**SCHOOL 9**

F- Directive 1 Yeah, from your perspective, what is it say to you or what do you think that cartoonists is trying to say or how does it speak to your own experience?

S- I wish I could understand what the captions were (relating to Hebrew and French cartoons).

S - Showing a real lifescape online. Yeah. Even though being taught stuff, you mine somewhere else. Yeah. So playing video games over there like child's like black and white not really in colour. Yeah, it's like maybe down not really having fun. (Ref 43)

S- You’re online but not really having fun, even if you the events are supposed to be fun. (ref 45)

S - I had covid on my birthday.

F- Oh, really?

S - It's not enjoyable at all

S - It's like a time bomb get ready to explode across the world. Yeah, and like different places with like, more people getting it is like making it spread faster. ( ref 71)

S- it's like to mw I feel like they're suggesting corona is something that's sat there waiting for someone to like, take it on. someone's like, gets it. And it's like, somewhat common as well. But isn’t a and everyone's trying to avoid getting it which is why the class is empty. And obviously, because COVID is there like, what the school closed. (Ref 17)

F -And was that true for you? Did you feel like it was something you have worrying about or fearing to get it?

S- Yeah.

S- I know why we got it. It was stupid because we went we were like, oh you know it’s okay. So we went off to Ireland for Christmas. And we're perfectly fine whilst we're in Ireland. I'm pretty sure it was the ferry on the way back when we got it. It was terrible because it was hardly anyone there. We had a nice Christmas.

S- So this one I chose because a lot of people including myself got depressed and were really really struggling because of something that isn't in our control. Like it's not your fault that you're being locked away in your house. It's because they have to protect everyone I guess. They just feel kind of helpless because they can't really do anything to stop it. (Ref 66 and 06)

S- This one I chose because you've always got the one person who doesn't believe in trying to help everyone, you know, the people who like, ‘Oh, I'm not gonna get the jab because they're sticking microbots in me’. You know your phone that can track you. But yeah, I thought that was quite clever.

S- I got this one, starry night. So I thought that was really clever. And to me, it's kind of saying that COVID was inevitable, inevitable for everyone to get, we kind of just had to keep on looking forward to looking up like you're looking up at the stars. And just keep on going. (Ref 23)

S - This one it kind of resonates with me during, like schooling online. I found it quite difficult to like focus, interact and actually learn. And I quite felt like how they, other people struggled. I know it’s like global thing. How other kids feel and it’s a thing. (Ref 37)

F- And do you still feel like that now? Or have you come out of the zombie?

S- It's fine now since like, we are back to school, like getting back into the things, I managed to like adapt again.

F- Directive (Politics and Power)

F- That's an interesting one. Do you know who's that is? Does anyone else know who that is? Which one. It's one of the few cartoons we have that features. individual who is not a politician. So that's the Chinese whistleblower from Wuhan that was targeted for talking about the Coronavirus. So that's actually quite an interesting image in terms of this issue of power and politics because here we see the mask being used not just to talk about protection, but as a symbol to represent the censorship that happened around that. And actually, that's one of the points about the Coronavirus concerns that we've seen globally is that there's many what we will call intersecting issues, right. So as this pandemic is happening, there's also a shrinking of freedom of expression in certain areas, freedom of speech. So we see how political cartoonists are using their artistry to push back against that actually resist against it. So this is a really interesting one. (Ref 04)

F - And [student], you chose the the playing board? You tell us about this? (Ref 01)

S- (Silence. Shyness) Is that the vaccine was cancelled?

S- Wasn't there a type of vaccine that wasn't supposed to be given that?

S - Well, it was given out and then it was having side effects. It was having the blood clotting.

F - So this cartoon was done before then. And when it was being pushed it actually one of the main things, and it's actually about negotiating power of how you move the vaccine. And there's an interesting kind of hidden or overt message depending on how you read it commentary here about Brexit. So you've got the European Union, and then you've got the UK flag, and this way in which the UK is trying to protect itself, with its own vaccine, and how that interaction happens with the EU. So that's a great example of politics, and power. And in a way in which we being where we are, might take for granted the access to vaccines that we have and the science of vaccines being developed. What else have we got?

S - It doesn't exactly scream about politics, but I thought it's more like doctors and that we're being put under pressure by the government to try to save all of these lives, but it's almost like they were trying really hard, but they couldn’t save everyone. (Ref 10)

F - Yeah, so it's kind of the politics of responsibility. So politics with a little p rather than a big politics as in terms of government, but the politics of how do we take responsibility or who has the responsibility, right? And again, we've got a historical source image of of a statue being used.

S - um. The pressure of people power? Obviously, people in power obviously putting pressure on people and doctors to try and get these vaccines out. (Ref 38)

F- And do you speak French Can you translate it for people who don’t?

S- it's kind of good I think when in French but I don't remember much.

F- (translates)

**Directive 3 Build your own dictionary**

F- So we're going to take a break from the images, but you can keep them on a table as inspiration. And we're going to do something a little bit more narrative based.

S- I put distance down because distance was like just how far away something was but now it's kind of just stay away from me. Like keep your distance

F- I even saw on your one of your doors it said. ‘No entrance do to distancing and then I had an emoji with a mask. Do you use that as a shorthand if you're in the halls with people who just say ‘distance’ and they know how to get away’

S- no you don’t really say it, I just avoid everyone

S- It’s also weird because like zoom is just associated with class classes now instead of like it being like Skype like you chat to friends on it and just go to school.

(No presentation, a bit of shyness and preferred to write them down on the posits)

**Directive Sketch and Reflect**

S- It’s hard because lockdowns are really not bad for me because I kind of just liked being by myself. So it allowed me to get more of my work.

S- It was hard for me because I had a three year old coming up the stairs every six minuets asking to play with me.

S- A lot of my work wasn't schoolwork. Making art.

(A lot of difficulty seeing change)

S- for some places don't have like petrol stations they would have this like green light to say if you can actually enter because they had too many people. So you're just like free go to shops. Yeah. And without having to worry about wearing a mask.

F- Was this area affected quite heavily by pandemic?

T- Yes Was it was.

F- is there anything we’ve learned from this that we should keep in the future?

S - coming together and like being able to do things quickly, like elements of research like that?

F- what about mask wearing?

S-No

S- I feel like the cases are going to rise again in the winter so we’ll see like and it [covid] will probably be a bit mixed with, like, colds.

T- Do you know what had what happened in Austria? It is a lockdown for people who had to have not been vaccinated. So if you're vaccinated around feeling but you're not vaccinated, do you have to be locked down. That's really draconian I think.

(Bell rings)

F- Wrap up cartoonathon info

S- This is me chilling on my phone like I do because I’m unsociable. And my friends being sociable. And me still chilling on my social and my friends attempting to be sociable. (Ref student drawing)

S- I did a mix of things like the red light at petrol. And the massive line with people wearing masks where they want to get in the shops. (Ref student drawing)

S - Ideally, I would like COVID to end up like, just like, before. It's just like you get your own flue jab. And it's like, not as severe as it is just something to live with. But it's like, do bad. (Ref student drawing)

4 students all girls