

1	Interviewer	Morning Participant 6. Thank you so much for your time. I'm just going to ask you a few questions related to colour and children who are colour-blind and your experiences in school. I ask that you be as open, as honest as possible. Thank you so much for your time.
3	Participant 6	No problem at all.
5	Interviewer	So my first question is, what is your understanding of colour vision deficiency, which is often referred to as colour-blindness?
7	Participant 6	My understanding is that while the person, or in this case the learner, will have difficulties differentiating between different colours that can be seen if you don't have any sight impairment.
9	Interviewer	Okay, thank you for that. Tell me about your experiences teaching learners who are colour-blind.
11	Participant 6	I had a case this year with a girl I taught. We will look at the map on the board and I will simply ask her to find a country a green one, and she couldn't tell a difference between the green one and the orange country. So that was the first time I have actually teaching a child that has colour-blindness. That does make it quite a bit more difficult, especially when we do use colour quite a bit in education.
13	Interviewer	Sjoe, that's so interesting, and what subject do you teach?
15	Participant 6	I teach Geography and History.
17	Interviewer	So in which subject did you refer to the map she struggled to differentiate?
19	Participant 6	Geography.
21	Interviewer	Geography, and tell me was she aware that she was colour-blind? Or was this like the turning points?
23	Participant 6	She said she knew something was wrong. She just didn't think it was anything too serious. So I assumed she was probably colour-blind most of her life and nobody picked it up.
25	Interviewer	Nobody picked it up. So from there what happened?
27	Participant 6	I reported it to our grade tutor and they reported it to her parents and her parents took her to an optometrist.
29	Interviewer	And was it then confirmed by the optometrist?
31	Participant 6	If I'm honest with you she came back and said that she is straight blind and not any more information other than that.
33	Interviewer	Sjo that's so interesting. And tell me which grade is this?
35	Participant 6	She's in grade eight. So she was a 14 year old girl.
37	Interviewer	Sjo. It's amazing that you were the first one to pick that up, and she's been experiencing this for 14 years.
39	Participant 6	Yeah, so yeah. So she just literally, she didn't know, she just assumed everything is what it is.
41	Interviewer	Sjo, that's so interesting. And tell me how do you use colour when teaching and also, how is colour involved in after-school activities that you're involved in?
43	Participant 6	Well, with teaching Geography, we do a lot of map work, with the map work we often colour code, and we look at terrain maps, so if it's brown or green, you know, and the dam and the rivers those are blue on the map. So if a child cannot see that, it does get a bit more difficult for them. And then obviously, not obviously sorry, our colour in cricket is extremely important for either you play with the red ball or you play with a white ball and when you play with the white ball so if you are colour-blind or straight blind everything kind of looks a bit dark and looks quite greyish. You won't be able to pick up that ball whatsoever.
45	Interviewer	Sjo. So tell me what is your understanding of straight blind when you refer to straight blind?
47	Participant 6	Straight blind, I unfortunately I don't know.
49	Interviewer	Don't know. Okay, so you say with cricket, when it's a white ball is very difficult to see the white ball. Especially, if you, if you straight blind, that's your word you referencing to? And it's in teaching do you often use colour when teaching uhm?
51	Participant 6	Yeah with colour it makes it, does help quite a lot especially with map work and that's how I picked it up with the child and I thought about the whole year we've been teaching about terrains and all of that, and not once did she come to me to say she didn't pick it up on the map. But when I went back to her map work marks I saw that she couldn't find the river or dam because she was looking for the blue, in turn she just couldn't pick it up where the blue was.
53	Interviewer	That is so interesting. Sjo and in History, do you use any colour in History?
55	Participant 6	Uh we don't really use colour in History, but obviously with History you want to make it a bit more fun with the PowerPoint and all of that so you do have a little bit of colour in the background of the cartoon. So I would say definitely to liven the lesson up I do use colour.
57	Interviewer	Okay to to draw attention and to to make it more interesting and then you use colour in your PowerPoint.
59	Participant 6	Yes.
61	Interviewer	Okay, and then tell me um, how is colour used in other resources such as textbooks and posters?
63	Participant 6	Well in the posters the colour draw an eye, doesn't it? You definitely want to have a lot of colour on there. And the textbooks is the same thing, the same thing as the teaching. A lot of the time you want to keep the kids attention span going, and colours can often do that.
65	Interviewer	Okay, so in the in the textbooks for History and Geography, is there a lot of colour?

