**SCHOOL 5**

Introduction turned into a discussion on what they liked about the course.

5x liked the drawing

2x liked the reading/text

1x liked reading and drawing

-I really enjoyed the booklet because you see a lot of sides to cartoons

-I like the course cuz I like politics and it was nice to see it from a different perspective

-I liked to miss school during covid, that was fun

-liked the classroom discussions

-liked how you can show the information in different means with drawings and from a different perspective

1st directive

S-are there any with Donald trump?

T-why?

S-he was the best part of this course miss

T-do you like him? Or just that the course made fun of him

S-Yeah I do, I do like his personality. The way he speaks, he’s just straight up (shows image ref 57)

S-You like his policy?

S-no not his policy jus the way he speaks, innit

T-so you like him, not as a politician but more as a personality, as an entertainer. That’s different because his actual politics, [pause] trump wouldn’t like you. Do you know what I mean [referencing that the student is a black man?]

[no volunteers to share]

S -I picked this one because it shows how much of a mess covid was -(ref image 05)

S - I picked this one because it reminded me how there was no toilet paper left and everybody was rushing to go get it. (Ref images 33)

T- Do you know where that is from? What is that an illusion to?

S-Like a panic button

F-What is the source image?

S-that famous painting

T- In the Sistine chapel

F-Explains

F-Points out another image the students selected (30)

S-I picked this image because I don’t know how it relates to the covid thing, but it looks pretty. (Ref image 70)

F-explains intersecting issues

Directive 2 (local and global)

S- is there a reason this is in another language?

F-explains CFP

[students subdivide into smaller sub-groups)

F-points out the 3x images about lockdowns and 2x images selected about closeness

S-due to lockdowns people are trapped in their own worlds and they isolate from other people (ref image )

S- because there’s vaccines everywhere in the world but some countries aren’t getting them (ref 02)

F-did anybody else choose an image that relates to the vaccine?

X3

S-yeah. it looks nice but it shows the three wise men seeing the vaccine in the stars and leading the way with the vaccine (image ref 25)

F-[takes another student’s image] does anyone know what this is? [no response, explains image ref 23)

S-that we need to get vaccines to protect ourselves (image ref 54)

F-does anyone els have an interpretation

T-do you know what that is?

F-(explains vaccine inequality and the spirit level)

Directive 3 (politics and power)

S-first doctor who found it and died from it. He’s the whistleblower (ref image 04)

S-people had no voice when they were locked up and then they wanted to come out and share their voice (ref image 83)

[muffled audio as students discuss amongst themselves]

F-Can I get a show of hands how many of you felt like you had a voice during the pandemic?

S-my voice doesn’t matter

S- I mean I didn’t use it [voice]

S-In school we kinda did, it made us kind of, say in school if we were like ‘oh lockdown is hard’ then they’d be like ‘oh how can we make it easier for you’

S-School was very supportive

S-obviously, cuz people were struggling to do homework at home so they took that off us and we just sat at home and it was better

F-How many of you struggled to do classes and homework at home?

X 4 replied yes

F- How many of you have younger siblings at home?

X 6 replied yes

F- How many of you live in a household with more than five people?

X4 replied yes

S. I have 6, no 7, no 8 people. It did it feel impossible to get any work done.

S. It was impossible. That’s why I didn’t get any work done.

F- Did you did you manage okay?

S- yeah, yes. I still do my stuff. I still do my homework.

S- I was yes.

F- Did anybody struggle with spending that many hours on the screen?

S- [emphatic] Yeah Oh yeah.

S-My eyes, ohhh.

S-My back hurt

S-Yeah my back and my bum were sore

F - And who struggled with keeping to the rules. Yeah, how many of you kept wearing a mask?

S- Yeah, okay.

S-Yeah/

F- How many of you stayed inside?

S- Yeah, yeah we did.

F- Did anyone struggle without having sports?

S- Being able to play sports? Yeah.

S- Yeah yeah.

S-We did sports by watching TV.

S-Like Fifa and video games.

S- They and give me the same feeling as after playing a football game.

S- Yeah, definitely.

F -Were there any rules you felt like were being imposed on you but weren't necessary?

