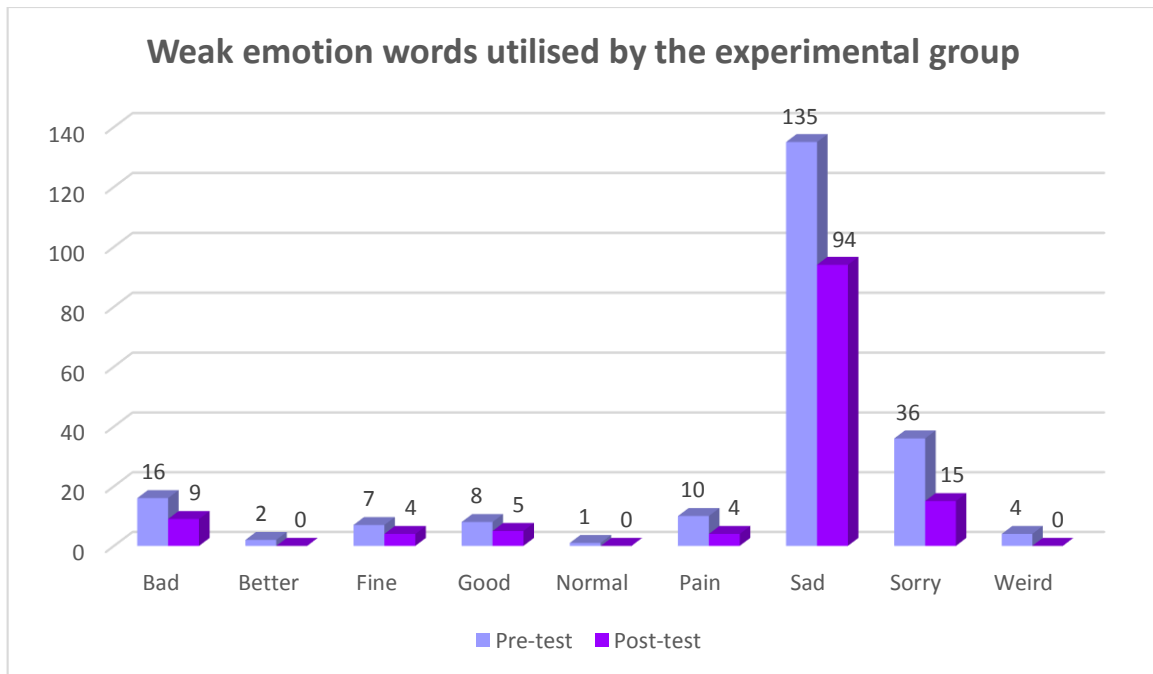


Figure 3.10. Weak emotion words utilised by the experimental group

Figure 3.10 indicates that the respondents of the experimental group declined in their use of weak emotion words from pre- to post-test. The words ‘sad’, ‘sorry’ and ‘bad’ measured high in the pre-test (135, 36 and 16 respectively) but reflected a notable decline in the post-test (94, 15 and 9 respectively). The decline therefore indicated that the experimental group’s emotional vocabulary and expressive abilities increased. A decline in the use of weak emotion words in the post-test may be due to the experimental group developing an emotional vocabulary with stronger emotional words, acquired through participation in Knoetze’s (2012) seven-week EA Programme. This is of further significance when compared to the increased use of certain weak emotion words in the comparison group, as indicated in Figure 3.9.

The following figures, Figure 3.11 and Figure 3.12, compared the results of the comparison and experimental groups’ utilisation of strong emotion words.

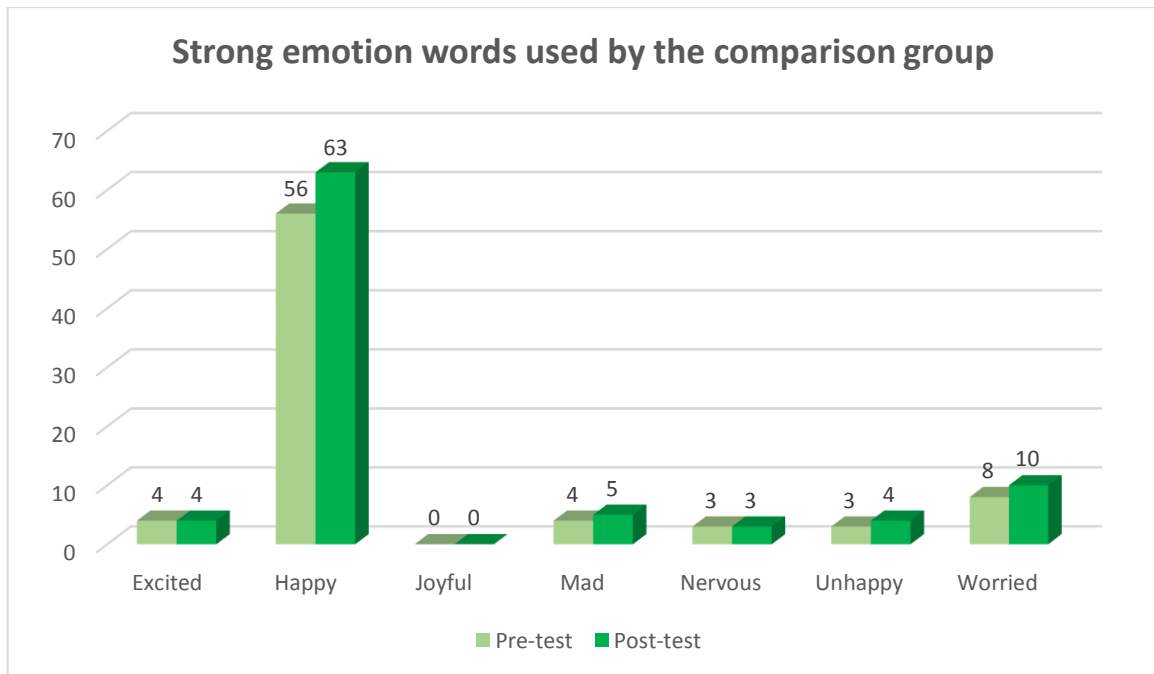


Figure 3.11. Strong emotion words utilised by the comparison group

Figure 3.11 indicates that the respondents of the comparison group did not use the strong emotion word ‘joyful’, and their use of ‘excited’ and ‘nervous’ remained constant from pre- to post-test. The words ‘mad’, ‘unhappy’ and ‘worried’ measured low in the pre-test (4, 3 and 8 respectively) but reflected a slight increase in the post-test (5, 4 and 10 respectively). The use of the strong emotion word ‘happy’ increased from 56 to 63 in the pre- to post-test. This indicates that the comparison group did not demonstrate usage of a strong emotional vocabulary.

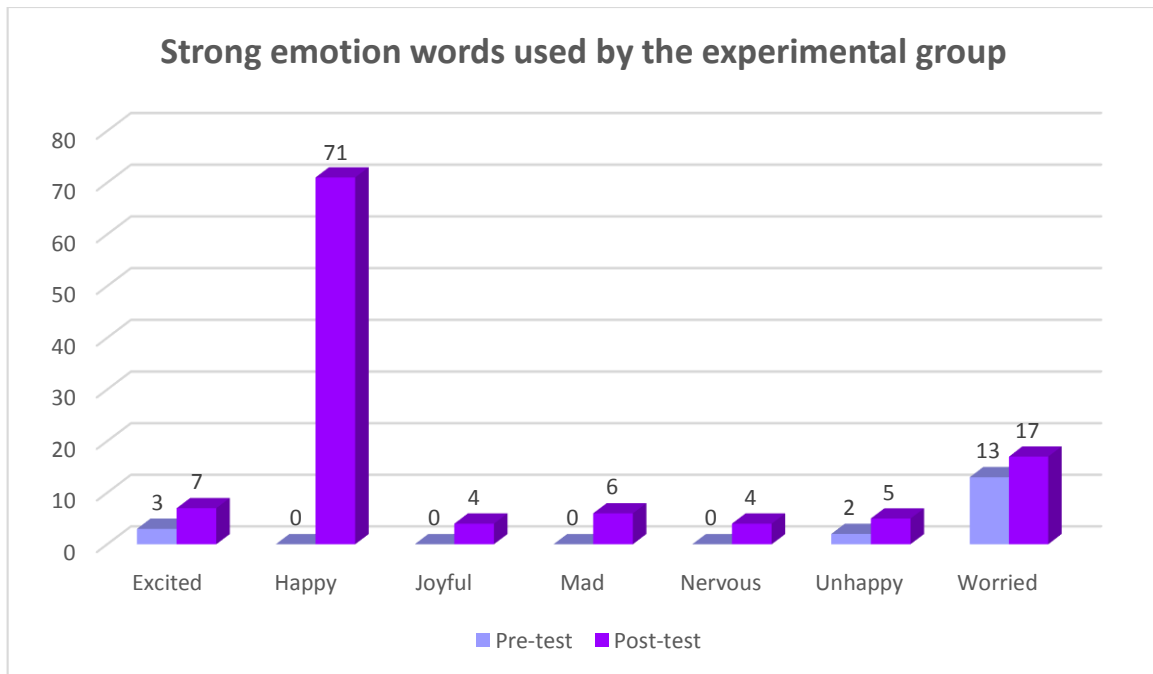


Figure 3.12. Strong emotion words utilised by the experimental group

According to Knoetze (2012:204) the EA Programme focuses on emotion words that carry illuminating and explanatory emotional weight. In participating in the seven-week EA Programme developed by Knoetze (2012), the experimental group was exposed to developing an emotion vocabulary, the appropriate contextual use of strong emotion words and the manner in which it aids emotional expression.

Figure 3.12 indicates more than a fifty percent increase in the use of six of the seven strong emotion words from pre- to post-test, namely; ‘excited’, ‘happy’, ‘joyful’, ‘mad’, ‘nervous’ and ‘unhappy’. The strong emotion word ‘worried’ reflected an increase from pre- to post-test, from 13 to 17.

The assumption that could therefore be drawn from the results indicated in Figures 3.11 and 3.12, is that respondents from the experimental group developed a higher level emotion vocabulary and the skill to express it contextually, following their participation in the seven-week EA Programme developed by Knoetze (2012).

The following section will focus on the levels of emotional awareness of the respondents, which is defined by Knoetze (2012:205) as the overall emotional awareness. In addition it will further ascertain whether the respondents’ emotional

awareness abilities were developed or enhanced through participation in the seven-week EA Programme developed by Knoetze (2012).

3.3.2.2. Sub-section 2: Levels of emotional awareness

Lane and Bajgar (2003) developed the LEASC-C as a standardised questionnaire for measuring the levels of emotional awareness of children. The combined individual scores for the emotion word responses of the respondents are indicated in the figures below, providing a measurement of the comparison and experimental groups' level of emotional awareness.

Figure 3.13 indicates the total scores of the emotion word responses in the comparison group.

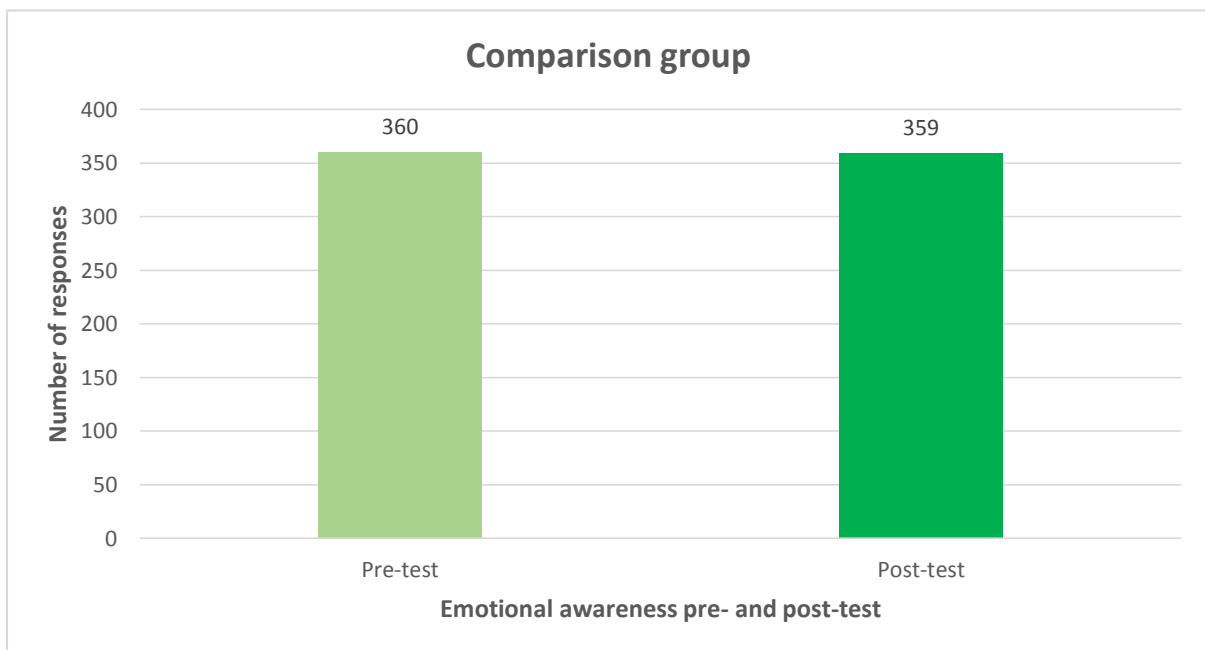


Figure 3.13. Total scores of emotion word responses in the comparison group

Figure 3.13 indicates the total scores achieved by the comparison group in their pre- and post-test, which totalled 360 in the pre-test and decreased to 359 in the post-test. The comparison group's level of emotional awareness thus decreased by 1 score. Albeit a slight decrease, it is indicative that the level of emotional awareness and emotional vocabulary of the comparison group remained fairly static between the pre- and post-test.

Figure 3.14 indicates the level of emotional awareness of the experimental group as measured in the pre- and post-test.

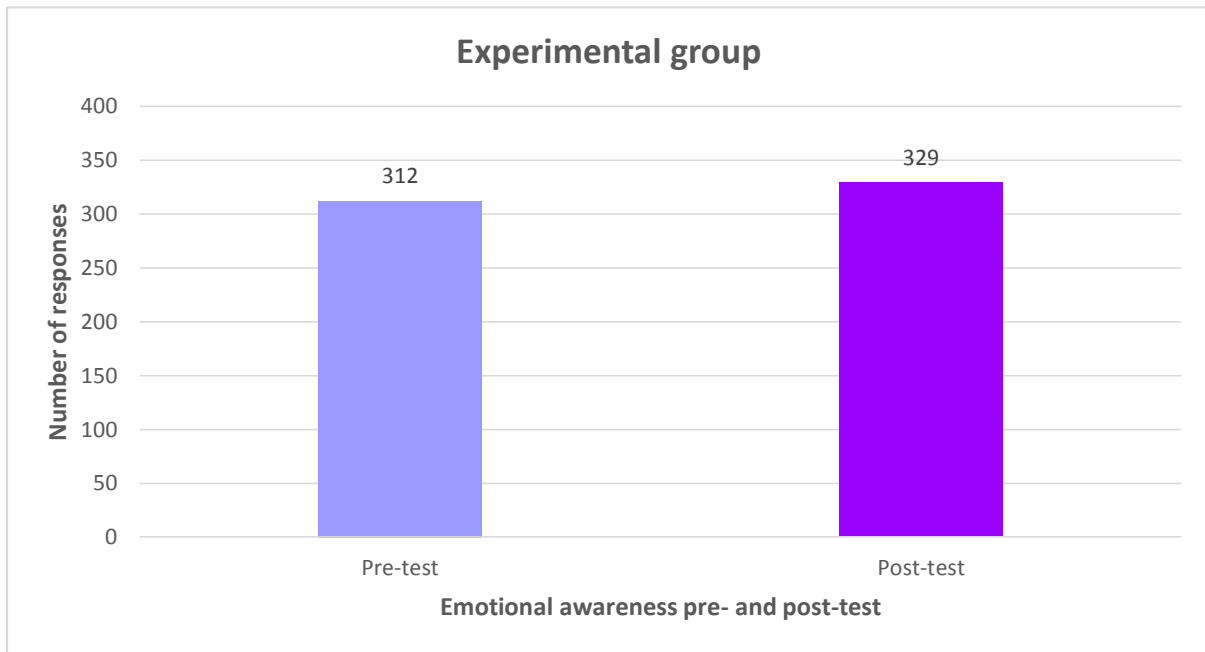


Figure 3.14. Total scores of emotion word responses in the experimental group

Figure 3.14 indicates the total scores achieved by the experimental group in their pre- and post-test, which totalled 312 in the pre-test and increased to 329 in the post-test. The experimental group's level of emotional awareness thus increased by 17 points.