5:1 M...	Awareness
	Understanding

5:2 I had a case this year with a girl...	Awareness
	Becoming aware of learners who are colour blind
	Challenges for learners who are CVD
	physical barriers in scholastic resources
	Practical examples of ho...rs who are colour blind
	use of colour during instruction
	Working with learners w...olour blind/ experience

5:3 Geography, and tel...	Accommodate learners who are colour blind
	Awareness
	Becoming aware of learners who are colour blind
	Challenges for learners who are CVD
	Learner support
	Practical examples of ho...rs who are colour blind
	Working with learners w...olour blind/ experience

5:4 Teaching...	Challenges for learners who are CVD
	physical barriers in scholastic resources
	use of colour during instruction

5:5 our colo...	Challenges for learners who are CVD
	Extra murals

5:6 Yeah with colour it...	Becoming aware of learners who are colour blind
	Challenges for learners who are CVD
	physical barriers in scholastic resources
	Practical examples of ho...rs who are colour blind
	Working with learners w...olour blind/ experience

5:7 we don't...	Challenges for learners who are CVD
	Colour perceptions by teachers
	Emotional/ social impact

5:8 Well in...	Challenges for learners who are CVD
	Colour perceptions by teachers
	physical barriers in scholastic resources

67	Participant 6	Yes, there is a lot of colour. Also, the term work is colour coded. So, first term is red, second term is green third term is blue is and forth term is yellow. So I mean, that would obviously make it easier when you study for your final year exam to look at each term.
69	Interviewer	Mmm, sjo, so so it's not only used to draw attention, but also used to categorize information to make it easier for them. Okay. Any other places in textbooks or posters where colour is used differently?
71	Participant 6	Well obviously in the maps. Most countries, you have a different colour on them, and then depending on what kind of terrain or what landscape they have so that's also something that colour-blind people would definitely struggle with. Mostly, if I look at my posters, for example, most of the posters I have are maps are colour coded, so you would struggle with that.
73	Interviewer	Mmm. Okay. And then according to you, which challenges are faced with learners who are colour-blind within the school context?
75	Participant 6	Well we have spoken about it, a lot of challenges in finding information would be a lot more difficult. Trying to stay, to stay awake in class, I often refer to that as a dark blue day and kind of just wanting to get into bed and then just to sleep the day away. Where it is bright blue sky and the yellow sun, does get you a bit more active in the morning if that makes sense. If you think a child that is colour deficient, probably has a lot more difficulty actually even just wanting to be in the classroom and learning because I do believe colour is quite important part.
77	Interviewer	So are you then saying that colour plays a role in our emotions and how we feel?
79	Participant 6	I definitely think so, yes.
81	Interviewer	Okay, and because I just want to make sure I understand you correctly, because things might be a bit more dull to them. Emotionally, they might struggle more, is that the only reason why you would would say that they things might be emotionally more difficult for them?
83	Participant 6	Yeah, I definitely think so. If they go into the classroom as learning as well. If you go into the class and you're already a bit down, and now you must go to a lesson, you'll probably not gonna pay as much attention as you normally would. At the end of the day it will affect your marks.
85	Interviewer	Sjo. And was the child that was in your class, was this evident for you?
87	Participant 6	This actually wasn't evident for me until I picked it up. But obviously we are going to work on from now on in my teaching career is to try and pick up these things a lot earlier. And I will say the institution I do work at, there is steps now to put into place to make sure that the kids can see and it's not colour-blind and all of that.
89	Interviewer	So interesting. So what are the steps that are in place to avoid this?
91	Participant 6	Well, I think a simple eye test. I know back when I was in school uhm we would have a nurse who would come in with a stet and eye chart and then do it and then if there were any queries our parents would be notify. I think that is something that should be put through schools. And then a basic colour test that could just help the teachers and learners understand better. I think a lot of the children are quite smart, but they can't see colour they can't actually see what's going on. They can't then use their full ability.
93	Interviewer	Okay, so are you also saying that because they struggling to differentiate between colours, we don't always see their full, full ability?
95	Participant 6	Yes, I definitely think so.
97	Interviewer	How come? Can you tell me more about that?
99	Participant 6	Uhhh, sjo. Like the map work and all of that, it just takes a bit longer. I mean when you give the exam you've got 90 minutes to do it and 45 minutes on map work. And if you can see the colour the 45 minutes would go a lot longer than if you can't figure out the colour. It definitely helps you to see things a bit quicker. As I said, for example, if you've got a good map, and it tells you to look for a dam, you need to look for a blue spot, because it's going to be a dam or a river where it's a colour-blind by you have to start looking through every square to figure out where it is or every block and that will take a bit longer.
101	Interviewer	Okay, so taking longer to do work. And then my question coming back to my question, which was, according to you which challenges are faced with learners who are colour-blind within the school context, we've now focused on academics. Can you tell me a bit about sport and other extra-curricular activities?
103	Participant 6	So with sport, colour-blindness I really think can be majorly affect it. Just for the specific colours. In cricket you have a red ball you have a white ball, you literally have a side screen that's put behind where the bowler runs from so that you can see the white ball on a black cover or you can see a red ball on a white cover that's how important it is and if you're colour-blind, you wouldn't be able to see that, and it's going to cause major major issues.
105	Interviewer	So that's an interesting, thank you for that. And then my next question is how can schools accommodate learners who are colour-blind within the school system? And if you can provide me with some practical examples I will I'll appreciate it.

