**SCHOOL 7**

Introductions (5 mins)

Preliminary question- Facilitator “?Do you feel like you’ve been focusing too much on the pandemic? Not enough?”

-too much x2

-not enough x3

Directive 1 (3 mins)

-shoes with tallies

\*takes a moment to read that it’s inside slippers - help with decreeing it from the teacher

\*continued shyness to talk about experiences

Directive 2 Local/Global (10.23 mins)

-Easter - global

?what was happening at that time?

“Everyone was locked down”

?Do you remember that time? The before times? Was there anything different for you?

“Online school”

?Did you have online mass?

-teacher interjects: “do you remember masses and assembly”

-facilitator connects local and global “these are the ways in which we see how the cartoons can work in connecting these big big things to your life in a faith-based school”

Facilitator points to another image that the students selected.

-michalangelo’s Adam

?What is it doing doing with the needle and the money?

“Represents that the more wealthy people are getting the vaccine”

Facilitator- “who else wants to show their selection”

“This one, because it shows the two scenarios where like the indigenous people on planet earth got wiped out. And how, we know this happened, but there’s more like a foreshadowing what is happening now”

Facilitator- “we see here how it connects the social - indigenous and maybe even environmental issues. Is there anyone else who picked one that might be what we call ‘intersecting’ issues”

-student shows cartoon “It’s like a global zoo and the earth is just walking around freely”

-Another one selects image with level and needles

Directive 3

Facilitator- “We’re going to now shift to the idea of power and politics. Who in this room felt like politics was running your life during this pandemic”

-yes x 6

Facilitator - “Can we talk a little bit about why? What were the political forces at play happening?

“The rules, kept coming in. Like a new rule every month or so”-another student echos “yeah the rules”

Facilitator- “Let’s talk about this uncertainty and rules”

“So, it’s like the distancing kept changing.”

“6 people can be together, 3 people inside then 3 people outside then 6 people in a reserved place”

Facilitator - “and did people observe the rules” -show of hands

Teacher - “in terms of us observing the rules?

Facilitator - “in your daily life…” gives examples from London of young men breaking into fenced off sporting areas.

-7 said they broke or bent the rules

-1 person said they totally observed all the rules

Facilitator - explains that power is both to make rules but also to interpret rules and make decision based on the rules (agency)

-one student shares

“I’m high risk so I got pushed to get the vaccine a lot a lot, they kept pushing.”

Facilitator -“what does that mean for you?”

“I don’t feel unsafe but it's just some places are difficult with this.”

-teacher interjects to remind students that answers are just for research evidence “not going on twitter or anything”

-student returns “It’s not that I’m against the vaccines or anything, I just don’t want to get it. I don’t really see the point. So if I was going to get it I would have already done it. ”

Facilitator -“do you get pressure from anyone around you, say your peers”

-student answers “some of me mates have said ‘you might as well get it’ but I don’t really see the point. I’ve decided you don’t need to have it. But then they’re like ‘if you want to come to festivals or go out, you got to have it.’

Facilitator - “this is an example of how you use your own power but have to navigate what others are saying”

-another student comes in to share “I was originally high risk but then they did a retest on me and got put back onto the normal list. I said to them ‘can you do a retest on me’ because I want to go out with my friends but because I am high risk I can’t go out’ even though the rules keep changing, I still couldn’t go out. My family was a bit of a high risk thing. They did a retest on me and in the end and just said that ‘you don’t need to be on a high risk anymore, just when the vaccine comes out probably just go and get it’ ”

-Facilitator - “is the vaccine now coming into your lives more”

-one student “not really”

-student - “ I just feel like some people don’t really need to get it. Because we can have group immunity, even like with my whole family being vaccinated apart from me. If I’m with me family all the time, chances of me getting it are a lot less low.”

-Facilitator - “are you paying attention to where the advice and news is saying from on these things?”