The total number of respondents in the comparison and experimental group differed, therefore, the difference in post-test scores was not a comparable measure in order to determine the effectiveness of the EA Programme. As suggested by Knoetze (2012) percentages were thus calculated in order to compare the post-test levels of emotional awareness observed in the comparison and experimental groups.

Figure 3.15 indicates the levels of emotional awareness of the comparison and experimental groups as measured in the post-test.

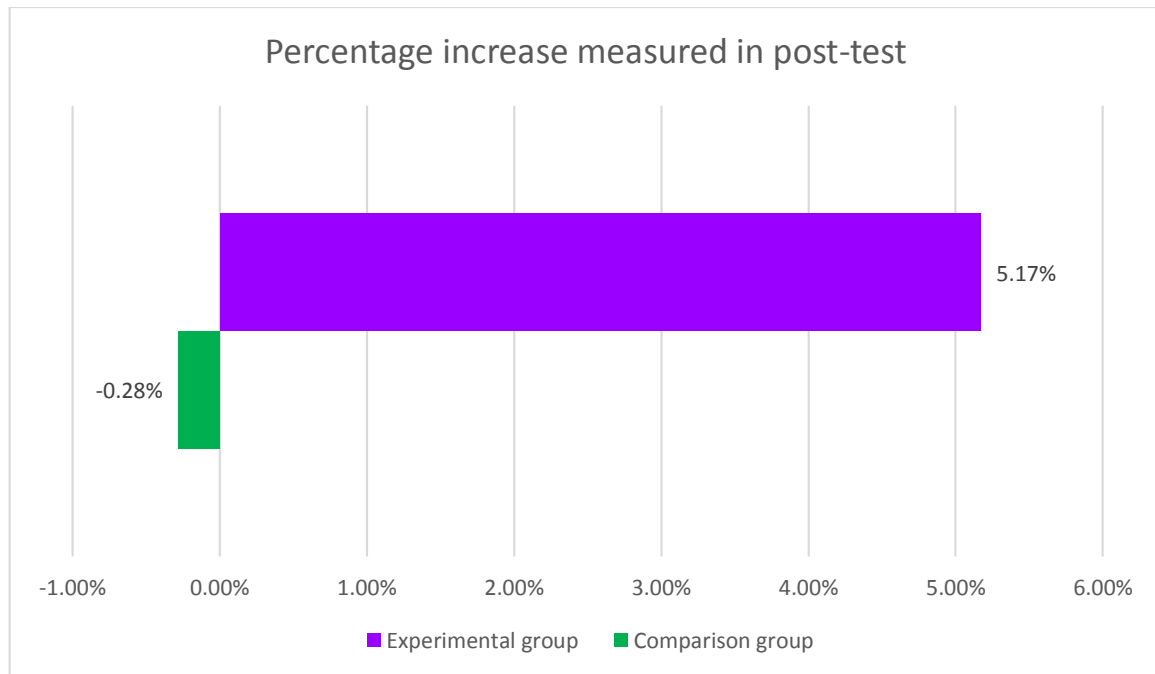


Figure 3.15. Comparison of levels of emotional awareness between the comparison and experimental group measured in the post-test

Figure 3.15 indicates that the comparison group’s level of emotional awareness decreased from the pre- to post-test by 0.28 percent, while the level of emotional awareness of the experimental group increased by 5.17 percent. The percentages therefore indicate that the EA Programme developed by Knoetze (2012), which the experimental group participated in, may have had an effect on the development of emotional awareness of the respondents in the experimental group.

3.4. DISCUSSION OF EMPIRICAL RESULTS

When considering the empirical results it must be kept in mind that the study was guided by the following main and sub-hypotheses:

Main hypothesis:

If an emotional awareness programme is implemented for children in middle childhood in a private school setting, then the level of emotional functioning of the children will be enhanced.

Sub-hypotheses:

- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to be **in contact with their emotions** will be enhanced.

- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, their ability to **discriminate between different emotions** will increase.
- If an emotional awareness programme is implemented for children in middle childhood in a private school setting, they will gain the ability to **verbalise and 'own' their emotions**.

In order to test these hypotheses the empirical findings will be discussed by exploring three related topics, namely: emotional expression and vocabulary, emotional awareness and the success of the EA Programme within the educational setting (Knoetze, 2012:212).

- **Emotional expression and vocabulary**

Darwin considered emotional expression as the expression of underlying emotional states (Hess & Thibault, 2009:120). Furthermore, the expression of emotions, or the language of emotions, was seen by Darwin as important to one's well-being. Through emotional expression, labels are provided for emotional experiences, enabling facilitation and understanding of the emotions surrounding an event (Kahn, Tobin, Massey & Anderson, 2007:263). Emotional expression is therefore an important factor in becoming emotionally aware. Blom (2006:123) is of the opinion that some children are not aware of what emotions are, however, this does not mean they do not experience emotions, rather it's because children often do not know how to verbalise them.

The EA Programme developed by Knoetze (2012) focuses to a large extent on the development of emotional vocabulary. Additionally, it employs age appropriate Gestalt play therapy exercises to enable children to use their newly acquired emotion vocabulary to enhance their emotional expression abilities. The empirical results in this study indicated that the experimental group's use of emotion words increased from pre- to post-test. Emotional expression was positively developed in the experimental group as their use of level one and two responses decreased, while their level three, four and five responses increased. In other words, the respondents of the experimental group decreased their use of non-emotion words, while increasing their use of stronger emotion words and emotion blends.

A similar finding was made in the results which focused on ascertaining whether respondents developed the use of strong emotion words and the manner in which it aids emotional expression. A distinction was made between weak and strong emotion words, general everyday language and descriptive words which add subjective meaning. The empirical results indicated that the respondents from the experimental group developed a higher level emotion vocabulary and the skill to express it contextually. Furthermore, the comparison group's use of weak words increased while the experimental group's responses indicated a decrease in the use of weak words from pre- to post-test. It is therefore evident that the experimental group gained a higher level emotion vocabulary through their participation in the EA Programme developed by Knoetze (2012), which they applied in the post-test in order to express the emotions which they would experience in the scenarios depicted in the LEAS-C.

Children in middle childhood are able to regulate and sustain attention, process and retain information, reason inductively, as well as plan and monitor their own behaviour (Papalia et al., 2011). These interrelated developments are central to executive function which is "... the conscious control of thoughts, emotions, and actions to accomplish goals or solve problems" (Papalia et al., 2011:341). The results of this study align with the aforementioned developmental milestones attained by children in middle childhood, as the experimental group respondents expanded their emotion vocabulary for the purpose of heightened abilities in emotional expression. Knoetze (2012:214) is of the opinion that middle childhood is the ideal phase for extensive emotional learning. Furthermore, emotional knowledge attained in middle childhood can be consolidated throughout adolescence in order to result in emotionally aware adults, better equipped to manage the challenges of life.

These findings therefore proved sub-hypotheses one, two and three to be true, as the implementation of the EA Programme developed by Knoetze (2012) for children in middle childhood within the educational setting did enhance their ability to be in contact with their emotions, to discriminate between different emotions and to verbalise and 'own' their emotions.

- **Emotional awareness**

According to Knoetze (2012:214) emotional awareness and cognition are relevant with regard to emotional awareness as an ability to be in contact with emotions as it formed

part of the study. This particular study therefore also aimed to consider whether emotional awareness (being in contact with emotions) will be enhanced if incorporated into the formal educational process of children in the middle childhood developmental phase. In addition it aimed to determine whether emotional awareness can be educated in the same cognitive manner as Piaget's theory.

Emotional and cognitive processes require mental resources, however, research suggests the difference between emotion and cognition may be phenomenological (Gu, Liu, Van Dam, Hofz & Fan, 2013:20). Emotion, in interaction with higher order cognition, i.e. beyond perception, is the predominant source of emotion experiences (Izard, 2011:371).

As previously discussed, the LEAS-C is a performance measure assessing emotional awareness within a cognitive-developmental framework (Subic-Wrana et al., 2011:404). The cognitive-development theory of levels of emotional awareness clarifies that the ability to experience and express an emotion as a specific conscious feeling state, requires the creation of a mental representation of that state by putting the emotion into words (Subic-Wrana et al., 2011:408). Structurally parallel to Piaget's stages of cognitive development, this model holds that awareness of one's own and others' emotions progresses in levels, namely:

- Level 1: Awareness of physical sensations;
- Level 2: Action tendencies;
- Level 3: Single emotions;
- Level 4: Blends of emotions; and
- Level 5: Blends of emotions (Subic-Wrana et al., 2011:404).

The levels of emotion progression inform the calculation of the results of the LEAS-C. Optimal awareness is evident in enhanced emotional functioning or the description thereof for the purpose of the LEAS-C (Knoetze, 2012:215). The LEAS-C results from the comparison group's level of emotional awareness decreased from the pre- to post-test by 0.28 percent, while the level of emotional awareness of the experimental group increased by 5.17 percent. The percentages therefore indicate that the EA Programme developed by Knoetze (2012), in which the experimental group participated, enhanced

the respondents' levels of emotional awareness or their ability to be in contact with their emotions.

These findings therefore proved sub-hypothesis one to be true, as the implementation of the EA Programme developed by Knoetze (2012) for children in middle childhood within the educational setting did enhance their ability to be in contact with their emotions.

Additionally, the findings indicate that emotional awareness can be taught within the South African educational system, in a similar manner as other cognitive abilities and skills are taught, as discussed below.

- **Success of the EA Programme within the educational system**

“Recent advances in the neuroscience of emotions are highlighting connections between cognitive and emotional functions that have the potential to revolutionize our understanding of learning in the context of schools” (Immordino-Yang & Damasio, 2007:3). Traditionally viewed as separate, recent research has indicated that communication, emotion and learning are intertwined in the classroom (Dewey in Titsworth, Quinlan & Mazer, 2010:445). It thus stands to reason that promoting learners' social and emotional skills plays a critical role in improving their academic performance (Shriver & Weissberg, 2005:1).

Since January 2012 the National Curriculum Statement Grades R – 12 has aimed to provide clear specification of what is to be taught and learnt on a term-by-term basis in South African schools (Basic Department of Education, 2011). Curriculum and Assessment Policy Statements (CAPS) were implemented for all approved subjects. The CAPS Grades R – 3 Life Skills aim to ensure that all learners acquire and apply knowledge and skills in ways that are meaningful to their own lives (Basic Department of Education, 2011:4). The study area Life Skills includes social health, emotional health as well as relationships with other people and our environment, including values and attitudes (Basic Department of Education, 2011:8).

Thus far, this study has indicated that the EA Programme developed by Knoetze (2012) has achieved its aim – to develop and enhance the emotional awareness of learners in middle childhood in a South African school setting. Emotional programmes,

when well designed and executed, produce learners who are good citizens committed to serving their communities and cooperating with others (Shriver & Weissberg, 2005:2). Furthermore, research studies show that emotional learning programmes significantly improve learners' academic performance.

As learners' emotional awareness increased through participation in Knoetze's seven-week EA Programme (2012), it can be deduced that learners would benefit from ongoing participation in emotional learning programmes. Although the CAPS Life Skills document provides guidelines and aims, it does not provide clearly delineated programmes. As discussed in Chapter One, departmental policies and guidelines are frequently not implemented in schools, however, providing and empowering educators with emotional learning programmes to implement in the classroom environment, will assist in ensuring that learners' needs are met.

3.5. SUMMARY

This chapter analysed the data collected from the completion of the LEAS-C by the comparison and experimental group in a pre- and post-test. The data was analysed and presented in table form as well as in figures. The data analysis was presented under the development of an emotion vocabulary and levels of emotional awareness. The findings of this study indicated that the emotion vocabulary of the experimental group was positively developed and/or enhanced by the EA Programme developed by Knoetze (2012). Additionally, the respondents' level of emotional awareness improved, following participation in the EA Programme.

The conclusions drawn from the analysed data were examined and discussed in order to determine whether the hypothesis and sub-hypotheses were proven to be true or false. From the results obtained and the amalgamation thereof, the researcher is of the opinion that the main hypothesis was proven to be true: *If an emotional awareness programme is implemented for children in middle childhood in a private school setting, then the level of emotional functioning of the children will be enhanced.*

The key findings of the study are highlighted in the following chapter and recommendations are presented for possible enhancement of the EA Programme developed by Knoetze (2012) and for the implementation thereof.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1. INTRODUCTION

In conducting this study the researcher had a goal and objectives to attain, which will be examined in this chapter in order to ascertain the extent to which they were met. Evaluating an emotional awareness programme for children in middle childhood in a private school setting entailed reviewing literature and analysing empirical findings. In this chapter the researcher will outline the key outcomes of the empirical study and literature, in order to provide conclusions and recommendations based on the research study. A Gestalt approach provided the theoretical framework for this study and the activities of the EA Programme developed by Knoetze (2012) were embedded in Gestalt play therapy techniques.

4.2. ACCOMPLISHMENT OF RESEARCH GOAL AND OBJECTIVES

The accomplishment of the research goal and objectives is of importance to the researcher in order to determine whether the research study can be regarded as successful. In the following section the researcher will demonstrate the extent to which, as well as the manner in which, the goal and objectives of the study were achieved.

4.2.1. Goal of the study

The goal of the study was to evaluate the effectiveness of an emotional awareness programme for children in middle childhood for utilisation in a private school setting in Kyalami, Gauteng. The goal was successfully achieved through employing appropriate research methodology. The researcher made use of applied research, a quantitative research approach and a quasi-experimental design, where pre- and post-test questionnaires were utilised in order to gain data from twenty-eight participants. Accomplishment of this goal was made possible by focusing on the objectives formulated for the purpose of this study, which guided the researcher.

4.2.2. Objectives of the study

In order to attain the goal of this study, the researcher formulated five objectives, namely:

- To theoretically contextualise emotional awareness as it relates to children in middle childhood within an education setting;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to be in contact with their emotions;
- To evaluate whether an emotional awareness programme will increase the ability of children in middle childhood to discriminate between different emotions;
- To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to verbalise and take ownership of their emotions;
- To draw conclusions regarding the applicability of the emotional awareness programme in a private school setting.

