J   hits window with plant (03s)
    👁 ⟶ window
    🖐L 🖐R ⟶ extended above head, holding plant
    🦶L 🦶R ⟶ female 🦶 ⟶ window

F   sitting on a log, eating a plant (14s)
    👁 ⟶ food
    🖐L 🖐R ⟶ picking leaves off plant
    🦶 🦶 ⟶ braced against log

J   walks over to rope near female (02s)
    grabs onto rope (03s)
    climbs up with food in hand (06s)
    👁 ⟶ female
    🖐L 🖐R ⟶ holding plant and rope
    🦶L 🦶R ⟶ holding rope

J   spins around rope to hit female on the head with plant (05s)
    👁 ⟶ female
    🖐L ⟶ holding rope 🖐R ⟶ holding plant to whack F
    🦶L ⟶ holding rope 🦶R ⟶ outstretched

F   hit on the head yet still eating a plant (05s)
    👁 ⟶ food
    🖐L 🖐R ⟶ picking leaves off plant
    🦶L 🦶R ⟶ braced against log

J   swings around the rope (06)
    👁 ⟶ female
    🖐L ⟶ outstretched, holding plant 🖐R ⟶ holding rope
    🦶L 🦶R ⟶ holding rope

F   continues to eat food (06s)
    👁 ⟶ food
    🖐L 🖐R ⟶ picking leaves off plant
    🦶L 🦶R ⟶ braced against log

J   hits female in the head (03s)
    👁 ⟶ female
    🖐L ⟶ outstretched, holding plant 🖐R ⟶ holding rope
    🦶L 🦶R ⟶ holding rope

F   continues to eat food (03s)
    grabs part of plant from the juvenile (04s)
    👁 ⟶ juvenile
    🖐L ⟶ holds own food 🖐R ⟶ grabs J's food
    🦶L 🦶R ⟶ braced against log

F   eats part of plant from juvenile (10s)
    👁 ⟶ food
    🖐L 🖐R ⟶ picking off leaves from plant
    🦶L 🦶R ⟶ braced against log

J   spins around rope while eating remaining plant (10s)
    👁 ⟶ looks around area
   🖐L ⟶ holds food 🖐R ⟶ holds rope
    🦶L 🦶R ⟶ holding rope

KEY:
    👁 ⟶ : attention is focused on _
    🖐L 🖐R ⟶ : left hand is focused on _, right hand is focused on _
    🦶L 🦶R ⟶ : left hand is focused on _, right hand is focused on _
    J : juvenile orangutan
   F : female orangutan

BLURB:
In this video of orangutan interactions, I focused on recording the
nonverbal behavior (in terms of consequence rather than physical) of a
juvenile (labeled as J) and an adult female (labeled as F). I described
the behavior with how long it took. For example, (05s) indicates that
that behavior took 5 seconds. Additionally, I wanted to focus on 3 items:
where the attention of the actor was focused on (could be food, another
orangutan, etc.), where their hands were (separating left (L) and right
(R)), and where their feet were (separating left (L) and right (R)).

KEY:
- ¬ means that this is the start of a new sentence rather than an overlap of talk
- 👁 ⟶ 👁ˣ attention is on the face of person X
- 👁⤸ attention is towards self (ex. looking down at body)
- 👁 ⟶ 📦 attention is on an object
- 👕 ⟶ 👕ˣ body is oriented towards person X
- 👕 ⟶ 📦 body is oriented towards an object
- ✋ ⟶ 👕ˣ hands attending to person X (ex. shake hands)
- ✋⤸ hands attending self (ex. hugging yourself)
- ✋ ⟶ 📦 hands attending to an object (ex. holding it)
- 👋 ⟶ 👕ˣ gesturing to person X
- 👋⤸ gesturing to self
- 👕 ⟶ 📦/👕ˣ body is oriented between an object and person X

WRITE-UP:
The setting of this video is in a room with a countertop, sink, refrigerator, cabinets, and coffee press. The individuals are 3 women who I individually label as 'A', 'B', and 'C': A represents the girl on the far left in the video wearing a ponytail, cobalt cardigan, and colorful skirt; B represents the girl in the middle, closest to the camera, wearing navy and white stripes on a shirt, and wearing glasses; and C represents the final girl with bangs, jeans, and a navy shirt trimmed with white. The overall interaction of this video is focused around a conversation of coffee—discussing likes and dislikes—and results in offering a coffee for the others to smell and see if they will like to try.

