

1	Interviewer	Good day Participant 5 and thank you for joining me today. I really appreciate it. Thank you for your time.
3	Participant 5	It's a pleasure.
5	Interviewer	I'm going to ask you a few questions. And I'm going to ask you to just be as just as honest as possible and share your experiences. I believe they are valuable. And I can learn from you as a teacher, what are the challenges in class and how things work in school. Thank you so much. My first question to you is, what is your understanding of colour vision deficiency that is often referred to as colour-blindness?
7	Participant 5	What I understand about it is that the uhm the learners or the children struggle with certain colours they can't see like, like, for example, like, maybe blue looks different to them. They don't, they can't distinguish between the certain colours.
9	Interviewer	Okay, so it's just to distinguishing between specific colours. Thank you. Tell me about your experience in teaching learners who are colour-blind.
11	Participant 5	Personally, I have never had a learner that was colour-blind in my class. But I have heard about a lot of teachers that have taught for many years and what they have done to help the children. Like the one teacher, I know the little boy was very shy about having colour-blindness. So she told him no that he mustn't be shy, and no one needs to know. So on the back of his pencils, she wrote the colours for him, so to help him so that he can, doesn't have to be shy about it. Yeah.
13	Interviewer	That's so special. So you have not been aware of any child in your class that is colour-blindn.
15	Participant 5	No.
17	Interviewer	Okay, so, tell me a bit more about how you use colour when teaching.
19	Participant 5	As a Grade 1 teacher I use colour for everything especially when teaching, even in the books when you write new phonic words. So let's say we write sentences today. Then we'll write the whole sentence in grey pencil and then the words that we use with a certain phonic like let's say it's the "th" or the "th" sound, then we write that in different colours. Or maybe in math that you can say colour all the circles red and all the squares blue, and so you can also see if the children understand what is squares and circles. And so colour especially for me in a Grade 1 class is very important, we use it a lot.
21	Interviewer	Okay, so what I'm hearing is you using colour to highlight certain letters, you're also using colour to identify different things for in your case for shapes in math.
23	Participant 5	Yes, absolutely.
25	Interviewer	And in extra and after-school activities for extra-curricular activities. How is colour used in those activities at your school?
27	Participant 5	Like sports and stuff? Ah I can't really think now. I think like we use colour without even knowing we use colour, like example for netball. Let's say we we play a little bit especially with the little ones you start then you divide them up in teams like the green team and the orange team. So if they can't see that they are the green team then maybe they're going to play for the other team or or you can use the colours for when you practice different stuff in netball or like for..... uhm, "ag wat noem mens dit? Vir fiksheid en goed, om soos..."
29	Interviewer	Fitness?
31	Participant 5	Yes, for fitness.
33	Interviewer	How would you use colours when you do fitness?
35	Participant 5	Hehe, "Oh genade."
37	Interviewer	I know one of the other people told me that they use different colour cones and at each cone they have to do a different thing.
39	Participant 5	That's also nice. Yeah you can do that. Uhm or, "ek kan nou aan niks dink nie."
41	Interviewer	And other extra-curricular activities for example culture, is colour used there or not as much?
43	Participant 5	Culture, like in especially in like revues and stuff they like to have colours but that's more like just for the show is not like or even let's say if we have a concert then sometimes they will have like let's say all the Grade 1, especially for the little ones they will put stickers on the floor so that they know where to go stand. So maybe if my dot is blue and I can't see the blue then I'm not going to know where to stand. So they trying to help them but actually, ja.
45	Interviewer	It can become confusing for that specific child if they're struggling to differentiate.
47	Participant 5	Exactly yes.
49	Interviewer	Okay, and you saying then colours is used with the concerts and that in aesthetic manner as well, for things to look pretty and decorative?
51	Participant 5	Yeah.
53	Interviewer	Okay, thank you for that. How is colour used in resources for learning, for example, textbooks and posters?