These objectives could not have been obtained without a thorough review of literature and in-depth analysis of the empirical findings as demonstrated in Chapter Two and Three respectively. In the following discussion, the researcher will focus on how these objectives were achieved.

Objective one: To theoretically contextualise emotional awareness as it relates to children in middle childhood within an education setting

Prior to the study the researcher had a limited understanding of emotional awareness as it relates to children in middle childhood within an education setting. As emotional intelligence (EQ) has been a much debated and researched topic, the researcher was more au fait with EQ than emotional awareness. Through reviewing literature for the purpose of Chapter Two in this study, the researcher gained a broader and more in-depth understanding of emotional awareness as a pre-cursor to emotional intelligence. Additionally, the literature review further developed the researcher's knowledge of middle childhood as a developmental phase and the value of emotional awareness within an education setting.

The literature review therefore enabled the researcher to theoretically contextualise emotional awareness as it relates to children in middle childhood within an education setting.

Objective two: To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to be in contact with their emotions

In order to evaluate to what extent the EA Programme developed by Knoetze (2012) enhanced the ability of learners in middle childhood to be in contact with their emotions, purposive sampling was utilised as a means to selecting respondents. A control group and experimental group were selected according to criteria listed in Chapter Three. Data for the study was collected using the LEAS-C questionnaire – a standardised scale specifically developed by Dr Richard Lane and Dr Jane Bajgar (2003) to measure emotional awareness. A comparison and control group completed the group-administered pre-test questionnaire, following which the experimental group participated in a seven-week EA Programme developed by Knoetze (2012). Both groups then completed a group-administered post-test questionnaire. The researcher was thus able to collect data and proceed with data analysis. The empirical findings signify that the development of emotional awareness of the respondents in the experimental group increased, following participation in the EA Programme, as indicated in Figure 3.15.

The development of emotional awareness is the result of children being in contact with their emotions. Objective two was therefore realised through undertaking an empirical study.

Objective three: To evaluate whether an emotional awareness programme will increase the ability of children in middle childhood to discriminate between different emotions

As outlined above, the researcher undertook several steps in the research process. In order to achieve objective three the actual responses or specific emotional language of the respondents were measured in the pre- and post-tests. The emotion vocabulary of the respondents was identified as either weak or strong emotion words. According to Knoetze (2012) a comparison of the utilisation of strong and weak emotion words

from the pre- to the post-test, indicates whether the respondents developed a higher level emotional vocabulary and the skill to express it contextually. Figure 3.12 indicates a more than fifty percent increase in the use of six of the seven strong emotion words from pre- to post-test in the experimental group.

The assumption was therefore drawn that respondents from the experimental group developed a higher level emotion vocabulary and the skill to express it contextually, following their participation in the seven-week EA Programme developed by Knoetze (2012). Objective three was therefore realised through undertaking an empirical study.

Objective four: To evaluate whether an emotional awareness programme will enhance the ability of children in middle childhood to verbalise and take ownership of their emotions

As outlined under objective two, the researcher undertook several steps in the research process. In order to achieve objective four the actual responses or specific emotional language of the respondents were measured in the pre- and post-tests. Figure 3.12 indicates that the experimental group was able to utilise a significant number of strong emotion words following their participation in the seven-week EA Programme developed by Knoetze (2012).

Emotional expression thus improved through the enhancement of emotion vocabulary, thereby enabling learners to verbalise and take ownership of their emotions. Objective four was therefore realised through undertaking an empirical study.

Objective five: To draw conclusions regarding the applicability of the emotional awareness programme in a private school setting

As outlined under objective two, the researcher undertook several steps in the research process. In order to achieve objective five the actual responses or specific emotion language of the respondents were measured in the pre- and post-tests, thus determining whether or not learners within a private school setting would benefit from ongoing participation in an emotional awareness programme. Post-test responses of the experimental group, as indicated in Figure 3.8, demonstrate that respondents acquired increased emotion language levels.

The assumption was therefore drawn that respondents from the experimental group acquired increased emotion language levels, following their participation in the seven-week EA Programme developed by Knoetze (2012). It can thus be deduced that the EA programme was applicable in a private school setting and that children would benefit from ongoing participation in an emotional awareness programme. Objective five was therefore realised through undertaking an empirical study.

The goal and objectives were therefore achieved as reviewed above. In pursuing the aforementioned goal and objectives, the researcher deduced conclusions based on the research study and empirical findings, which will be discussed in the following section.

4.3. CONCLUSIONS

In this research study the literature review provided invaluable information regarding emotional awareness in middle childhood within a private school setting, supporting some of the findings in the empirical study. Conclusions reached by the researcher will therefore be made based on the literature review and empirical research findings.

4.3.1. Literature review

Conclusions deduced from the literature review are presented below:

- The focus of this study was on evaluating the effectiveness of an emotional awareness programme for children within a private school setting, from a Gestalt approach. The Gestalt approach suggests the child be viewed as a whole of which the total is more than its component parts. Children's social, emotional, cognitive and physical development (whole gestalt) needs to be addressed in its entirety – the emotional aspect of the child's development being the focus of this study. According to Knoetze (2012:222) it seems as though the full benefit of the Gestalt approach is presently not acquired by children within the South African educational system, as emotional education does not receive the same degree of attention as cognitive and physical development.
- The Gestalt approach is seen as an experiential process, therefore making it perfectly suitable for children, some of whom may not yet have developed an emotional vocabulary to communicate feelings, desires and needs (Reynolds

& Mortola, 2005:159). It primarily focuses on experientially exploring the child's internal and external worlds and is based on the notion that change occurs as a result of raised awareness, therefore providing the most appropriate way to promote change in middle childhood (Geldard & Geldard, 2005:67).

- Awareness is the core of Gestalt philosophy and methodology; it is a self-process which happens at the interface of the individual and environment (Yontef, 2005:87). With awareness people can learn and change behaviour which does not work. A Gestalt perspective, as the theoretical framework for this study, enables children to be made aware of their own process, so that they may experience their needs or incompleteness (Botha & Dunn, 2004:255).
- The developmental phase of middle childhood was the focus of the study in terms of the study population and sampling. Middle childhood, which ranges from 6 to 11 years, is a developmental stage in which children learn about the wider world while mastering new responsibilities that begin resembling those which they will perform as adults (Berk, 2006:6). During this developmental stage children begin to find their own way through societal structures, acquiring a more individual sense of identity. Middle childhood as a developmental phase can therefore be seen as a phase where emotional awareness begins to play an important role. Furthermore, studies have shown that children's emotional and social functioning and behaviour begin to stabilise around the age of eight, and can predict the state of their behaviour and mental health later in life (Lantieri, 2008:28).
- The study of emotions is a broad and complex field. Emotions are seen as necessary to form bonds and attachments with others and social structures – from individuals, to small groupings to whole societies. Turner (2011:9) states that humans are emotional because they need emotions to form social bonds that can build social structures. A deeper interest in peers comes to the fore in middle childhood, where the interests and goals of the group take preference to individual interests.
- Emotional awareness is seen as the skill most fundamental to emotional intelligence (Lane in Bajgar et al., 2005:569) and is defined as the ability to identify and describe one's own emotions, as well as those of other people. Creating internal awareness elicits deeper thinking behind the emotion and

increases the likelihood of change (Holroyd & Field, 2012:42). Emotional intelligence is seen as a knowledge of how our bodies, minds and relationships work at the level of emotions and feelings (Howe, 2008:23). Emotional awareness is therefore seen as a prerequisite for emotional intelligence. Knoetze (2012:227) is of the opinion that children becoming aware of their emotions, and their effect on functioning, leads them towards achieving emotional intelligence.

- Children who have suffered neglect or deprivation tend to have a limited understanding of their own and others' emotional character, consequently, peer relationships are likely to be poor, depriving children of potentially useful social experiences (Howe, 2008:61). Additionally, children who have limitations in their social-emotional development often demonstrate poor social, emotional and academic success (Aviles et al., 2006:34).
- Social emotional development and academic achievement are dynamic, interrelated areas that are necessary for children to develop and be successful in a myriad of contexts, specifically schools (Klein in Aviles et al., 2006:34). Emotions may trigger, sustain or reduce academic motivation (Pekrun, Goetz, Titz & Perry, 2002:97). As schools form an integral part of a child's world, where experiential learning takes place, they are perceived as an ideal environment in which to provide an emotional programme.
- School is seen as a place that plays an active role in children's search for meaning rather than merely a place where they are taught (Rinaldi in James & James, 2009:114). Free time at school is defined by James and James (2009:114) as a time when friendships flourish, and for many children going to school to meet their friends may be as important, if not more important, than the education they will receive.
- The Gauteng Department of Education (GDE) (Inclusions Strategy, 2011-2015:2) states that it is committed to ensure that every learner does well at school and leaves the educational institution with values, knowledge, skills and qualifications which will give them the best opportunity to succeed in adult life. In order to prevent and overcome barriers that inhibit learners from reaching their full potential, the Draft National Policy for the Role of Therapists and Social Workers (Department of Education, 2011-2015:3) suggests that needs-based

programmes and services to learners, parents and educators who experience social problems within the context of the education environment, should be implemented. Egbochuku and Aihie (2009:3) make the statement that as society faces increasing challenges, financial, cultural and social, so do learners and teachers. However, policies and services are frequently not implemented due to a lack of resources, social workers and budget restraints. The holistic well-being and development of children can therefore be addressed by providing and empowering educators with an emotional awareness programme to implement in the classroom environment. This will assist in ensuring that the full extent of children's needs are met.

- The school's ability to prepare students academically overlaps with their role to serve the emotional needs of their learners (Aviles et al., 2006:35). Schools are therefore not only seen as an academic institution but also as a social environment offering opportunities for emotional awareness and growth. As learning is emotional in character, emotions are an integral part of education. Clarity of emotions, as defined by Dizén, Berenbaum and Kerns (2005:114), refers to how clearly one understands emotions, discriminates between feelings and knows what one feels. Therefore, learners with clarity are more likely to have their intrapersonal needs met, thus enabling them to focus more of their attention on others and learning.

4.3.2. Empirical findings

Conclusions based on the empirical findings, following learners' participation in the seven-week EA Programme developed by Knoetze (2012), are outlined below:

- According to Knoetze (2012:191) the EA Programme aspires to develop and enhance the emotional awareness of children in the middle childhood developmental phase. Additionally, it was developed to expand emotion vocabulary for the purpose of heightened abilities in emotional expression. Measuring the frequency of emotion word responses according to the LEAS-C levels of emotional value, when compared to the comparison group, the post-test responses of the experimental group indicate that the respondents in the experimental group acquired increased emotional language levels, use of emotional blends and methods of emotional expression.

- When comparing the utilisation of strong and weak emotion words from pre- to post-test, respondents from the experimental group developed a higher level emotion vocabulary and the skill to express it contextually. An increase in the use of higher levels of emotion words based on pre- and post-test results therefore indicate that emotional awareness, in its entirety, has been enhanced.
- Knoetze (2012) stated that the EA Programme aimed to determine whether emotional skills could be successfully developed during class activities. This was evident in the empirical findings which indicate an increase in the emotional awareness of the experimental group, following the learners' participation in the seven-week EA Programme developed by Knoetze (2012). The necessity of learners being emotionally aware within an education environment has been extensively researched. Educational researchers have done significant theoretical work linking emotion and cognition (Lazarus, 2006:299), indicating that emotional learning programmes significantly improve learners' academic performance.
- The empirical findings proved sub-hypotheses one, two and three to be true, as the implementation of the EA Programme developed by Knoetze (2012) for children in middle childhood within the educational setting enhanced their ability to be in contact with their emotions, to discriminate between different emotions and to verbalise and 'own' their emotions.
- The levels of emotion progression inform the calculation of the results of the LEAS-C. Optimal awareness is evident in enhanced emotional functioning or the description thereof for the purpose of the LEAS-C (Knoetze, 2012:215). The empirical results indicate that the EA Programme developed by Knoetze (2012), in which the experimental group participated, enhanced the respondents' levels of emotional awareness and their ability to be in contact with their emotions. These findings therefore proved sub-hypothesis one to be true, as the implementation of the EA Programme developed by Knoetze (2012) for children in middle childhood within an educational setting did enhance their ability to be in contact with their emotions.
- The aforementioned empirical findings indicate that emotional awareness can be taught within the South African educational system, in a similar manner as

other cognitive abilities and skills are taught. This study has indicated that the EA Programme developed by Knoetze (2012) has achieved its aim – to develop and enhance the emotional awareness of learners in middle childhood in a South African school setting.

- The EA Programme developed by Knoetze (2012) was previously implemented in a government education institution for children in the middle childhood developmental phase, the results of which indicated an increase in the learners' emotional awareness in its entirety. Conversely, this study was implemented in a private school setting, the results of which also indicated an increase in the learners' emotional awareness, in its entirety. It is therefore deduced that the EA Programme can be successfully implemented in a variety of educational settings with children in the middle childhood developmental phase.

Based on the conclusions derived from the study, the researcher is able to make recommendations with regards to emotional awareness programmes within the educational context and the EA Programme developed by Knoetze (2012). Recommendations for possible future research will also be made.

4.4. RECOMMENDATIONS

With reference to the findings derived from this study, the following recommendations can be made:

- As learners' emotional awareness increased through participation in Knoetze's seven-week EA Programme (2012), it can be deduced that learners would benefit from ongoing participation in emotional learning programmes. Although the CAPS Life Skills document (Basic Department of Education, 2011) provides guidelines and aims, it does not provide clearly delineated programmes. Extending educators' responsibilities is adding to an already heavy workload. However, providing educators with emotional learning programmes to implement in the classroom environment, as part of the CAPS Life Skills document, will assist in ensuring that learners' needs are met. In addition, it relieves the educators' burden of having to develop specialised teaching and learning material, the focus of which may be beyond the expertise of their training. In order to ensure the successful implementation of such programmes,

intensive teaching training would be a prerequisite. Training would also influence the emotional well-being of the educator – as referred to in literature; educators who demonstrate emotional awareness in the classroom are more effective in achieving academic goals and creating an emotional environment which enhances learning. Addressing learners' emotional needs should thus be provided collectively by the Department of Education and the school.

- The Draft National Policy for the Role of Therapists and Social Workers (Department of Education, 2011-2015:3) suggests that needs-based programmes and services to learners, parents and educators who experience social problems within the context of the educational environment, should be implemented. This study demonstrates the value social work expertise and skills can add to developing the emotional needs of learners within a school context, which in turn enhances learners' social well-being and learning.
- As learners' emotional awareness increased through participation in Knoetze's seven-week EA Programme (2012), it is evident that schools need to prioritise time-tabling weekly lessons for the implementation of such programmes, making it part of the teaching curriculum.
- The research findings indicate that the emotional awareness of children who participated in Knoetze's seven-week EA Programme (2012) increased. It may therefore be deduced that participation in a long-term programme will yield positive results. Thus a similar study could be undertaken, evaluating the effectiveness of a long-term emotional awareness programme for children in middle childhood. Following long-term participation in an emotional awareness programme, the influence thereof on peer/social and teacher-learner relationships can be evaluated, as well as the possible impact on learners' ability to learn and subsequent academic achievements.
- Following participation in Knoetze's seven-week EA Programme (2012) a longitudinal study would be of value in order to determine the sustainability of the emotional awareness attained by the participants.
- The researcher conducted the study with a small sample group in a private school setting. It would be of value to conduct future research with a broader target population, within varied socio-economic South African school contexts, as well as in a range of contexts such as children placed in alternative care.