-“yeah”

-Facilitator - “what news are you getting this from”

-Student - “on the tellie"

-Facilitator - “are you watching the news”

-some nodding some no

-Facilitator - “do you listen to the information”

-student - “its always different like with the vaccine and the distancing. They say 6 people and 6 feet”

-Facilitator - “Do you think there’s a difference between the vaccine and the distancing information?”

-student - “yeah”

-student - “not really because now they’re saying that you can have it with no symptoms and still go out.”

-student -“some science is good”

-some responses inaudible

-Facilitator - “it’s tricky because it goes to this question of who has control. This is something we see in the cartoons. Can you see covid as itsititss own character with its own power and agency for how it mutates and spreads. Similarly can you see it with the vaccine?”

-Teacher interjects to help them select

-Student - “because it shows who can get the vaccine”

\*disparity between personal experiences and what is shown in the cartons they selected

Directive 3 -Dictionary

-teacher - “think about year 10 and 11” “blended learning… we as staff are learning so much from you, it’s all about technology. So if you think about what (facilitator is saying). Remember when we’d have the public announcements and there was all kinds of words and they’d show the graphs and they you’d have journalists asking questions. And then we’d all be glued to the TV to find out what was happening. I know we were as a family.”

-student “I wasn’t”

-Teacher “no but your mum and dad probably were”

-student “oh. I don’t know”

- Teacher “so did you just go on as normal?”

-Student “yeah I was, I wasn’t that into it”

-Teacher “so things like ‘panic’ ‘worry’ ‘stress’. For you guys, exams, GCSEs, was a critical year or two years”

-Student “It would have been worse if it was just normal”

-Teacher “it could be things like that, could have been less stress in many ways. Don’t forget that those two years were crucial, but you’ve all gotten onto your A-levels. So those assessments, the work that you did create online, it has allowed you to be back here. Imagine all your friends who didn’t get back here, who didn’t go on to college, who didn’t make it.”

-Facilitator “just because the pandemic is broadcast as a tragedy doesn’t mean it is so in your own life”

-Student “I just ignored it”

-Facilitator “was that easy”

- another x 2 Student “yeah”

-Student “ I didn’t pay attention to any of it” “I wasn’t watching any of it”

-Facilitator “what about seeing it online with school”

-Student “Yeah, but it was fine”

-Facilitator “and what about not being able to go out and be with your mates”

-Student “not really”

-Teacher “remember a couple of weeks ago when you said it did affect you, you were sitting over there and talking about how you count’ see your mates. Well of course we can what’s app and snap chat but it’s not the same. There’s the physicality of it. Touching on the shoulder, having a bit of banter, it’s that thing we we miss. We have had some excellent talks about this. Think back to the few weeks.”

-Facilitator -brings it back to the dictionary exercise

-lockdown, quarantine, worrying,

-Facilitator “if you could use one word to describe the last year what would it be?”

-Student “awful”

-Facilitator “how would you define awful?”

-Student “not fun”

-Student “Quarantine” “vegan pasty” “because Boris was campaigning at the beginning and then was giving out vegan pasties to students in digs.”

-Student “mask” : the thing you have to be wearing

-Teacher - in any social area you have to wear them but then when you sit down you can take it off.

-Student “but we’re mixing so it makes no sense”

-Student “its just so the heads, the school heads can look down and say ‘we have rules in place, we know what we’re doing’

-Teacher “ in many senses without masks the rates are like this (gestures to high), especially in our city, in all cities. We’ve had this in since September, other cities brought it in in October. And their rates have been high”

Directive 5 Sketch and Reflect

-Facilitator “what is the utopia?”

-Student “it’s not going to happen”

-Student “with masks, they will still be around. Even if it’s not mandatory people will still wear it”

-ran out of time for descriptions. Student drawings unfinished.

Notes

-18 boys (16-17 yrs old)

- Teacher involved in discussion (helps to give a sense of comfort and contextual language)