4:1 learn...	Awareness
	Understanding

4:2 Personally, I have...	Accommodate 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

4:3 As a Grade 1 teacher I use c...	physical barriers in scholastic resources
	use of colour during instruction

4:...	Challenges for learners who are CVD	4:5 Let's say...	Challenges for learn
	Colour perceptions by teachers		Extra murals
	use of colour during instruction		

4:6 us...	Challenges for learners who are CVD
	Extra murals

4:7 Culture, like in esp...	Challenges for learners who are CVD
	Extra murals

4:8 Okay...	use of colour during instruction
-------------	----------------------------------

55	Participant 5	I think, especially with like, the DBE books that we have, like, they use a lot of colour in it to make it more interesting for the children, to draw their attention with the pretty pictures and stuff, or they will, especially in the DBE books, they try to put words in different colours. So it's easier for the children to go write it like let's say the other day I did a lesson on, was different animals. So the words were there, but the words are a bit still difficult for them to read. So then I would read them for them and said okay, lion is the pink word. So go look where's the pink word. And then the pink word, we're gonna right underneath the word lion. So if they can't see the colour, then maybe they're not going to know what word I'm talking about.
57	Interviewer	To be able to follow the instruction. And in posters in your class?
59	Participant 5	Posters, there is a lot of colour is so ja, like everything. I can't even think of one thing in my class that's not in colour. It's colourful. And I think it's just you make it exciting for the children. And especially with maths as well, and shapes, they tried to make it always different colours. So it can also see, especially like maybe it's a circle and oval, it won't be the same colour. So that you can see the differences. Yeah.
61	Interviewer	So you can see that there are differences. Tell me a bit about, now I'm referring to maths, other tools you use in math for example, counters or an abacus, are those in colour?
63	Participant 5	Yes. So the counters are usually, well the ones that I have, I think the first ten is in yellow, and the rest is in blue. So that you can see the first ten, I think it's ten. No, it's the first five sorry and the next five is another colour. So I mean, also, if you can't see the difference, it's going to be difficult for you to know okay this is five and five and that makes ten and especially the the big number chart that's usually on the wall. We use colours for that as well. If we count in two's, usually when we give them one they say okay, so like let's say red, and go colour all the red, and count in two's and colour all the even numbers. And then you can do the same with different colours of all the fives and then for the tens. So if the colours looks the same, then they're going to struggle to count in twos and in fives and tens.
65	Interviewer	Sjo. So it's actually used a lot in mathematics as well. And so I'm trying to think you've got the language and then you've got Mathematics and then is it Life Skills the other?
67	Participant 5	Yes, life skills as well. Especially the art section of Life Skills we use a lot of colours and stuff for that as well. It's more like just art and not really something else.
69	Interviewer	They'd be painting different colours in your class and use that for the arts.
71	Participant 5	Yes.
73	Interviewer	And magazines I assume are printed in different colours.
75	Participant 5	Yes, everything is colourful.
77	Interviewer	And all the other resources as well. Is there any other resources in your class that I haven't referred to?
79	Participant 5	Not that I can think of, no. Just the board but I did say the board is green, the old school board.
81	Interviewer	With what colour do you write on the board?
83	Participant 5	Usually white, but then i i like to like with the different words I would if there's important words then I'll write it in colour so they can see it, so it can stand out.
85	Interviewer	So actually in instruction as well?
87	Participant 5	Yes, and sometimes when they have to leave a line open then I will make like a red little cross so that they know leave that line open or.
89	Interviewer	That's interesting. We don't realize how often we use colour.
91	Participant 5	Yes, we use colour a lot.
93	Interviewer	So according to you, which challenges are faced by learners who are colour-blind within a school context?
95	Participant 5	I think there's a lot of challenges that we don't realise as people who can see colour, like for example, if the instructions in a certain colour, then if you say do the blue ones or they can't see the blue then they will misunderstand the instructions and maybe lose marks if it's something that's been assessed. Or if, like you say, colour all the squares blue, and he sees maybe green as blue and go colour, and then it's wrong. So I think they can lose a lot of marks. And it's it's unnecessary because they know what, they try to the best of their ability to do the instructions and to, but it's not their fault that they can't see this.
97	Interviewer	So what you're saying is they understand the concepts, but because they cannot follow the instruction because of colour, it seems like they don't know the work.
99	Participant 5	Yes it seems as if they don't understand, but actually they do.
101	Interviewer	So the example you use relating to difficulty following instruction.
103	Participant 5	Yes.
105	Interviewer	Any other challenges that you think they might struggle with in the classroom?
107	Participant 5	I can only think like, if maybe like a practical thing that they have to maybe sort, sort things by colour or uhm..
109	Interviewer	You now spoke about maths and the counter use, how do you think it will influence them there?