- The private school context where this study was conducted is a multi-cultural environment with children from diverse degrees of affluence. The context of some of the material referred to in Knoetze's EA Programme (2012) was foreign to the reference-framework of a number of learners. The researcher therefore recommends that the context of the material be revisited in order to enable all learners to relate, irrespective of their socio-economic background.
- The medium of instruction at the private school where the study was conducted is English, however, the majority of the learners speak English as a second- or third-language. Some of the language used in Knoetze's EA Programme (2012) was too advanced for second or third language speakers. The researcher therefore recommends that the language used in the EA Programme be simplified in order to meet the language level of second- or third-language learners.
- Some of the stories in Knoetze's EA Programme (2012) were too lengthy for the learners' level of concentration. The researcher therefore recommends that the length of the stories be reduced in order to align with the concentration level of children in middle childhood.
- The data for the study was collected using the Levels of Emotional Awareness Scale for Children (LEAS-C), a standardised scale developed by Dr Richard Lane and Dr Jane Bajgar (Lane & Bajgar, 2003). As the scale was developed specifically for children the content thereof is comprehensible for the age group seven to eight years, who have by Grade Two developed basic reading and writing skills. However, the researcher found the LEAS-C to not be appropriate for use in the diverse South African context. A contextually standardised scale should ideally be used for future studies conducted within the South African context.

As conclusions regarding the literature review and empirical findings have been provided followed by recommendations, overall concluding remarks will be highlighted below.

4.5. CONCLUDING REMARKS

It is the researcher's conviction that the research statement, "Evaluation of an emotional awareness programme for children in middle childhood in a private school

setting in Kyalami, Gauteng Province”, was adequately explored. As indicated in sections 4.2.1 and 4.2.2 of this chapter, the research goals and objectives were accomplished. The empirical findings, as indicated in section 4.3.2, proved sub-hypotheses one, two and three to be true, as the implementation of the EA Programme developed by Knoetze (2012) enhanced learners’ level of emotional functioning.

The findings enabled the researcher to formulate conclusions and recommendations, thus informing future adaptation and implementation of the CAPS Life Skills document, as well as highlighting the responsibility of the Department of Education and schools with regards to enhancing learners’ emotional awareness. Recommendations made by the researcher also add value to potential adaptations of the seven-week EA Programme developed by Knoetze (2012), as well as to future research endeavours in this field.

The advantages of developing and enhancing emotional awareness in children in middle childhood are extensive, as explored in the literature review. Developing and enhancing emotional awareness are attainable in the same manner as cognitive skills are acquired – through implementation in the curriculum and teacher instruction. In conclusion, emotional awareness as an area of development and learning for children in middle childhood, needs to become an integral part of the educational system thereby creating emotionally aware learners, able to meaningfully contribute to the communities to which they belong.

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APPENDIX A:
A summary of Knoetze's
Emotional Awareness Programme (2012)

EMOTIONAL AWARENESS PROGRAM

KNOETZE (2012:140-162)

Supply knowledge of different emotions

Emotional awareness is achieved when a learner is able to distinguish between different emotions and possesses the ability to associate different experiences with the specific emotion that would accompany it. Knowledge of different emotions and their consequences is thus the first step in acquiring emotional awareness.

Obtain emotional language

Emotional language enables learners to express the feelings that they feel inside but are not able to describe due to a lack of emotional vocabulary. Emotions of emotional trauma need to be expressed in some way and if not through the correct means, it would be expressed through deviant behaviour, aggressiveness, overreacting in emotional situations.

Develop and show empathy

When learners are acquainted with different emotions and their effect on their lives, they are also able to recognize and understand these emotions in others. It is therefore important to have them understand what empathy is and how it is a useful asset in one's relation with others.

Develop emotional regulation

The mere knowledge of emotion and the ability to become aware of certain emotions in one's daily life would not benefit much without the ability to regulate these emotions to one's best interest. This entails the ability to assess a situation and anticipate the emotion which it might bring about. The emotional knowledge that one already has will serve as a guide to the manner in which the emotion is to be handled, but emotional regulation will determine whether the learners would be able to use this knowledge to their advantage and to the best interest of the situation.

7.3 EMOTIONAL AWARENESS PROGRAM

The Emotional Awareness Program is developed to address different emotional aspects that are essential for the expansion of emotional knowledge in order to grow to be emotionally aware. The researcher identified aspects most applicable for developing insight regarding emotion and its effect on the daily life of the learner in the middle childhood phase. These aspects aim to achieve six main goals, namely to:

Build and strengthen the relationship between the educator and the learners

An environment where the learners feel that they are in a safe and secure connection within their relationship with their educator is beneficial for the learners to develop emotional awareness.

Acquire and expand problem solving and decision making skills

Emotions usually occur along with certain decisions or problems. Problem solving or decision-making techniques are hence hand in hand with emotional growth and the expansion of emotional knowledge. The program therefore focuses on this skill and attempts to teach the learners how to address problems, make decisions and acquire solutions to their problems.

These goals were integrated into seven different modules with different activities aiming to achieve the goal of the module, namely:

- Build and strengthen relationship with learners.
- Knowledge of different emotions.
- Emotional language.
- Empathy.
- Emotional regulation.
- Problem solving.
- Summarizing and termination.

The remaining part of this chapter focuses thus on the seven modules, their activities and content as a translated summary of the actual program.

7.3.1 Module 1: Build and Strengthen Relationship with Learners	
Activity 1.1:	“Who am I?”
Goal of activity	Learners can internalise much more and much quicker if it is presented within a relationship and atmosphere where they feel secure and safe. In order to achieve this it is therefore necessary that learners come to the understanding that they are recognized as worthy and hold a significant and special place within their class. This module thus fertilizes the soil for the seeds that are to be sown during

	the course of the program. Learners are directed to discover their own uniqueness and they experience that others take note of them and are interested in them in their effort to get to know each other better.
Activity	Each learner has a turn to be “friend of the day”. This entails a series of activities, which introduces the learner to the class, focussing on deeper aspects than the basic name, age, address or academic achievement. A form with questions on interests and other relevant matters is to be completed by each learner. A photo of “friend of the day” is then attached to the form and displayed on a bulletin board for that day. The rest of the class also has the task of gathering information from the “friend of the day” with the result that the learner is the main attraction for that day and experiences that he/she is important and special to the rest of the class. “Who am I?” checklist. Photo of each learner. Instructions to the educator to conduct the discussion on “friend of the day”.
Material needed	
Activity 1.2:	Class Compliments
Goal of activity	Solidarity and a sense of belonging are of utmost importance to learners in this developmental phase. If learners experience themselves to be part of a successful group (class), the positive feeling of being successful and worthy will spill over to the individual’s mindset regarding his/her behaviour, involvement and input. The goal of this activity is thus to promote group cohesion through highlighting the class’ collective successes and achievements. This joint recognition thus aims at the underlying goal, namely individual self-confidence and contentment with oneself.
Activity	The educator and other personnel make an effort to compliment the class

	on different aspects conveying their good behaviour, exemplary work in class, academic achievement, manners, obedience. A chart for this purpose is affixed in the class and learners are encouraged to write the compliments they get on the chart. This activity is to be preceded with an explanation by the educator that he/she wanted them to share in the pride that he/she experiences when her class is complimented by the headmaster.
Material needed	"Class Compliment Chart". Instructions to the educator.
Activity 1.3:	My rights in class
Goal of activity	To strengthen relationships in class through highlighting the concept of personal rights and that everyone is allowed to expect respect, but also carries the responsibility to respect the rights of others.
Activity	A story about an animal classroom, where everything went wrong due to monkey's doing, is read to the class. The story hints to specific rights and responsibilities, which the educator will utilize afterwards to direct the class in compiling a set of "rights" for the learners in the class.
Material needed	"My rights in class" chart. "Chaos in animal land" story. Instructions to the educator.

7.3.2 Module 2: Knowledge of Different Emotions

Activity 2.1	Emotion Bingo
Goal of activity	In order to develop emotional awareness one needs to be able to distinguish between different emotions. It is further necessary to acquire the ability to associate different experiences with the emotion it would bring about. This activity focuses thus on acquiring the correct word for

Activity	different emotions and utilizing it in the correct context. Each learner receives an Emotion Bingo Card and ten individual Emotion Labels, which they pick out of a bag without peeping at the pictures. The educator calls one emotion at a time if a learner has that emotion, it is placed on the Bingo Card. The first learner who has four in a row (horizontally, vertically or across) calls "BINGO". That learner then gets to answer a question on the emotion that completed his "BINGO". The educator asks the questions from the "Bingo question card" supplied to her.
Material needed	Bingo play set. Instructions to the educator.
Activity 2.2	Memory match
Goal of activity	To recognize emotions and group them together. This activity causes the learners to recap on the new emotion words that were taught to them and the acquired knowledge is then reinforced through a fun game.
Activity	Learners play this game in pairs. Each pair receives a Memory Match play set and the rules. The educator explains the objective of the game to the learners.
Material needed	Memory match play set. Instructions to the educator.
Activity 2.3	Speech
Goal of activity	Emotions were identified, recognized, reinforced and inculcated. It is now expected that learners should be able to expand on emotions and appropriately discuss an emotion, as it would occur in daily life. Learners are thus guided to own the knowledge that they have obtained and to apply that knowledge according to their comprehension of the situation that is chosen for the speech. Parents usually assist in the preparation for speeches and discussions regarding emotions and obtained knowledge between learner and parent are also aroused through this activity.
Activity	Each learner draws a card from a bag with 30 cards, each with a different

	emotion on it. The learner prepares a speech on the topic, "The day when I was _____". E.g., the day when I was sad / the day when I was ashamed / the day when I was confused.
Material needed	Topic cards. Instruction to the educator.

7.3.3 Module 3: Emotional Language

Activity 3.1	"Zaki's balloon full of mixed up feelings"
Goal of activity	Developing the learner's emotional language with a broadened emotional vocabulary. This is achieved through the identification of emotions (that they had already learned) in a story. The aim is to develop the ability to identify these emotions in the context of a practical example and weigh the positive and negative traits of the emotion. This promotes the learners' comfort with the emotional language being taught to them.
Activity	Read the story of "Zaki's balloon full of mixed up feelings" and discuss the learner's feelings regarding the story (the educator helps organize their thoughts and puts them on the right track). Read the story again and this time the learners have to write all the emotions they can identify down. A competition can determine who gets the most with a small prize (toffee) for the winner. The educator conducts a listening test afterwards and incorporates more questions on the emotions involved and the context in which they were experienced. This serves as the normal listening test for the week but also reinforces the knowledge regarding emotions.
Material needed	Story.

	List of questions. Instructions to the educator.
Activity 3.2	Emotional vocabulary
Goal of activity	Bruce (2010:6) defines emotional literacy, as "a developed awareness and understanding of one's own and the emotions of others. This information guides our thinking and is expressed in our communication and thinking." Developing emotional language has benefits at school and at home. Acquiring emotional vocabulary enables learners to efficiently express themselves and therefore aids their overall perception of themselves, their friends, the world around them and their position within this environment in which they have a part to play.
Activity	Flashcards containing different emotions portrayed in different situations where the emotion might be experienced are used to guide the learners in identifying the emotion involved. The aim is to find emotion words to replace words like sad, glad, good, bad. E.g., glad to ecstatic, bad to dreadful, good to fabulous and sad to gloomy. Each learner chooses one positive and one negative emotion with the assignment to search for situations where these emotions occur, during the day. A paragraph is then written on the next day on the emotion and the situation where it occurred.
Material needed	Flashcards on emotional situations. Instructions to the educator.
Activity 3.3	Charades
Goal of activity	Expand emotional vocabulary.
Activity	Emotion picture cards are drawn from a bag and the learners are expected to determine the emotion depicted according to the knowledge attained with the flashcard activity. The emotion is then demonstrated with a game of charades. They are thus not allowed to demonstrate elementary emotions like sad, glad or bad – they need to utilize higher-level vocabulary. The person who correctly determines the emotion has the next turn.

Material needed	Emotion picture cards. Instructions to the educator.
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7.3.4 Module 4: Empathy

This module is introduced with additional information to the educator on empathy and its value and essence in the lives of children. It further furnishes indicators on the empathic mindset of the educator in teaching this ability to learners.

Activity 4.1	Understanding emotions of others. Facial expression and body language
Goal of activity	Introduce the concept of empathy and lay the foundation for the notion of how empathic reactions have value for oneself and others.
Activity	<p>Explanation of what empathy entails with specific reference to four aspects, namely:</p> <ul style="list-style-type: none"> • the meaning of the word empathy; • the ability to put oneself in the shoes of another; • the capacity to attempt to understand what another person is feeling; and • the correct reaction to another person's feelings according to the ability to understand what he/she is feeling. <p>This is followed by a discussion where the learners get to brainstorm their ideas on how to know what another person is feeling without that person telling what he/she is feeling.</p> <p>When the learners had enough time to deliberate on this aspect they each receive a picture in which a situation is depicted where a person is comforted by another in an empathic manner. Each learner has to write a story of what happens in the picture and concludes the story by stating the best empathic reaction for the situation.</p>

Material needed	Discussion material for the educator. Empathy pictures.
Activity 4.2	Development of empathic feelings "Bessie must stay dry"
Goal of activity	To illustrate a practical example of empathy in a manner easily comprehensible to kids of this age. The goal of this activity is for the learners to develop an understanding of empathy and recognition thereof, should they experience it in their lives.
Activity	<p>The story is read to the class. This story is about a family dog that became old and frail and the attempts of a boy to ensure that she stays dry when she has to go out. His planning regarding this originates from his own discomfort in when he finds himself in wet weather. This story thus illustrates the concept of attempting to feel what another is feeling and reacting accordingly to assist them.</p> <p>A list of questions is discussed afterwards and the educator ensures that the class comprehends and buys into the idea of being empathetic to others.</p>
Material needed	Story. Instructions to the educator.
Activity 4.3	Reinforcement – Construct sentences
Goal of activity	Learners in this developmental phase require sufficient repetition of a concept before owning it and incorporating it into their daily lives. This activity's goal is to furnish the learners with the opportunity to put the information they received concerning empathy to practice from their own viewpoint and disposition regarding it. This activity also serves as a measuring instrument for the educator to determine whether the learners mastered the concept of empathy and to evaluate their ability to feel and show empathy.
Activity	Learners construct sentences on five themes provided to them on a

	<p>sentence sheet. These themes are compiled to encourage reactions where learners place themselves in another person's shoes. It will therefore evidently elicit empathic sentences from learners who understood empathetic feelings and reactions from earlier activities.</p> <p>Sentence sheet with themes.</p> <p>Instructions to the educator.</p>
Material needed	
Activity 4.4	Empathy modeling and speech
Goal of activity	<p>Bodily awareness guides learners to self-knowledge and moves them to inner control and a better grasp on assertiveness and insight. This activity combines two aspects, namely further development of empathic abilities and bodily awareness techniques namely further development of empathic abilities through bodily awareness techniques. Different skills are thus utilized and a stronger sense of mastering is obtained.</p>
Pre-activity	<p>Learners choose an emotion card from a bag and demonstrate it to the class by only making use of facial expressions and body language (e.g. not only a depressed face but also hanging shoulders and an arched back).</p> <p>The educator instructs learners to demonstrate with their face and body how they feel. The rest of the class guess what is being demonstrated.</p> <p>When all the basic emotions were covered, the educator encourages learners to expand the emotions to higher-level feeling words, e.g. unhappy to miserable, gloomy, despondent or hopeless.</p> <p>When this is mastered the rest of the class stop guessing what the emotion is, but provide a reaction which will help, support or acknowledge the problem situation or troubled person.</p> <p>Learners divide into five groups and each group receives a situation to portray. The situation is to be played out and the group is to react</p>

	<p>empathetically towards the person experiencing the problem.</p> <p>It is explained to the learners that they showed empathy in this activity and they are encouraged to keep on practicing this ability in situations around them.</p>
Activity	<p>Learners prepare a speech on one of three provided topics. Example: You were best friends with Diana/David since you were both in pre-school. From the beginning of this year, you also became friends with Anne/Aaron. Yesterday Diana/David told you that she does not like Annie/Aaron and that you should not be friends with him/her either. Annie/Aaron sits alone on the playground during breaks and looks very sad due to this decision. What are you going to do?</p>
Material needed	<p>Emotions in bag.</p> <p>Emotion situations for group activity.</p> <p>Speech topics.</p> <p>Instructions to the educator.</p>

7.3.5 Module 5: Emotional Regulation

Emotional regulation is the ability to express a variety of emotions in the correct context and to react in the correct manner on each emotion. Learners who have emotional regulation abilities easily adapt to new situations or to people unknown to them. They consist of high frustration tolerance, are able to control their negative emotions and take the needs and preferences of others into consideration. Learners without emotional regulation abilities display limited emotion, signs of depression, excessive tearfulness, an inability to cope, excessive worrying and behaviour resulting from intense emotions (Witmer, Doll & Strain in Charlesworth, 2010:327).

