

Transcriber's Note: Discussion held in the classroom which has resulted in some of the discussion being drowned out.

Male Interviewer: We're just going to start just by asking, you were part of Narnian Virtues, what was it like?

Male Respondent 1: It was quite interesting, we felt really part of it, when you were reading the book especially, you felt like you were in it, in the book, and you felt like you were in it, integrated into the book

Female Respondent 1: You could see.

MI: So was that to do with the teaching or the book itself?

MR1: The book itself.

MI: Okay, and it was The Voyage of the Dawn Treader that you were doing last year?

MR1: Yes.

MI: Did you feel like that with The Lion, the Witch and the Wardrobe as well?

R: [No response]

Female Interviewer: You did that the year before didn't you?

FR1: Year 7, yeah. I don't know whether it was because I've watched the film, when I was watching the [inaudible 0:01:04 – 0:01:07] type of film, also when you had to explain [0:01:09 – 0:01:19], I know whereabouts I was in the book.

MI: Does anybody, so I definitely had a couple of nods with the book, did anybody disagree with that or agree in a different way with the book?

Female Respondent 2: I found The Voyage of the Dawn Treader hard to follow.

[Some agree]

Male respondent 2: I kind of got confused by it halfway, it wasn't the same type as book as [inaudible 0:01:58].

MI: Okay, so you got confused halfway, but what was the last bit sorry?

FR2: At the end, I just understood the whole story.

MI: Okay, so it all made sense by the end?

FR2: Yes.

MI: What did you think about the novel?

Female responded 3: I think it was a really interesting book.

MI: Excellent, so what do you think the Narnian Virtues curriculum was trying to achieve?

FR2: Was it something to do with the difference between the virtues and vices?

MI: Yes, they would definitely be part of it.

FI: There's no right or wrong answer, we're just interested in what you think.

R: [No response]

MI: So what do people think?

R: [No response]

MI: Why do you think you were doing it, what was the point of it?

MR1: Maybe to try and make you a better person, knowing what's wrong and what's right.

MR2: What you should be doing, how to treat others.

FR1: Or it could just be where you just sit down and forget everything, and just enjoy reading the book, and also not to have a boring English lesson.

MI: Excellent, so you think the aim was not to have a boring English lesson, that's good.

We've got a few things there, the aim was you think about virtues and vices and how they're different, to make you better people, to understand how to treat others and to not be boring, so if that was the aim, how well do you think it did those things?

MR1: Quite well.

FR1: Out of ten?

MI: You can do it out of ten if that's what you like?

MR3: I would say ten.



FR1: I would say eight.

FR2: Yes, I'd say eight, eight and a half.

MI: We'll start with [name] and the ten I think, so why do you think it got a ten out of ten?

MR3: [Inaudible 0:04:02 – 0:04:12], it's just a made-up story, but that doesn't teach you anything, [inaudible 0:04:13 – 0:04:28].

MI: Okay excellent, so something important about, that's it's not just about the main characters but it's about you as well?

MR3: Yes.

MI: Let's go for one of the eights or eight and a half, why did you give it that rate?

FR2: I gave it that because one of the chapters was about Eustace on the island, I didn't really get that bit, so I had to ask my English teacher to tell me a bit about it, because I didn't really get it, all of the chapters were more clear about what the story was trying to tell us.

MI: Is there anything you would like to share on how well you think it did at those things?

FR1: I think it was difficult, it shows how Eustace felt bad about being bad and that, change and stuff.

MI: Thank you, always fine to say no.

Why do you think your school introduced Narnian Virtues? Why do you think they did it?

MR1: I'm not entirely sure, but maybe because they were trying to get the message across to not judge other people, because Eustace started judging Edmund and Lucy, so he didn't really like them, but they might be trying to say, "Not to turn out to someone like Eustace", but then at the end Eustace liked his cousins and started to turn out nice.

It's maybe that could be a change from what you were [inaudible 0:06:17].

MI: Excellent, so something about Eustace, how he changed, how you can change.

Has anyone got any other answers?

FR3: I think it's also because they wanted us to be like that as people, in school, so by using that curriculum, it introduces that to us.

MI: Do you think it was successful in that?

FR3: Kind of, but not really.

MI: Okay, tell us a little bit more?

FR3: Because people just see it as English and that you have to do it for English, not as in that it's something you have to do all the time.

MI: How do you think it could have been done better?

MR1: I don't think it could because in the booklet they gave us with all the questions, almost everything, every question had something to do with making our lives better or treating other people better and being kind and showing what's wrong to do and what's right to do, and why.

MI: Excellent, thank you.

FR1: I like how we took turns reading parts, rather than just the teacher

MR: Okay, so you all took turns reading parts and that was good?

FR1: Yes.

FI: Did you do that in your class?

MR2: Yes.

FI: You didn't like that?

MR2: We did.

FR1: She didn't really like the homework, the homework book, she didn't really enjoy that, she didn't really tell me anything, but she said that she didn't really like the homework.

MI: Sorry say that again, was it your teacher or someone at home?

FR1: My mum.

MI: Your mum, sorry. Your mum didn't like the homework book?

R: [No response]

MI: What did you think about the homework book?

MR2: It was alright because it was, I don't know whether it was because you could get to know us as students, or our teacher could [inaudible 0:08:3–0:08:42].

FI: What does everyone else think about the homework book?

FR3: I think the book was a little bit challenging.

FI: A bit challenging, in what way?

FR3: Trying to think about the book and then trying to link it with [inaudible 0:09:00].

FI: What were other people's experiences?

MR1: I think the homework book did some good because it wasn't like, "You sit down at your desk and read it", it was more like, "Discuss with others what you understand about [inaudible 0:09:18 – 0:09:22]. See how they think about it how they could [inaudible 0:09:24 – 0:09:31].

FR3: I think the homework book was really hard for some people whose parents are really busy, so you can't always have the time to do the homework with your parents.

MI: Did anybody else find that, that there might have been not enough time to do it?

[some agree]

FR1: Me and my mum are really busy, because I'm aiming to be an Olympic swimmer, and at the minute I get up before school go swimming, after school I have to go straight in, have my tea and then go straight there. As soon as I come back I have to go to bed, so I had to rush it, well not rush it, but I didn't have as much time as maybe the others did.

MR1: For me, the bit about in the homework book where we had to discuss with our parents, the thing that I found hard about that was when I get homework I normally do it at school, when I get my homework [inaudible 0:10:33 – 0:10:44].

MI: Anyone else?

R: [No response]

MI: Thank you very much though, it's really helpful for us to hear.

FI: Very valuable, thank you.

[CLOSE]