4:9 The DBE books that we have, like,...

Challenges for learners who are CVD
physical barriers in scholastic resources
use of colour during instruction

4:10 Posters, there...

Challenges for learners who are CVD
Colour perceptions by teachers
physical barriers in scholastic resources
use of colour during instruction

4:11 So the counters are usually, well the...

Challenges for learners who are CVD
physical barriers in scholastic resources
use of colour during instruction

4:12 I...

Challenges for learners who are CVD
physical barriers in scholastic resources
use of colour during instruction

4:13 Not that I can think of, n...

Challenges for learners who are CVD
physical barriers in scholastic resources
use of colour during instruction

4:15 I think there's a lot of challenges that we...

Challenges for learners who are CVD

4:14 I think there's a lot of chal...

use of colour during

4:16 Any...

Challenges for learners who are CVD
physical barriers in scholastic resources

4:17...

Challenges for learners who are CVD
physical barriers in scholastic resources

111	Participant 5	I think it will influence them as well like, like what I said, if, let's say they had to count in twos, and now they can't, because they can't see the colours. So maybe they're going to count, colour ahg count two, four, five, because the five is also coloured in, but in a different colour. So I think that will also affect them.
113	Interviewer	Okay. Any other place?
115	Participant 5	What I also do, with comprehension, like what, especially with the little ones when you introduce them to comprehension, I would like, I read, I read the comprehension with them, then we read the questions, and I will go back to the comprehension and then we'll read the questions the last time. Then the third time that we read the comprehension, I will tell them, okay, now get out a yellow. So then we will read it and not the story again, sorry, the questions, then let's say the question is, what colour is the cat? Then we will go back and it's like, then I will tell them, okay, take a red. And then we go read what colours is the cat and it will say it's a black cat, then they will underline a black cat. So then I like to do each question in a different colour. So then they can go on their own and go look okay, number one was yellow. So it's a black cat, just to help them to get into the whole comprehension.
117	Interviewer	Teaching them the technique of doing a comprehension test?
119	Participant 5	Yes, yes.
121	Interviewer	Sjo, That's a wonderful way of teaching them, if they can see colour.
123	Participant 5	Yes, if they can see, otherwise it won't help.
125	Interviewer	Yes otherwise they are just going struggle to follow. Okay,
127	Participant 5	But also, if you're aware that someone is colour-blind, and you can also maybe tell them okay, in instead of using a colour, maybe use a different symbol, like make the one make a heart at the right answer or a star or whatever.
129	Interviewer	That's my next question, you are thinking ahead. So my next question is, how can schools accommodate learners who are colour-blind within the school system, and please provide me with practical examples or suggestions, which you just did.
131	Participant 5	So I like the idea that the other teacher did with the pencils to help them. So that they can, you don't have to mark all of the colours, but maybe just the ones that they struggle with. And then like instead of, sorry, using colour, maybe use symbols, then like with the comprehension test, then you can make symbols, instead of underlining with a certain colour. And I think just keeping them in mind with everything, because I know you tend to forget, not on purpose, but you tend to forget about the one child that has one specific challenge, especially if you have like a class of 25 or 30, or whatever. So just make a note in your back of your head and tend to just ask them, are you fine? Did you see this? Or is there something I can help you with or make it easier or..
133	Interviewer	So individual attention for that specific learner?
135	Participant 5	Yes.
137	Interviewer	If you think about instruction on the board, how would you be able to accommodate that learning in that regard?
139	Participant 5	I think maybe just incorporate the symbol with the colour then. So the rest of the class can still see colours, and then maybe just for him or her and just make a symbol. You can even ask them what will work for them what what do they prefer. Because I know also if you have one child now and you make just for that child, the symbols then the rest of the class always find a way to exclude or treat them different or tease them or something.
141	Interviewer	So, so treating them different might lead to teasing?
143	Participant 5	Yes.
145	Interviewer	Okay. So, let me see if I understand you correctly you said when they leave a line open you make a red X?
147	Participant 5	Yes
149	Interviewer	So the X is the symbol so that your colour-blind child knows to leave the line open but the red emphasizes it to the rest of the class?
151	Participant 5	Yes.
153	Interviewer	Okay. That's a very good example. And any other place where you can think of where you can accommodate or make things easier or more practical? Maybe with the counters or maths that we referred to.
155	Participant 5	Think maybe with like the counters, the counters is difficult, because they already come like that, but maybe you can use like, stickers on them. So maybe put the first five, you can just put a sticker so it would look different. Even if they can't see the colour, then they know at the first five with a little dot on or whatever. And maybe with the the number card, then you can make instead of colouring them, maybe make all the twos circle them and all the fives make a cross over it or just use symbols again.
157	Interviewer	That's a wonderful idea. Last question is how can teachers be supported to better accommodate learners who are colour-blind?
159	Participant 5	Supported? Like how?
161	Interviewer	Whether it's training or awareness or a program?