Identifying verbal expressions of emotions is the first step in acquiring emotional regulation. Learners may fail to express their emotions verbally because of their incorrect notion that other

people obviously know what they are thinking. They further do not possess the emotional vocabulary in which to express themselves or are too unsure of themselves to make use of the emotional vocabulary they do have (Kostelnik, Whiren, Soderman, Stein & Gregory, 2002:234).

Educators can motivate learners to express emotions in an acceptable manner by reminding them to make use of words that explain their feelings and needs. Phrases which can be utilized in emotional situations can be suggested by the use of examples from their frame of reference.

Regulating negative emotions, especially the potentially destructive and aggressive ones, is important in different facets of functioning. It should also be noted that the mere suppression of a negative emotion is not the desirable way to handle emotions as it usually brings about additional, negative repercussions. Emotional regulation is hence important to equip the individual with the capacity for prolonged healthy emotional discharge. It also aids in determining when emotional discharge is heading in a direction that will have negative consequences for themselves or others. It has been found that a well-adapted person should be able to experience an emotion like anger and express it efficiently. The skill that needs to be mastered is thus to be able to determine when and under which circumstances anger can be expressed and which form of expression is acceptable. This important concept of emotional regulation is thus to develop the ability to regulate unacceptable, impulsive behaviour when a strong emotion is experienced in an effort to control that emotion and the consequences thereof.

Activity 5.1	Visualisation
Goal of activity	Emotional regulation is a complicated concept for learners of this age but it is necessary and possible for them to take note of it. This activity thus aims to introduce learners to the idea behind emotional regulation and to explain it in a practical manner.
Activity	This activity should be performed in a place where it will not be interrupted, for example by someone entering the classroom or the intercom going off. The rugby field, gym class or tennis court away from the normal school activities would be a sensible choice.

<p>There must be enough space for everyone to lie down without touching each other. They close their eyes and listen while the provided text is read to them in a very calm, collected and tone-measured voice. This text commences with instructions aiming to relax the body and focus the learners' attention on the voice they hear and the content of the text. They are then systematically led into visualising the text that is read. The aim is that they experience this narrative as if they are experiencing it in real life.</p> <p>After the visualisation exercise is through, the activity is concluded with a discussion with prescribed questions, which aims to reinforce the concept of being in charge of emotions if one chooses to be. An uncomplicated explanation is given. This is then linked to the visualisation where the learner experienced the uneasy effect of being out of control when hit by a wave in the ocean. This is then compared to the follow-up in the visualisation and the feeling of mastering when the knowledge of the wave's strength was utilized to stand firm and strong against it. Because the wave's capability was known, the learner was not caught off guard, thrown down and hurt.</p> <p>The above is then compared to the way an emotional situation is handled and how this visualisation experience can serve as an example of preparing oneself to have emotional regulation abilities.</p> <p>The learners receive an activity where they have to sort nine pictures in the correct order to indicate the process of gaining control over a situation which was previously unknown – in other words acquiring control over the wave and control over emotional situations: "emotional regulation".</p>	<p>Visualisation text. Clarification to draw the link between visualisation and emotional regulation. Pictures to reinforce the activity's message.</p>
Material needed	

Activity 5.2	Reinforcement of concept
Goal of activity	A practical experience of uncontrolled emotion. This activity aims to reinforce the content of the previous activity.
Activity	<p>The educator negotiates with one learner to act out a prescribed event, where the learner overreacts to a bottle of water that is accidentally spilled. What to do and say and how to handle the situation is prescribed and planned in such a manner that the rest of the class would experience feelings of disbelief, dismay and maybe even panic as a result of this behaviour. The designated learner runs out of the class as if he/she cannot handle the situation any further. When the learner returns later on, a similar incident occurs and the learner then handles the situation with assertiveness, emotional control and awareness, in total contrast to the previous behaviour.</p> <p>The educator then informs the class that this was a performance and not the learners' true reaction. A link is drawn to the visualisation exercise and the content that was taught regarding the ability to control and regulate emotions. The whole incident is analysed through specific questions to the learners and the two different reactions of the "actor" are discussed. Their feelings and experiences during the enactment are examined to illustrate the value of emotional regulation for oneself and with regard to one's relationships.</p> <p>The learners are divided into groups of three to four pupils. Flashcards that illustrate emotional incidents are then given to each group with the instruction to construct a role-play. The role-play should have two parts:</p> <p>Enact the incident on the flashcard by playing out an unmitigated reaction to the event.</p>

	Enact the incident on the flashcard by playing out a reaction to the event as if one knows and understands the emotion, and is prepared to handle it.
Material needed	Instructions to the educator and learner regarding the water bottle activity. Flashcards.
Activity 5.3	Rehearsing emotional regulation in practice
Goal of activity	Emotional regulation was illustrated on the learners' level and they were also involved in a situation that depicted the advantage of regulating emotions. They were further personally included when they role-played emotional regulation within certain prescribed situations. This activity thus aims to put the learners to the challenge of implementing the whole process of emotional awareness by recognising emotions, analysing them and reacting with emotional regulation (to it).
Activity	<p>Distribute the "Win the Wave" worksheet. The learners are instructed to identify incidents where they or someone else was knocked over by the "wave" and they have to come up with a better reaction or solution to that problem. The other side of the worksheet is for incidents or situations where they or someone else was able to see the "wave" that was approaching and reacted with a plan (emotional regulation) and therefore "won the wave".</p> <p>This activity is to be done over two school days or during a weekend at home. The learners can be encouraged to educate the rest of the family on how to see the wave of emotions when it approaches and how to keep standing through it. This provides the opportunity for the educator to recap the steps with them when giving the assignment. Explaining this at home is a further method of repetition for the learners and will aid their perception and insight regarding it.</p>
Material needed	Win the wave worksheet. Instructions to the educator.

APPENDIX B AND C:
Permission letters from the management trust and school

APPENDIX D:
Levels of Emotional Awareness Scale (LEAS-C)

LEVELS OF EMOTIONAL AWARENESS FOR CHILDREN (LEAS-C)

Name: _____

Male: _____ Female: _____

Age: _____

Grade: _____ School _____

Today's date: _____ / _____ / _____

Instructions

On the following page certain situations are described. There are two people involved in every situation – you and another person. Please describe how you would feel in the situation. Then describe how you think the other person would feel. You must use the word 'feel' in your answer. It does not matter if your answer is short or long, and it does not matter if you make spelling mistakes. There is no right or wrong answer. All you must remember is to write about is how you and the other person would feel.

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1. You and your friend run an important race for which you have both practiced for a long time. When you are almost at the finishing line you sprain/injure your ankle, fall on the ground and cannot run any further.

How will you feel?

How will your friend feel?

2. You and your mother come home in the evening. When you turn in to your street you see fire engines parked close to your house.

How will you feel?

How will your friend feel?

3. You and your friend decide to save your pocket money to buy something special. A few days later your friend tells you that he changed his mind and has spent his money. How will you feel?

How will your friend feel?

4. Someone who usually says bad/ugly things about you comes to you and says something nice/good about you. How will you feel?

How will your friend feel?

5. Your dad tells you that your dog was run over by a car and had to be put down at the vet.

How will you feel?

How will your friend feel?

6. You and other children are running around at break time. You and another child run into each other and both fall hard onto the ground.

How will you feel?

How will your friend feel?

7. The dentist tells you there are problems with your teeth which requires immediate attention. The dentist makes an appointment for you for the next day.

How will you feel?

How will your friend feel?

8. Your teacher tells you that your work is not good and it must improve.

How will you feel?

How will your friend feel?

9. You have become good friends with a new child in class. You often play together and you feel you know each other very well. One day he/she invites you to his/her house. You find out that they are very rich and your friend has everything you always wanted. Your friend tells you that he/she kept it a secret because he/she was afraid that children would only want to be his/her friend because they were interested in his/her money.

How will you feel?

How will your friend feel?

10. A team is being formed and most of the players have been chosen. There are two children which have not been chosen yet and you are one of them, but only one more player is needed.

How will you feel?

How will your friend feel?

11. Your friend shares chips with you and other children. You discover he has given more chips to the others than you.

How will you feel?

How will your friend feel?

12. Your best friend comes to visit you after being away for a few weeks.

How will you feel?

How will your friend feel?

APPENDIX E: Scoring Manual



The LEAS Manual is not a Tax Deduction

LEAS Scoring Manual & Glossary
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LEAS Scoring Manual & Glossary

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- I. Guidelines for LEAS Scoring
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- III. Alphabetical Glossary
- IV. Examples of Scored LEAS Scenarios
- V. Levels of Emotional Awareness Scale

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I. Guidelines for LEAS Scoring

I. GUIDELINES FOR LEAS SCORING

The LEAS consists of 20 scenarios which are each rated on a 5- point scale. These scores are summed to generate a maximum possible total score of 100. The guidelines described below address how the 5-point rating for each scenario is made.

There are three separate ratings which must be made for each scenario: (1) self, (2) other, (3) total. The ratings for "self" and "other" are made in exactly the same way: the description of emotion for each person is assigned the level score from 0 to 4 which is the highest level achieved for that item. Thus, there is one "self" score from 0 to 4 and one "other" score from 0 to 4 for each scenario. Every feeling mentioned in a scenario can potentially be rated for "self" or "other."

In making these ratings, the criteria listed below should be followed explicitly. Emotion which is implied by or can be inferred from a response but which is not explicitly stated should not be scored. If a feeling is explicitly mentioned but denied, e.g., I wouldn't feel embarrassed, it is scored as if the emotion in question was present. If a feeling is not specifically attributed to self or other but to "someone" or "one," it is not rated. Similarly, if emotions are described which are not a response to the scenario per se but rather reflect the general belief system of the respondent, the emotions are not rated. If only one word is listed, attribute it to the self. Incidental comments contained in the description which convey emotion such as "I hope" are rated if they are embedded in the emotional response.

All words in the glossary are classified according to the level that they best fit. If there is another level that they might also fit less commonly, that secondary level is indicated in parentheses. Words must be interpreted in relation to the scenario, e.g., pain in the first scenario is scored 1, while in scenario 12 is scored 3.

The "total" score for each item is the highest of these two ("self" and "other") scores, except in the case of two level 4 scores in which case the

guidelines for level 5 should be followed. All of the scoring guidelines for these ratings are listed below.

LEVEL 0

At least one of the following guidelines must be met:

1. **No response** given to the item.
2. Description of a **thought or impression which reflects an act of cognition** without any indication of the emotional reaction which followed from the cognitive act. A good rule of thumb here is if the word "think" can substitute for the word "feel" without any change in meaning, e.g. I would feel that they were wrong; I would feel that the remarks were justified.
3. Words that describe **cognitive states**, e.g. puzzled, confused, uncertain. Included here is "I expect..." because "expect" is a cognition.
4. Words that reflect **conclusions reached from evaluative judgments** which do not consistently have an associated positive or negative emotional tone, e.g. adequate, alone, justified.

LEVEL 1

At least one of the following guidelines must be met:

1. Explicit, simple statement that the person would **feel nothing**, a statement that the **respondent does not know how the person in question would feel**, or a statement acknowledging the possibility of **having feelings without specifying what they are**, e.g. closed, denial, indifferent.
2. Any **bodily sensation or physical feeling**, e.g. I'd feel pain, tingling, achy, nauseated.

LEVEL 2

At least one of the following guidelines must be met:

1. An **action tendency, if it is demonstrative of an emotion**, e.g. "I'd feel like punching the wall." A response would be scored here if the person felt like doing something which required mediation by the voluntary motor system. Actions per se are not rated as feelings. Included here are comments such as "feeling so much that I would probably only be able to sit and stare at my stereo" (i.e. catatonic).
2. Reference to a conscious state which is **global** in nature and focuses on a key word whose usual meaning is **not emotional**, e.g. I'd feel ... good, bad, upset, awful, terrible, great, weird, etc. Words such as "strong" or "weak" would be scored here if they did not clearly refer to a physical state.
3. **Personality traits which have an inherent action component** where the person is the initiator of the behavior, e.g., authoritarian, pompous, patriotic, defensive, greedy, haughty.
4. **Passively experienced actions** with emotional connotations, e.g. abandoned, offended, soothed, manipulated, appreciated.
5. **Actions that inherently convey emotion**, e.g. mope, laugh, cry, soothe, console.
6. **Nonspecific emotions** that cannot be categorized with any one primary emotion, e.g. irritated, upset, aroused.
7. Words that reflect **cognitions that have distinctly positive or negative emotional connotations**, e.g. fortunate, triumphant, unworthy, lucky.

LEVEL 3

At least one of the following guidelines must be met:

1. Emotions that have a **well-differentiated** connotation, e.g. happy, sad, angry, want, anticipate, disappointed, etc.
2. Words which are **closely allied to specific emotions**, e.g. pissed off, look forward, dying for, let down.
3. Words that inherently **convey an exchange of emotion**, e.g. sympathize, empathize, commiserate.
4. **Complex emotions** such as "remorse" are scored here if it is the only emotion mentioned.
5. **Single words which refer to multiple emotions** would be scored here if the multiple emotions were not specified or referred to in some way, e.g. "I'd feel ambivalent."
6. If **two or more feelings are expressed which are so similar in meaning that they cannot be readily distinguished**, i.e. LEVEL 4 criterion #2 is not satisfied (e.g. "at peace" = "relaxed" therefore is scored as LEVEL 3 not LEVEL 4).

LEVEL 4

(Two or more LEVEL 3 emotions which are distinguishable from each other)

At least one of the following guidelines must be met:

1. **Opposing emotions** are described. Examples of opposing dyads include joy-sadness, interested-bored, anger-fear, surprise-anticipation, acceptance-disgust.
2. **Qualitatively distinct emotions** are described. The test of whether a feeling state is distinct is if an outside observer could look at two people, each

of whom is manifesting the facial expression of one of the emotions which is to be contrasted, and reliably identify who is feeling what (e.g. "at peace" = "relaxed" therefore would be scored as LEVEL 3 not LEVEL 4).