S- Yeah not being able to see people.

S - Yeah. It's like a It's gonna be like a closed thing, isn't it? If you can just see your family because visually, you could do this and just meet a family. And then before you guys finish you just do a covid test. That would be better.

S- yeah but not all of us could get tested.

S-That was just at the very beginning.

S-Yeah at the very beginning it wasn’t an option.

F -Did you follow the rules?

S- Because you had to?

F- What were the consequences?

S- Fines so you were concerned about being fined.

S- Yeah.

F- Was anybody being punished at home for not because usually you'd be you know, maybe not allowed to go out with your friends but if you're already not allowed to go out with your friends, what are the consequences?

S- It's common sense not to go out.

F- but that didn't exist before lockdowns? Yeah

S-It was reasonable.

S-it was weird

S- if my parents tell me to stay inside I do.

S- I don’t feel like going outside and dying

F - So if your parents tell you not to go out you just listen?

F - do you think government was making good decisions?

S- I don’t go out (talking to another student)

S- we have a repeat of covid because of government.

F - (picks up cartoon) so again we see the symbol of the hourglass. you want to explain for us? [ref image 02)

S- So, because the government didn't act quick enough, we had to go through the same process again. And a repeat of lockdown.

F- How many of you think we’re going to have a repeat lockdown?

S- yeah, because of political reasons. like control.

S - as long as the deaths are being kept low there’s not going to be another lockdon?

S - I reckon they’ll just do it for fun.

S- I reckon they will, come January time.

T - I’m going to pass along just a statistic that I shared with my sociology class, that people living in poor areas, and those of the lower classes were 3.7 times more likely to die from COVID and it has been theorised that if the affluent south, so our area, if it was these people dying Boris would have locked down sooner. So, do you think that has anything to do with lockdowns?

S- yeah.

S- really?

T- Poor people are dying at much higher numbers.

S- if we were dying it might be different.

T- like the affluent people in the south. So you’re saying we're not locking down for economic reasons.

S- It’s that too, that’s why they kept changing.

T - precisely but he's [Boris] has been cited as saying Let The Bodies pile high. Yeah, but I don't think he means the affluent white bodies. Because those weren't the people dying of COVID. So think about that as well, in terms of lockdown. Maybe if certain areas are affected more, perhaps that would spur another one.

F- And this relates to what [student] was saying about the economy. And this notion that you need to get the economy back on track, because if rich people who aren't dying, then they're the ones who can spend more money. Right. And so it's a it's a way in which these things become interlinked. Yeah. How many of you came out of lockdown and went shopping immediately?

S- No.

F -Were you scared to go into the shops?

S- No, but I still didn’t want to get it.

F- Are any of you scared to get the virus?

S- I think unless you know someone who's had it, or passed from it, you don’t realise how severe it was?

S- you might think oh it’s nothing, but when you see it in real life then that hits you.

F- And did any of you lose family members or have friends who lost family members?

S- Yeah.

S- yep

S- obviously

F - Can I just get a quick show of hands

F - And it could be people in the UK or extended in other parts of the world as well.

(12 people replied yes. )

F- So it's interesting that it does affect us in the death rates, even though the statistics don't necessarily locate this region as a high death rate. So we see how it could be happening in our families, but also our families and our communities are not just located in our own geography.

F- Okay, I'm going to move on a little bit from the images. And we're going to do some work for all of you, people who love the narrative side of this. -Directive 3

S - Isolation, yeah you said before I should think about as isolation in the thing of getting isolated from school.

S- epidemic. I learned that this is a thing. I didn’t known that actually.

S - I didn’t know what coronavirus was.

S - vaccine- is a cure.

S- social distancing

S- I did’t know about the world health organisation

S - Social

S - Maks

S- pandemic

S - sleep

F- Directive 5 (sketch and reflect post-pandemic utopia)

S- it looks like life's unusual

S- there is no post-pandemic

S- Joe from down the pub drinking a pint

S- like New Zealand and South Korea where it’s all okay

S- people at home with masks. I think that when people are ill they’ll wear it like its common decency, respect of other persons

S- a sanitiser station

F- wraps up and informs on Cartoonathon and staying in contact