I've chosen to focus on recording the speech of the trio, as in the overall message with their slang and syntax, rather than the intonations, stresses, or dialects. For nonverbal behavior, I was interested in focusing on just the speaker, so each time they said something, I recorded where their attention was, what—or who—they positioned their body towards, and what they were doing with their hands, either interacting with something or gesturing.

While I only mention 'objects' in regards to all the nonverbal behavior, these objects are defined as a coffee press, coffee packet, and paper towels. I don't explicitly look for gaze as it's hard to detect whether their gaze is met and held in eye contact with another person. Instead, I just consider this to be 'attention' as in where the general gaze lies, whether that's to another person, an object, etc. I've used symbols to categorize 3 types of behavior for each speaker: where their attention is, where their body is, and what they're doing with their hands.

I also record when they spoke. For example, (0:20-0:22) indicates that something was said from 20 seconds into the video to 22 seconds. (0:10) indicates that something was said at 10 seconds. Sentences that begin with ¬ mean that they are the start to a new response, question, demand, etc. In comparison, sentences without indicate that they overlap with the previous sentence (one that had a ¬). These overlapping interjections are shifted over so that the line up to where that speaker started speaking during what part of the other person's sentence.

I also make note of silences as they are unusual in conversation since humans usually respond within 0.2 seconds, so a full second—or more—would be noteworthy as an unusual occurrence or that another action (like smelling the coffee) was happening.

To read the transcript, the left column indicates who was speaking as given by 'A', 'B', or 'C'. The right side contains first the dialogue that was recorded of the speaker, then the nonverbal actions.

C   ¬The other one was a little more complicated. (0:02-0:04)

B   ¬Which coffee do you like better? That or this? (0:04-0:06)

C   ¬Well I like the Honduran coffee just 'cuz it's so – (0:06-0:10)

A   – it's strong? (0:10-0:11)

C   ¬It's..no it's not bitter. Like you can literally drink it without any milk. (0:11-0:15)

B   Oh! Really? (0:13)

B   ¬Like really? (0:15-0:16)

C   ¬I didn't used to like coffee with no milk and then, I tried that, and now I just put sugar in it so.. (0:15-0:21)

pause (0:21-0:22)

A   ¬I can't do black coffee. (0:22-0:24)

C   ¬I couldn't do either! (0:24-0:25)

B   I've never had—I've never tried— (0:24-0:26)

C   But try the Honduran coffee (0:26-0:27)

A   ¬Really? (0:27-0:28)

C   Good, yeah. (0:28)

B   ¬Should we try it? [laughs] (0:28-0:29)

A   Oh—sure—yeah! [laughs] (0:29)

C   Yeah, try it! Sure—ok-k-k! (0:29-0:32)

C   ¬Yeahhhhhh! (0:32-0:33)

B   ¬How many cups should we put? [laugh] (0:33-0:35)

C   Coffeeeee! (0:34-0:35)

C   ¬Sorry. [laugh] I usually make a whole thing and then I just leave the rest for whoever wants some. (0:36-0:41)

A   ¬Do six scoops. [laughs] (0:41-0:42)

C   ¬Dude ooook, I was jumping off a walls..it's so—it's so strong. (0:42-0:49)

C   ¬Smell it. (0:49)

pause (0:49-0:51)

B   ¬It smells really good. (0:51)

pause (0:51-0:52)

A   ¬It does smell really good..ooh it smells like chocolate. (0:52-0:55)

pause (0:53-0:59)