3. **Quantitatively distinct emotions** are described through the use of words that describe different emotions, not use of adverbs such as "more" or "less," e.g. "My feeling was somewhere between ecstatic and delighted." Another sufficient but not necessary criterion for making quantitative distinctions is that provided by #2 above.

4. When **different reasons are given for a single emotional response**, e.g. I would feel angry with myself and angry with my neighbor.

LEVEL 5

All of the following guidelines must be met:

1. Each individual's emotional reaction meets level 4 guidelines. (**Self = 4 and Other = 4**)
2. The reactions of the two **individuals are clearly different** from each other, either in specific content or overall tone. If the emotions which contribute to the level 4 score in each of the two individuals are the same, reasons should be given to account for differences in the overall tone of the two reactions.

II. Glossary by Level



II. GLOSSARY by LEVEL

This glossary gives examples of words scored at each LEVEL of words scored. A word followed with a number in parentheses (n) indicates that it may also be scored at some other level.

LEVEL 0

absorbed	indecisive
achievement, sense of-	insincere (2)
adequate	intelligent (2)
alerted	irresponsible (2)
alone	justified
aloneness	matter of fact
at fault	misinformed
attentive	misled
aware	mistaken
beaten	neutral
bewildered	normal
certain	oblivious
complimented (2)	open to suggestions
confused	open-minded
conscious, self-	pensive
control, sense of-	perplexed
control, under	preoccupied
coordinated	productive
contemplative	professional (2)
deceitful	puzzled
deserves	raising expectations
deserving	ready
detached	reassurance
detachment	receptive
different	reconcile (3)
disbelief	removed
disbelieving	respect
dishonest	responsible (2)
disillusioned	responsive
distant	restrained (2)
diverted	righteous
doubtful	rolling my eyes
dumbfounded	self-conscious
expect	sense of control
expectations, raising-	sensitive (2)
faith, have-	sincere (2)
firm (2)	skeptical
genuine (2)	smart (2)
have faith	stupid (2)
have faith in	sure
hindrance	transparent
honest	truthful
ignorant (2)	uncertain
	uncoordinated
	under control



understanding
undeserving
unprofessional (2)
unsure
value
wonder

LEVEL 1

alive
apathetic
at-a-loss-for-words
blood-pressure-goes-up
closed
denial
discomfort (2)
disoriented
distracted
dizzy
don't-know-what-the-person-feels
drained (3)
dumb
exhausted
frail (2)
groggy
healthy
heart attack, like having a-
heart beating
heart in throat
heart racing
hot
hungry
hurt (3)
I-wouldn't-care-how-he-felt
impartial
impassive
indifferent
injured (2)
invigorated
it wouldn't matter
lethargic
like-having-a-heart-attack
nauseous
no idea
not feel anything
nothing
numb (2)
one's-heart-goes-to-one's-throat
pain (3)
relaxed (3)
revived
sensual



blame	conflict
blameworthy	conflicted
boastful	congratulatory
bold	connection
bothered	conniving
brave	conscientious
brightening-up-my-day	considerate
bugged	console
bummed	consoling
bummed out	constricted
burden, like a-	contrite
burdened	contrition
burned out	cool
businesslike	cool, lose one's-
carefree	cope, unable to-
careless	courageous
catatonic	coy
caught	cranky
cautious	crappy
challenged	crazy
chastised	crushed
cheap	cry, I would-
cheated	curse
cheerful	cynical
childish	dead inside
close	deceived
closer	decent
clumsy	decimated
clutz, like a-	defeated
cocky	defensive
cold-hearted	degraded
comfort	demolished
comfortable	dependable
comforted	dependent
committed	deserted
compelled	desirous
competitive	desolate
complacent	destroyed
complimentary	determination
complimented (0)	determined
compromised	devastated
conciliatory	devilish
condescending	devious
confidence, loss of-	disapproval
confident	discomfort (1)



sexually ready
sick (2)
sleepy
small (2)
stresses
strong (2)
suffer (3)
suffering (3)
thirsty
tired
unaffected
unfazed
unhealthy
weak (2)
worn out
wouldn't matter

LEVEL 2

a duty to
aback, taken-
abandoned
accepted
accepting
accommodating
accomplishment, sense of-
acquisitive
admiration
advantage of, taken-
aggressive
agitated
aimless
alienated
aloof
alright
altruistic
antagonistic
antsy
apologetic
appreciated
aroused
arrogant
ass, like an-
at-a-loss (unable to help)
at ease
at-the-end-of-my/their-rope
attacked
authoritarian
awesome
awful
awkward
backed-into-a-corner
bad
bad mood, in a-
badly
begrudge
belittled
belligerent
benevolent
best
betrayed
better



disengaged	gauche
disgrace	generous
disheartened	genuine (0)
disturbed	giving
dominant	gloat
double-crossed-(if-betrayed)	glorified
down	good
downhearted	good will
dreadful	gracious
driven	great
dumb (1)	greedy
dutiful	grim
dying inside	grouchy
ease, at-	grudge
ease, ill at-	grumpy
easy	guarded
edgy	hardened
empowered	hassled
emptiness	haughty
empty	heel, like a-
encouraged	helpful
endangered	helpless
energetic	helplessness, sense of-
energized	hesitance
enticed	hesitancy
excellent	honorable
exposed	honored
fabulous	horny
fantastic	horrible
fed up	humble
fine	hurried
firm (0)	hurry, in a-
flattered	hyped up
flexible	hysterical
flustered	I would cry
fool, like a-	I would laugh
foolish	I would smile
fortunate	idiot, like an-
frail (1)	idiotic
freak out	ignorant
free	ill at ease
friendly	ill-will
fucked	impatient
full of passion	important
funny	important, self-



imposed upon	like a fool
impressed	like a heel
in a bad mood	like a king
in a hurry	like a knife was in my heart
in control (of my daily activities)	like a loser
in jeopardy	like a queen
in shock	like an ass
inadequate	like an idiot
inclined	like-doing-something (voluntary)
incompetent	like shit
inconsiderate	lonely
inconvenienced	lose one's cool
incredible	lose temper
indebted (3)	loss of confidence
indulgent	lost
ingratiating	low
injured (1)	lousy
insecure	loyal
insensitive	lucky
insignificant	manipulated
insincere (0)	mean
insulted	miserable
intelligent (0)	missed
intimate	mixed up
irked	mood, in a bad-
irresponsible (0)	mope
irritable	motivated
irritated	motivational
isolated	moved
jeopardy, in-	naïve
jilted	nasty
jingoistic	nationalism
jolly	need to ...
keep your spirits up	need to defend
kind	need to help
king, like a-	needed
klutz, like a-	needy
laugh, I would	negative
led on	negatively
leery	neglected
left out	neglectful
lied to	nerves
lifting spirits	nice
like a clutz/klutz	numb (1)
like a failure	obligated



obliged	ready to fuck
obnoxious	reassurance (0)
odd	reassured
offended	reckless
okay	rejected
on edge	rejuvenated
on guard	reliable
on-the-spot	reluctant
on-top-of-the-world	repent
opinionated	repentant
oppressed	reserved
optimistic	resolute
ornery	resolve to
ought to ...	resolved to
out of place	resourceful
outstanding	respectful
overindulgent	responsible (0)
overwhelmed	restless
pampered	restrained (0)
paralyzed	restricted
passion, full of-	reticence
patient	rewarded
patriotic	righteous, self-
patronized	robbed
patronizing	romantic
pessimistic	rotten
petrified	rude
pompous	rushed
poorly	safe
positive	sarcastic
powerful	secure
pressed for time	self important
pressured	self-righteous
professional (0)	selfish
protected	selfless
psyched	sense-of-accomplishment
pulled (in 2 directions)	sense of helplessness
purposeful	sense of urgency
put down	sensitive (0)
put off	serious
put out	settled
put upon	sexually turned on
qualified	shafted
queen, like a-	shaken
rattled	sheepish



shit, like-	tentative
shitty	terrible
shock, in-	threatened
shocked	thrilled
short tempered	tickled pink
shy	timid
sick (1)	tolerant
silly	torn
sincere (0)	touched
slighted	trapped
small (1)	triumphant
smart (0)	troubled
smile, I would-	trustable/trusted/trustworthy
smug	turmoil
sneaky	unable to cope
snobbish	unappreciated
snubbed	uncomfortable
solicitous	understood
soothed	uneasy
special	unfortunate
spirits up, keep your-	unimportant
stabbed in the back	unlucky
steadfast	unnerved
stood up	unprofessional (0)
strange	unprotected
stressed	unreliable
strong (1)	unsettled
stunned	untrustable
stupid (0)	unworthy
sublime	upbeat
successful	upset
suicidal	urgency
superior	urgency, sense of-
superiority	used
supported	useful
supportive	useless
suspect	valued
taken aback	vengeance
taken advantage of	victorious
taken care of	vindictive
tearful	violated
tempered, short-	virtuous
temptation	vulnerable
tempted	weak (1)
tenderness	weighted



LEVEL 3

abashed
affection
affectionate
afraid
aggravated
agonize
agony
alarmed
amazed
ambitious
ambivalent
amused
anger
angered
angry
anguish
animosity
annoy
annoyance
annoyed
annoying
anticipate
anticipated
anticipation
anxious
appalled
appalling
appreciate
appreciative
apprehensive
ashamed
astonished
at peace
awe
bereft
bitter
bitterness
bittersweet
bliss
bored

broken hearted
calm
calm down
care
cared for
caring
chagrin
cherish
cherished
commiserate
commiseration
compassionate
concern
concerned
concern, self-
contempt
content
crave
curious
deflated
dejected
delighted
delirious
demoralized
depressed
depression
desire
desirous of
despairing
desperate
despise
despondent
devoted
devotion
disappointed
discontent
discouraged
disdain
disgust
disgusted
dislike/d
dismayed
dissatisfied
distaste
distraught



distressed	getting hopes up
distrust	glad
doomed	gladness
drained (1)	gleeful
dread	gloomy
dreaded	grateful
dreading	gratification
dying for	gratified
eager	gratitude
eagerness	gleeful
ecstatic	grief
elated	guilty
embarrass	happiness
embarrassed	happy
embarrassment	hate
empathy	hated
enjoy	hatred
enjoyed	hatred, self-
enjoying	heartbroken
enraged	hope
enthusiastic	hopeful
envied	hopefully
envious	hopeless
envy	hopes up, getting-
envying	horrified
euphoric	horror
exasperated	horror stricken
excited	hostility
excitement	humorous feeling
exhilarated	humiliate
exhilarating	humiliated
exhilaration	humility
expectant	hurt (1)
exuberant	in love
fascinated	incensed
fear	indebted (2)
forgiveness	indignant
frantic	inquisitive
frightened	inspired
frustrate	interest
frustrating	interested
fulfilled	intimidated
fuming	intrigued (cf. fascinated)
furious	irate
futility, sense of-	jealous



jealousy	prefer
jovial	preferred
joy	pride
jubilant	proud
jumping for joy	rebellious
let down	reconcile
like	regret
liked	regretful
long for	relaxed (1)
longing	relief
look forward	relieved
looks forward	relish
loss, sense of-	remiss
love	remorse
love, in-	reproach, self-
loved	resentful
loving	resigned
mad	revel
malicious	reveled
melancholic	reveling
mellow	revengeful
miffed	rueful
miss	sad
mixed up emotionally	saddened
morose	sadness
mournful	satisfaction
nervous	satisfied
nurturing	satisfy
outraged	satisfying
overjoy	savor
pain (1)	scare
panic	scared
paranoid	scorn
peace, at-	self concern
peaceful	self hatred
peevd	self pity
perturbed	self reproach
piqued	sense of futility
pissed off	sense of loss
pity	sentimental
pity, self-	serene
pleasant	shame
pleasantly	smiling ear to ear
pleased	sorrow
pleasure	sorry



startled
stricken, horror-
suffer (1)
suffering (1)
sullen
supercilious
surprise
surprised
suspicious
sympathetic
sympathy
take care
tense
tension
terrified
terror
thankful
ticked off
tranquillity
trepidation
trust
unconcern
uneasy
ungrateful
unhappy
uptight
vindicated (cf. relieved)
want
wanted
wants
warm (affectionate)
wary
weary
willing
wish
wishes
woeful
worried
worries
worry
yearning



weird
welcome
welcomes
well
well-being
willpower
wonderful
worthless
worthwhile
worthy
wronged
zonked out

APPENDIX F:

Glossary of words



Level 0

absorbed	opgeneem
achievement, sense of-	sukses
adequate	voldoende
alerted	lewendig
alone	alleen
aloneness	eensaamheid
at fault	skuld dra
attentive	oplettend
aware	bewus
beaten	verslaan
bewildered	ontsteld
certain	verseker
complimented (2)	komplimenteer
confused	verward
conscious, self-	selfbewus
control, sense of-	beheersing (self)
control, under	beheer
coordinated	gekoördineerd
contemplative	oordenkend
deceitful	bedrieglik
deserves	verdien
deserving	verdiensielik
detached	onbevange
detachment	onbevangenheid
different	uiteenlopend
disbelief	ongeloof
disbelieving	ongeloof
dishonest	oneerlik
disillusioned	ontnugter
distant	koel
diverted	ontspan
doubtful	onseker
dumbfounded	oorbluf
expect	verwag
expectations, raising-	verwagting
faith, have-	geloof
firm (2)	ferm
genuine (2)	eg
have faith	geloof
have faith in	vertroue
hindrance	hinder
honest	eerlik
ignorant (2)	onwetend/onkundi
g	
indecisive	besluiteloos
insincere (2)	onopreg/huigel
intelligent (2)	intelligent
irresponsible (2)	onverantwoordelik
justified	geregverdig

matter of fact	oningelig
misinformed	mislei
misled	
mistaken	verkeerd/onjuis
neutral	neutraal
normal	normaal
oblivious	vergeetagtig
open to suggestions	oop vir voorstelle
open-minded	oopenkop
pensive	peinsend
perplexed	verward
preoccupied	besig
productive	produktief
professional (2)	professioneel
puzzled	deurmekaar
raising expectations	skep verwagting
ready	gereed
reassurance	versekering
receptive	ontvanklik
reconcile (3)	versoen
removed	verwyder
respect	respek
responsible (2)	verantwoordelik
responsive	reaktief
restrained (2)	beteuel
righteous	regverdig
rolling my eyes	oe rol
self-conscious	selfbewus
sense of control	selfbeheer
sensitive (2)	sensitief
sincere (2)	opreg
skeptical	skepties
smart (2)	slim
stupid (2)	stupid
sure	seker
transparent	deursigtig
truthful	praat die waarheid
uncertain	onseker
uncoordinated	nie gekoördineerd
under control	onder beheer
understanding	verstaan
undeserving	onverdiend
unprofessional (2)	onprofessioneel
unsure	onseker
value	waarde
wonder	wonder