5:9 Yes, ther...	Challenges for learners who are CVD
	physical barriers in scholastic resources

5:10 Well obvio...	Challenges for learners who are CVD
	physical barriers in scholastic resources
	use of colour during instruction

5:11 Well we have spoken...	Challenges for learners who are CVD
	Colour perceptions by teachers
	Emotional/ social impact
	use of colour during instruction

5:12 Trying to stay, to stay awake in class, I often refer to that as...	Challenges for learr
	Colour perceptions
	Emotional/ social im

5:13 This actual...	Awareness
	Teacher support (training)

5:14 nd I will say the institution I do work...	Accommodate learr
	Becoming aware of
	Teacher support (tr

5:15 Okay, so are you also saying that becau...	Challenges for learners who are CVD
	Emotional/ social impact
	Working with learners w...olour blind/ experience

5:16 So with sport, col...	Challenges for learners who are CVD
	Extra murals

107	Participant 6	Well, I definitely think that all schools can do a bit better to identify these issues. And I think these issues which are probably in those in the primary phase and not not even getting to the secondary phase. And I think if colour-blindness is determined a sign that the child should definitely be given a bit of help, maybe with extra time within the exam, because it is going to be a lot more difficult. And then also, I think the teachers need to be explained this child is colour-blind, if you are who teaching in lots of colours to understand that they're not going to quite know what's going on. So I think communication probably be a big part of that as well. But I don't think there should be communication to the point that learner knows about it because you also don't want to make them feel like they are different, if that makes sense.
109	Interviewer	So do you almost want to keep it from the learner then?
111	Participant 6	No, not obviously the learner can know they have extra provisions for them but don't let the class know.
113	Interviewer	Oh okay. How come?
115	Participant 6	Well I just feel that things like that, once the learner is comfortable to tell her peers or his peers they will. I don't think it's something that needs to be forced upon anybody.
117	Interviewer	Okay, so this is something that that's, are you saying this is something that's personal that they they maybe want to decide if they wanted to share with everyone and it shouldn't be almost announced throughout the class?
119	Participant 6	Yes 100%. It's up to them if they would like to let the class know about it.
121	Interviewer	Okay, so because it's personal. Okay and then I wanted to ask you. If, you mentioned that the first step is to identify learners who are colour-blind, and then from there to accommodate them. And one thing you mentioned was extra time. Can you think of any other ways to accommodate these learners in class or in tests or during instruction in class?
123	Participant 6	If I'm honest with you, I wouldn't actually be too sure.
125	Interviewer	Okay, so not too sure?
127	Participant 6	Not too sure, no.
129	interviewer	And then if you think about sports, how can you accommodate learners who are colour-blind?Specifically if I think you've used cricket and you coach cricket. Can you think of ways there to accommodate them?
131	Participant 6	Well, you definitely have to know if they are colour-blind and then you definitely have to know where to place the person if that makes sense. They probably couldn't field very close to the bat as they would need that little extra space to be able to differentiate where the ball is, things like that would definitely help and just to know what their capabilities is if that makes sense. If the person is colour-blind it would be best to be a bowler rather than a bats man because as a bowler you deliver the ball and as a bats man you have to face the ball coming to you that's 130 kilometres + and that might be a bit difficult if you can't differentiate between the colours.
133	Interviewer	Okay, so as a bowler the ball is in your hand, you don't need to wonder where it is. But as the batsman you need to find the ball and identify the ball at a very fast pace. So is that why you referring to a bowler rather than a batsman?
135	Participant 6	Yes.
137	Interviewer	Okay, that's interesting. And then my last question is, how can teachers be supported to better accommodate learners who are colour-blind?
139	Participant 6	I think that education is extremely important part of that. I think that teachers have a need to get educated on the risks and of colour-blindness and how the child will struggle. And then teachers need to get taught on proper strategies as to help the learner and I think it goes back to the question you asked me a few minutes ago, what would I do to change? And if I'm honest with you, I don't know enough about it to come up with an educated answer. Whereas if I went to a seminar or lecture, for example, and I could explained it, I'll will feel a lot better if a child came to me with this condition, and I was able to help.
141	Interviewer	Thank you for that. I really appreciate it. Anything else you would like to add?
143	Participant 6	No, I'm happy.
145	Interviewer	Thank you so much for your time. I hope you have a lovely day.
147	Participant 6	Thanks. You too.
149	Interviewer	Okay, good bye
151	Participant 6	Bye bye.

5:17 Well, I definitely think that all school...	Accommodate learners who are colour blind
	Awareness
	Becoming aware of learners who are colour blind
	Challenges for learners who are CVD
	Emotional/ social impact
	Learner support
5:18 So I think communication prob...	Teacher support (training)
	Emotional/ social impact

5:19 Well, you definitely have to...	Accommodate learners who are colour blind
	Challenges for learners who are CVD
	Extra murals

5:20 I think that education is...	Awareness
	Teacher support (training)