4:17 You now s...

Challenges for learners who are CVD
physical barriers in scholastic resources

4:18 What I also do, with comprehension, lik...

Challenges for learners who are CVD
use of colour during instruction

4:19 But ...

Learner support

4:20 So I like the idea that the other L...

Accommodate learners who are colour blind
Becoming aware of learners who are colour blind
Learner support

4:21 I think maybe jus...

Accommodate learners who are colour blind
Emotional/ social impact
Learner support

4:22 Think maybe with lik...

Accommodate learners who are colour blind
Learner support

163	Participant 5	I think training, or maybe just like awareness, because I think they tend to forget about, like colour-blindness, or they think it's not that not that bad, or it's not a serious problem like ADHD or whatever. I don't think everyone is always. Because we can see colour, we don't usually think, oh okay what if I couldn't see this is red, or we tend just to go on on our own abilities we don't, we forget sometimes about, like colour-blindness and stuff. So I think like awareness and training and stuff will be nice.
165	Interviewer	Just for curiosity did you receive any training in this regard during your degree?
167	Participant 5	No, not really about colour-blindness 'nee'.
169	Interviewer	And I know you, you did your honours in remedial therapy? Am I correct?
171	Participant 5	Yes.
173	Interviewer	Any training there in this regard?
175	Participant 5	Well, no, actually, what if I think about now they like, they like to use colour like for different groups and say, if it's a more a stronger group, use one colour and and the more so they use colour a lot. Now that I think of it, I don't really didn't really have a lot of things.
177	Interviewer	So colour was often used as a tool to explain and organize, to highlight and to emphasize, to help. But not ever to identify as the challenge?
179	Participant 5	No, never. Not that I can recall. He didn't have anything about colour-blindness.
181	Interviewer	That's so interesting, thank you for sharing. And as teachers, I know, the CPD courses and training available, any training in that regard you received?
183	Participant 5	No, none of that I can recall.
185	Interviewer	So when you say the first thing is to make teachers aware, am I correct? And then some training on how to support them,?
187	Participant 5	Yes, definitely. Because well, but I think I'm trying to help the child maybe I'm making it more difficult for them. Or if you're if you have more baseline or just more idea of how to or even if I can just understand more like now I think, okay, you can totally not see any colour maybe you can, it just looks a little bit different if they can. I'm sure there's like different types of like colour-blindness, like maybe you just see like some colours grey, or maybe you see blue as green or stuff like that if you can have training on how each one is different and how to approach it and how to help the child and I think that will be nice.
189	Interviewer	That so interesting. Thank you for your time. I really appreciate it. I hope you enjoy the last few days of your holiday and all the best for the last term. Thank you so much.
191	Participant 5	Thank you so much.
193	Interviewer	Thank you.

4:23 I think training, or m...	Accommodate learners who are colour blind
	Awareness
	Teacher support (training)
4:24 J...	Teacher support (training)
4:25 And I know you, you...	Teacher support (training)
4:26 Well, no, actually, what...	Teacher support (training)
	use of colour during instruction

4:27 So when you say the first thing is to...	Teacher support (training)