Level 1

alive	lewendig
apathetic	apaties
at-a-loss-for-words	sonder woorde
blood-pressure-goes-up	bloedruk styg
closed	geslote
denial	ontkenning
discomfort (2)	ongemak
disoriented	gedisoriendeerd
distracted	afgetrokke/gesteurd
dizzy	duiselig
don't-know-what-the-person-feels	weet nie hoe iem voel
drained (3)	gedreineer
dumb	dom
exhausted	uitgeput
frail (2)	swak
groggy	duiselig
healthy	gesond
heart attack, like having a-	hartaanval (voel so)
heart beating	hartklop
heart in throat	hart in keel
heart racing	harklop jaag
hot	warm
hungry	honger
hurt (3)	seer
I-wouldn't-care-how-he-felt	sou omgee hoe hy voel
impartial	onpartydig
impassive	ongevoelig
indifferent	onverskillig
injured (2)	beseer
invigorated	verfrissend
it wouldn't matter	maak nie saak
lethargic	lusteloos
like-having-a-heart-attack	soos hartaanval he
nauseous	naar
no idea	geen idee
not feel anything	gevoeloos
nothing	niks
numb (2)	lam
one's-heart-goes-to-one's-throat	hart in die keel
pain (3)	pyn
relaxed (3)	ontspanne
revived	herleef/opfris
sensual	sensueel
sexually ready	seksueel gereed
sick (2)	siek
sleepy	vaak/lomerig
small (2)	klein
stresses	stres
strong (2)	sterk

suffer (3)	ly
suffering (3)	lyding
thirsty	dors
tired	moeg
unaffected	ongeaffekteer/ onaa
ngeraak	
unfazed	
unhealthy	ongesond
weak (2)	swak
worn out	uitgewas
wouldn't matter	maak nie saak



LEVEL 2

a duty to	verantwoordelikheid	boastful	opsnyerig (se
teenoor		woordeboek)	
aback, taken-		bold	dapper/kordaat/waa
abandoned	verras	gmoed	
accepted	verlate	bothered	gepla
accepting	aanvaar	brave	braaf
accommodating	aanvaarbaar	brightening-up-my-day	my dag ophelder
accomplishment, sense of-	akkomodeer	bugged	
acquisitive	vervulling	bummed	
admiration	hebsugtig	bummed out	
advantage of, taken-	admireer/bewonder	burden, like a-	oorlas
aggressive	voordeel trek	burdened	belas
agitated	aggressief	burned out	uitbrand
aimless	opwinding	businesslike	
alienated	doelloos	carefree	sorgvry
aloof	vervreemd	careless	agterlosig
alright	afsydig	catatonic	katatonies
altruistic	als reg	caught	uitgevang
antagonistic	onselfsugtig	cautious	versigtig
vyand	antagonisties/ maak	challenged	uitdaging
antsy		chastised	kasty
apologetic	verskonend	cheap	goedkoop
appreciated	gewaardeer	cheated	gekul/verneuk
aroused	opwek	cheerful	opgeruimd
arrogant	arrogant	childish	kinderagtig
ass, like an-		close	naby
at-a-loss (unable to help)		closer	nader
at ease	gemaklik	clumsy	lomp
at-the-end-of-my/their-rope	moedeloos	clutz, like a-	lomp persoon
attacked	aangeval	cocky	eiewys
authoritarian	outoriter	cold-hearted	hartvogtig
awesome		comfort	gemak
	verskriklik/awesom	comfortable	gemaklike
e		comforted	troos
awful	aaklig	committed	pleeg
awkward		compelled	genoodsaak
	ongemaklik/onbehe	competitive	kompetierend
ndig		complacent	selfvoldaan
backed-into-a-corner	in `n hoek wees	complimentary	komplimenter
bad	sleg	complimented (0)	gekomplimenteer
bad mood, in a-	slegte bui	compromised	in gevaar gestel
badly	erg	conciliatory	versoenend
begrudge	misgun	condescending	neerbuigend
belittled	verkleineer	confidence, loss of-	verloor selfvertroue
belligerent	oorlogsugtig	confident	hoopvol/vol vertroue
benevolent	liefdadig	conflict	konflik
best	beste	conflicted	konflikterende
betrayed	veraai	congratulatory	gelukwensend
better	beter	connection	konneksie
blame	blameer	conniving	slinks
blameworthy	afkeuringswaardig	conscientious	pligsgetrou



considerate		konsidererend	ease, ill at-	ongemaklik
console		troos	easy	maklik
consoling		troos	edgy	nerwe (dun)
constricted		ingeperk	empowered	bemagtig
contrite		berou	emptiness	leegheid
contrition		wroeging	empty	leeg
cool			encouraged	aangemoedig
cool, lose one's-			endangered	gedreigde
cope, unable to-			energetic	energiek
courageous	dapper		energized	energiek
coy	skaam		enticed	gelok
cranky	knorrig		excellent	puik
crappy	waardeloos		exposed	blootgestel
crazy	mal		fabulous	ongelooflik
crushed	verpletter		fantastic	fantastied
cry, I would-	huil, ek sal-		fed up	keelvol
curse	vloek		fine	fyn
cynical	sinies		firm (0)	ferm
dead inside	dood van binne		flattered	gevlei
deceived	verraai		flexible	buigbaar
decent	behoorlik/ordentlik		flustered	verbouereerd
decimated	uitgewis		fool, like a-	dom voel
defeated	verslaan		foolish	dom
defensive	verdedig		fortunate	bevoorreg
degraded	degradeer		frail (1)	broos
demolished	verwoes/vernietig		freak out	freak uit
dependable	staatmaak		free	vry
dependent	afhanklike		friendly	vriendelik
deserted	verlate		fucked	
desirous	gretig		full of passion	passievol
desolate	eensaam/doods		funny	snaaks
destroyed	vernietig		gauche	vrypostig
determination	determinasie		generous	vrygewig
determined	gedetermineerd		genuine (0)	opreg
devastated	geteisterd		giving	om te gee
devilish	duiwelagtig		gloat	spog
devious	agterbaks		glorified	geprys
disapproval	afkeurend		good	goed
discomfort (1)	ongemaklik		good will	welwillendheid
disengaged	onbetrokke		gracious	grasieus
disgrace	onteer		great	goed
disheartened	mismoedig		greedy	gierig
disturbed	gesteur		grim	aaklik
dominant	dominand		grouchy	knorrig
double-crossed-	(if-betrayed)	as verrai	grudge	wrok
down	af		grumpy	brom/nors
downhearted	teneergedruk		guarded	bewaakte
dreadful	vreeslis		hardened	gehard
driven	gedrewe		hassled	gejaagd
dumb (1)	dom		haughty	hoogmoedig
dutiful	pligsgetrou		heel, like a-	
dying inside	dood van binne		helpful	hulpvaardig
ease, at-	gemaklik		helpless	hulpeloos



helplessness, sense of-	hulpeloos	jeopardy, in-	in gedrang
hesitance	huiwering	jilted	
hesitancy	huiwerigheid	jingoistic	
honorable	eerbare	jolly	jolig
honored	vereer	keep your spirits up	gemoed lig
horny		kind	vriendelik
horrible	verskriklik	king, like a-	koning, soos `n
humble	beskeie	klutz, like a-	lomp
hurried	gejaagd	laugh, I would	lag, ek sal
hurry, in a-	haastig	led on	aanleiding gee
hyped up	ophef	leery	handig
hysterical	histeries	left out	uitgesluit
I would cry	Ek sal huil	lied to	gejok vir
I would laugh	Ek sal lag	lifting spirits	gemoed lig
I would smile	Ek sal glimlag	like a clutz/klutz	
idiot, like an-	idiot, soos `n	like a failure	soos `n mislukking
idiotic	idioties	like a fool	soos `n fool/dwaas
ignorant	onkundig	like a heel	
ill at ease	ongemaklik	like a king	soos `n koning
ill-will	onwillig	like a knife was in my heart	soos `n mes deur my hart
impatient	ongeduldig	like a loser	soos `n mislukking
important	belangrik	like a queen	soos `n koningin
important, self-	belangrik, self-	like an ass	soos `n
imposed upon	opgele	like an idiot	soos `n idioot
impressed	beindruk	like-doing-something (voluntary)	iets doen
in a bad mood	in `n slegte bui	(onwillekeurig)	
in a hurry	haastig	like shit	elendig
in control (of my daily activities)		lonely	eensaam
beheer		lose one's cool	verloor jou cool/beheer
in jeopardy	bereig	lose temper	verloor humeur
in shock	in skok	loss of confidence	verlies aan selfvertroue
inadequate	onvoldoende	lost	verlore
inclined	geneig	low	laag
incompetent	onbekwaam/onbevoeg	lousy	aaklig
inconsiderate	onbedagsaam/onnadenkend	loyal	lojaal
inconvenienced	ongemaklik	lucky	gelukkig
incredible	ongelooflik	manipulated	manipuleer
indebted (3)	verskuldig	mean	gemeen
indulgent	toegewend	miserable	misrabel/goor
ingratiating	innemend	messed	gemis
injured (1)	geskend	mixed up	deurmekaar
insecure	onveilig	mood, in a bad-	bui, in slegte
insensitive	onsensitief	mope	verknies
insignificant	onbenullig	motivated	gemotiveerd
insincere (0)	huigelagtig/onopreg	motivational	motiverend
insulted	beledig	moved	geraak
intelligent (0)	intelligent	naïve	naief
intimate	intiem	nasty	mislik
irked		nationalism	nasionalisme
irresponsible (0)	onverantwoordelik	need to ...	behoefte aan
irritable	geirriteerd	need to defend	nodig om te verdedig
irritated	geirriteerd	need to help	behoefte om te help
isolated	geisoleerd		



needed	nodig	queen, like a-	koningin, soos
needy	afhanklik	rattled	van stryk gebring
negative	negatief	ready to fuck	
negatively	negatief	reassurance (0)	gerusstellend
neglected	verwaarloos	reassured	gerusstel
neglectful	verwaarlosend	reckless	onverantwoordelik
nerves	senuwees	rejected	verwerp/afkeur
nice	lekker	rejuvenated	vernuwe
numb (1)	lam	reliable	betroubaar
obligated	verplig	reluctant	huiwerig
obliged	verplig	repent	berou
obnoxious	onaangenaam	repentant	berouvol
odd	vreemd	reserved	gereserveerd
offended	tenagekom	resolute	vasberade
okay	OK	resolve to	oplos
on edge	op rand	resolved to	opgelos
on guard	paraat	resourceful	vindingryk
on-the-spot	blootgestel	respectful	respek
on-top-of-the-world		responsible (0)	verantwoordelik
opinionated	uitgesproke	restless	rusteloos
oppressed	onderdruk	restrained (0)	terug gehou
optimistic	optimisties	restricted	verbode
ornery	oorgevoelig	reticence	aarseling
ought to ...	behoort te	rewarded	beloon
out of place	uit jou plek	righteous, self-	regverdig, self
outstanding	uitstaande	robbed	besteel
overindulgent		romantic	romanties
overwhelmed	oorweldig	rotten	vrot
pampered	pamperlang	rude	onbeskof
paralyzed	verlam	rushed	gejaagd
passion, full of-	passievol	safe	veilig
patient	geduldig	sarcastic	sarkasties
patriotic	patrioties	secure	veilig
patronized		self important	belangrik self
patronizing	neerhalend	self-righteous	regverdig self
pessimistic	pessimisties	selfish	selfsugtig
petrified	versteen	selfless	onselfsugtig
pompous	deftig/statig	sense-of-accomplishment	gevoel van prestasie (gevoel)
poorly	swak	sense of helplessness	gevoel van hulpeloosheid
positive	positief	sense of urgency	gevoel van dringendheid
powerful	kragtig	sensitive (0)	sensitief
pressed for time	gejaagd	serious	ernstig
pressured	druk	settled	gevestig
professional (0)	professioneel	sexually turned on	
protected	beskermd	shafted	
psyched		shaken	geruk
pulled (in 2 directions)	trek	sheepish	bedeesd
purposeful	doelgerig	shit, like-	
put down	afbreek	shitty	
put off	afsit	shock, in-	skok. in
put out	uitsit	shocked	geskok
put upon	opsit	short tempered	kort humeur
qualified	gekwalifiseerd		



shy	skaam
sick (1)	siek
silly	laf
sincere (0)	opreg
slighted	geminag
small (1)	klein
smart (0)	slim/intelligent
smile, I would-	glimlag, ek sal
smug	selfvoldaan
sneaky	
snobbish	snobberig
snubbed	
solicitous	kwel
soothed	kalm
special	spesiaal
spirits up, keep your-	moed hou
stabbed in the back	in rug gestee
steadfast	standvastig
stood up	opstaan vir
strange	vreemd
stressed	gestres
strong (1)	sterk
stunned	stomgeslaan
stupid (0)	stupid
sublime	verhewe
successful	suksevol
suicidal	selfmoordneigings
superior	superieur/beter/hoer
superiority	meerderwaardigheid
supported	ondersteun
supportive	ondersteunend
suspect	vermoed
taken aback	verras
taken advantage of	gebruik maak
taken care of	versorg
tearful	tranerig
tempered, short-	humour, kort
temptation	verleiding
tempted	verlei
tenderness	teerheid/deernis
tentative	tentatief/ tydelik
terrible	verskriklik
threatened	bedreig
thrilled	opgewonde
tickled pink	
timid	versigtig/ beskeie
tolerant	verdraagsaam
torn	verskeur
touched	geraak
trapped	vasgekeer
triumphant	triomfantlik
troubled	onrustig
trustable/trusted/trustworthy	betroubaar

turmoil	warboel/ontstuiing
unable to cope	
unappreciated	nie gewaardeerd
uncomfortable	ongemaklik
understood	verstaan/begryp
uneasy	ongemaklik
unfortunate	betreurenswaardig
unimportant	onbelangrik
unlucky	ongelukkig
unnerved	ontsenu
unprofessional (0)	onprofesioneel
unprotected	onbeskermd
unreliable	onbetroubaar
unsettled	onrustig/ ontwrig
untrustable	onbetroubaar
unworthy	onwaardig
upbeat	opgewek
upset	ontsteld
urgency	dringendheid
urgency, sense of-	dringendheid, gevoel van
used	gebruikte
useful	bruikbaar
useless	nutteloos/ onbruikbaar
valued	gewaardeerd
vengeance	wraak
victorious	oorwin
vindictive	wraaksugtig
violated	onteer/ geskend
virtuous	deugsaam
vulnerable	kwesbaar
weak (1)	swak
weighted	gewigtig
weird	weird/ vreemd/eienaardig
welcome	welkom
welcomes	verwelkom
well	goed
well-being	welstand
willpower	wilskrag
wonderful	wonderlik
worthless	waardeloos
worthwhile	moeite werd
worthy	waardig
wronged	verontreg/benadeel
zoned out	



LEVEL 3

abashed	aangegryp
affection	toegeneentheid/liefde
affectionate	liefdevol
afraid	bang
aggravated	verswarend/ vererger
agonize	angstig hieroor
agony	angs
alarmed	verontrus/bekommerd
amazed	verstom/verbaas
ambitious	ambisieus
ambivalent	ambivalent/teenstrydig
amused	geamuseerd/vermaak
anger	woede
angered	kwaad gemaak/woedend
angry	kwaad
anguish	benoudheid
animosity	vyandigheid/wrok
annoy	irriteer
annoyance	irritasie
annoyed	geirriterend
annoying	irriterende
anticipate	verwag/voorspel
anticipated	verwag
anticipation	verwagting
anxious	angstig/bekommerd
appalled	ontsteld
appalling	ontstellend
appreciate	waardeer
appreciative	waarderend
apprehensive	bekommerd
ashamed	skaam
astonished	verstom
at peace	tevrede
awe	verwondering
bereft	stom geslaan
bitter	bitter
bitterness	bitterheid
bittersweet	bittersoet
bliss	geluk
bored	verveeld
broken hearted	gebreekte hart
calm	kalm
calm down	kalmee
care	omgee
cared for	omgee vir
caring	versorgend/sorgsaam
chagrin	hartseer
cherish	koester/waardeer
cherished	gekoester
commiserate	kla
commiseration	

compassionate	deernis/meegevoel/barmhartig
concern	besorg
concerned	besorgdeid
concern, self-	
contempt	verag/minag
content	vergeneog
crave	begeer/smag
curious	nuuskierig
deflated	deflektee/ uitgewas
dejected	moedeloos
delighted	bly/verheug
delirious	ylend
demoralized	ontmoedig
depressed	depressief
depression	depressie
desire	begeerte
desirous of	begerig van
despairing	wanhopig
desperate	desperaat
despise	verag
despondent	neerslagtig
devoted	toegewy
devotion	toewyding
disappointed	teleurgesteld
discontent	onvergenoegd
discouraged	mismoedig
disdain	minagting/veragting
disgust	afgryse
disgusted	afgryse, gevul met
dislike/d	hou nie van/ afkeer
dismayed	verskrik
dissatisfied	ontevrede
distaste	onsmaaklik
distraught	verbysterd
distressed	benoud
distrust	wantrouig
doomed	gedoem/verlore
drained (1)	gedreineer
dread	vrees
dreaded	gevreesde
dreading	sien op na..,
dying for	sterf vir
eager	gretig
eagerness	gretigheid
ecstatic	ekstasies
elated	verheug/opgetrek
embarrass	verlee
embarrassed	verlee
embarrassment	verleentheid
empathy	empatie
enjoy	geniet
enjoyed	geniet



enjoying	te geniet	hostility	vyandigheid
enraged	woedend	humorous feeling	grappig voel
enthusiastic	entoesiasties	humiliate	verneder/verkleineer
envied	beny	humiliated	vernederd
envious	afgunstig	humility	nederig
envy	beny	hurt (1)	seer
envying	nydigheid/afguns	in love	verlief
euphoric	eufories	incensed	ontstoke / verstom
exasperated	verbitterd	indebted (2)	verskuldig
excited	opgewonde	indignant	verontwaardig
excitement	opwinding	inquisitive	nuuskierig
exhilarated	lewenslustig	inspired	geinspireer
exhilarating		interest	belangstelling/belang
exhilaration		interested	stel belang
expectant	afwagting	intimidated	intimiderend
exuberant	uitbundig	intrigued (cf. fascinated)	gefassineer/geboei
fascinated	gefasineerd	irate	kwaad
fear	vrees	jealous	jaloers
forgiveness	vergifnis	jealousy	jaloesie
frantic	woes	joyful	joviaal
frightened	bang	joy	vreugde/blydskap
frustrate	frustreer	jubilant	in die wolke / jubelend
frustrating	frustrerend	jumping for joy	... van plesier
fulfilled	vervul	let down	steek gelaat
fuming		like	hou
furious	woedend/kwaad	liked	gehou
futility, sense of-	nutteloosheid	long for	verlang na
getting hopes up	moed skep	longing	begeer
glad	bly	look forward	sien uit
gladness	blydskap	looks forward	
gleeful	verheug	loss, sense of-	verlies
gloomy	somber	love	liefde
grateful	dankbaar	love, in-	verlief
gratification	bevredigend	loved	geliefd
gratified	tevrede	loving	liefdevol
gratitude	waardering	mad	kranksinnig
grief	rou/droefheid	malicious	opsetlik
guilty	skuldig	melancholic	melankolies
happiness	vreugde/blydskap	mellow	sag/ gemaklik
happy	gelukkig	miffed	
hate	haat	miss	mis
hated	gehaat	mixed up emotionally	verwarring / deurmekaar
hatred	vyandskap	morose	ongeduldig
hatred, self-	selfhaat	mournful	bedroef
heartbroken	stukkend/hartseer	nervous	senuweeagtig
hope	hoop	nurturing	vertroeteling
hopeful	hoopvol	outraged	woedend/verontwaardiging
hopefully	hopelik	overjoy	
hopeless	hopeloos	pain (1)	pyn
hopes up, getting-	hoop kry	panic	paniek
horrified	afgryse	paranoid	paranois
horror	verskrikking/gruwel	peace, at-	in vrede
horror stricken	met afgryse gevul	peaceful	vreedsaam



peevd	hy was kwaad	sorrow	verdriet/hartseer
perturbed	ontsteld	sorry	jammer
piqued	gewek	startled	geskrik
pissed off		stricken, horror-	met afgryse
pity	jammer	suffer (1)	ly
pity, self-	selfbejammering	suffering (1)	lyding
pleasant	aangename	sullen	nors
pleasantly	aangename	supercilious	verwaand
pleased	verheugd	surprise	verras
pleasure	plesier	surprised	verras
prefer	verkies	suspicious	agterdogtig
preferred	verkies	sympathetic	simpatiek
pride	trots	sympathy	simpatie
proud	trots	take care	sorg vir / dra sorg
rebellious	rebels	tense	gespanne
reconcile	versoen	tension	spanning
regret	berou	terrified	vreesbevange
regretful	berouvol	terror	vrees
relaxed (1)	ontspanne	thankful	dankbaar
relief	verlig	ticked off	vies raak
relieved	verligting	tranquility	rustigheid
relish	genot put	trepidation	angs/bewing
remiss	nalatig	trust	vertrou
remorse	spyt	unconcern	onbetrokkendheid
reproach, self-	verwyte	uneasy	ongemaklik
resentful	gebelgd	ungrateful	ondankbaar
resigned	bedank	unhappy	ongelukkig
revel	verlustig	uptight	
reveled	verlustig	vindicated (cf. relieved)	geregverdig/reg bewys
reveling		want	wil hê
vengeful	wraaksugtig	wanted	wil hê
rueful	bedroef	wants	wil hê
sad	hartseer	warm (affectionate)	liefdevol
saddened	hartseer	wary	versigtig
sadness	hartseer	weary	uitgeput/moeg
satisfaction	tevredenheid	willing	gewillig
satisfied	tevrede	wish	wens
satisfy	tevrede	wishes	wense
satisfying	tevredenheid	woeful	ongelukkig
savor	geniet	worried	bekommerd
scare	skrik/bang maak	worries	bekommernis
scared	bang	worry	bekommer
scorn	spot		
self concern	selfkommer	yearning	begeerte/verlange
self hatred	selfhaat		
self pity	selfbejammering		
self reproach	selfverwyte		
sense of futility	nutteloosheid		
sense of loss	verlies		
sentimental	sentimenteel		
serene	rustig		
shame	skaam		
smiling ear to ear	glimlag van oor tot oor		

APPENDIX G:
Permission to use the LEAS-C

LEAS

Levels of Emotional Awareness Scale

AGREEMENT

In exchange for use of the Levels of Emotional Awareness Scale (LEAS) and a copy of the scoring manual, I agree, if requested, to provide photocopies of all the raw data that I collect, as well as my scoring for each item. I also agree, if requested, to provide basic demographic and clinical data, when available, on each subject who completes the scale. Furthermore, I agree not to make the LEAS or scoring manual available to other investigators without first obtaining permission from the authors.

12.01.2014



Signature

MOIRA SEVERIN

Name (Printed)

Please complete the following:

Name: Moira Severin
Address: P.O.Box 725, Fourways, 2055, South Africa
Phone: 083 518 7477
Fax: N/A
Email: purplewhiteflowers@gmail.com

Please return this form to:

Richard D. Lane, M.D., PH.D.
DEPARTMENT OF PSYCHIATRY
UNIVERSITY OF ARIZONA HEALTH SCIENCES CENTRE
TUSCON, ARIZONA 85724-5002
U.S.A

APPENDIX H:
Confidential Agreement Letter for Educators



CONFIDENTIAL AGREEMENT (Educator)

Researcher: Moira Severin
Tel: 083 518 7477
Email: moira.severin@summitcollege.co.za

Name of educator: _____

Title of the study: Evaluation of an emotional awareness programme for children in middle childhood in a private school setting in Kyalami, Gauteng Province

Purpose of the study: To evaluate an emotional awareness programme for children in middle childhood in terms of:

- Their ability to be **in contact with their emotions**
- Their ability to **discriminate between different emotions**
- Their ability to **verbalise and “own”** their emotions.

Procedures: The two grade two classes will be requested to complete a questionnaire as the pre-test during school hours by the researcher. One class will be the experimental group while the other will be the comparison group. I, as the educator will be trained in emotional awareness, the child in middle childhood as well as the emotional awareness programme which was designed for this purpose. I, as the educator of the experimental group will present the programme during class (the emotional awareness programme will be presented to the comparison group after the completion of the study). Both the experimental and comparison group will again complete a questionnaire after the completion of the programme when a comparison between the pre and post test results will be done with the aim of evaluating the impact of the programme.

Risks and Discomfort: There are no known risks that learners may be exposed to in participating in this study. If a learner will experience any discomfort at any time during the research study, I will inform the researcher.

Benefits: I understand that there are no direct financial benefits for participating in this study. However, participation in the programme carries the benefit of knowledge of emotional awareness of the child in middle childhood and training in the emotional awareness programme.

Confidentiality and anonymity: Information gathered from this study will be treated as confidential and my identity will only be known to those involved in the study (researcher and supervisor). No identifying information will be made known in the final research dissertation.

Data Storage: The data that is collected through this study will be stored by the University of Pretoria for the period of 15 years.

Person to contact: If I have any queries or concerns, I understand that I can contact Ms Moira Severin on 083 518 7477 at any time.

I understand my rights as an educator and I voluntarily participate in this study. I also understand what the study is about, how and why it is being done. I have received a copy of this agreement.

.....

SIGNATURE: EDUCATOR

.....

DATE

.....

SIGNATURE: RESEARCHER

.....

DATE

APPENDIX I:
Informed Consent Letter for Parents/Guardians



Researcher: Moira Severin
Degree: Master of Social Work (Play Therapy)
Contact details: 083 518 7477

PARENT/GUARDIAN INFORMED CONSENT

Name of participant:

1. Title of study

Evaluation of an emotional awareness programme for children in middle childhood in a private school setting in Kyalami, Gauteng Province.

2. Purpose of the study

The purpose of the study is to evaluate a previously developed emotional awareness programme for children in middle childhood to enhance their levels of emotional functioning.

3. Procedures

The learner (respondent) will be requested to complete the *Levels of Emotional Awareness Scale for Children (LEAS-C)* in determining the learner's level of emotional functioning. The *LEAS-C* will be completed as a pre-test and post-test. An emotional awareness programme will be offered to learners and will be integrated in the daily teaching programme. During the seven modules, implemented over a seven-week period, the learners will participate in individual and group activities.

4. Possible discomfort

I understand that participating in the research study will mean exploring and sharing both positive and negative emotions, as well as emotional and social experiences. I trust that the researcher will do her best to minimise emotional discomfort. If I feel at any point that my child is not comfortable with the activities in the emotional awareness programme, the researcher could be approached or my child could withdraw from participation in the emotional awareness programme. If necessary, the researcher will refer the learner (respondent) for counselling to an Educational Psychologist in the community. These services will be provided free of charge.

5. Benefits of the study

I understand that there may not be any immediate benefits resulting from participating in the research study. The emotional awareness programme may however assist the learner to be in contact with his/her emotions; to discriminate between different emotions; to verbalise and take ownership of his/her emotions. The implementation of the emotional awareness programme may also improve the child-teacher relationship in the classroom environment.

6. Right of participation

I have the right to withdraw my child from the research study at any time. I understand that there will not be any negative consequences resulting from such withdrawal. Moira Severin will respect my decision.

7. Financial compensation

I am aware that there is no financial or other form of compensation for my child's participation in the research study.

8. Confidentiality

Reports will be compiled to record the progress of the sessions. Moira Severin will be the only one to have direct access to these reports. I understand that all names, details and other information will be known only to Moira Severin and will be kept confidential. My child's name will not appear in the research report or in any other publication. The educator who will present the emotional awareness programme will also be requested to sign a confidentiality agreement in order to ensure a commitment with regards to the principle of confidentiality. The research information will be stored in a safe place at the University of Pretoria for 15 years. The results of the study may be used for further studies.

9. If I have any questions I can contact Moira Severin on 083 518 7477 or e-mail her at moira.severin@summitcollege.co.za

I understand my rights as the parent/guardian of a research participant and would like to help with this study. I understand what the study is about, why and how it is being done.

.....
Signature: Parent/Guardian

.....
Date

.....
Signature: Researcher

.....
Date

APPENDIX J:
Informed Assent Letter for Respondents



Researcher: Moira Severin
Degree: Master of Social Work (Play Therapy)
Contact details: 083 518 7477

PARTICIPANT’S INFORMED ASSENT

Name of the participant:

- 1. Title of study**
Evaluation of an emotional awareness programme for children in middle childhood in a private school setting in Kyalami, Gauteng Province.
- 2. Purpose of the study**
The purpose of the study is for Moira Severin to test a programme that can help children between the ages of seven and eight years to understand their emotions.
- 3. Procedures**
I will be asked to complete a form with questions about emotions. I will complete this form twice. I will also participate in a programme, which will be presented during class, for seven weeks. I will take part in activities in a group and on my own.
- 4. Possible discomfort**
I understand that taking part in the research study will mean talking about positive and negative feelings and also talking about my experiences. If I feel uncomfortable at any time during the activities, I can tell my teacher or Moira Severin, who will refer me to a counselor.
- 5. Benefits of the study**
Taking part in the programme will help me to understand my feelings better.
- 6. Right of participation**
If at any point I wish to stop taking part in the programme, I can tell my teacher or Moira Severin that I do not want to continue. If I decide to stop, no-one will blame me.
- 7. Financial compensation**
I understand that I will not receive money or gifts for taking part in the study.

8. Confidentiality

Notes and reports will be written about participating in the programme. Moira Severin will be the only one to read these reports. My real name will not be used in the reports or on the forms that I will complete. The information about the study will be stored in a safe place at the University of Pretoria for 15 years. The results of the study may be used for further studies.

9. If I have any questions I can ask my teacher or Moira Severin, or have my parent/guardian contact Moira Severin on 083 518 7477 or email her at moira.severin@summitcollege.co.za

I understand my rights as a research participant and would like to help with this study. I understand what the study is about, why and how it is being done.

.....
Signature: Participant

.....
Date

.....
Signature: Researcher

.....
Date

APPENDIX K:
Ethical clearance to conduct the research



5 August 2014

Dear Prof Lombard

Project: Evaluation of an emotional awareness programme for children in middle childhood in a private school in Kyalami, Gauteng Province

Researcher: M Severin

Supervisor: Dr H Hall

Department: Social Work and Criminology

Reference numbers: 28489323

Thank you for the application that was submitted for ethical consideration.

I am pleased to inform you that the above application was **approved** by the **Research Ethics Committee** on 31 July 2014. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

Prof Karen Harris
Acting Chair: Postgraduate Committee &
Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail:Karen.harris@up.ac.za

Research Ethics Committee Members: Dr L Blokland; Prof Prof M-H Coetzee; Dr JEH Grobler; Prof KL Harris (Acting Chair); Ms H Klopper; Dr C Panebianco-Warrens; Dr Charles Puttergill; Prof GM Spies; Dr Y Spies; Prof E Tallard; Dr P Wood