

Male Interviewer: So, thank you, I'm just going to artificially repeat your names now, so that I remember them later on. So, we have [4 names]? Wonderful. So, the first question then, so [FI] and I will both be asking questions, we'll both chip in, but the first question is what was it like for your class? What was Narnian Virtues like for your class? What kind of things did you do?

Male respondent: It was quite fun doing it originally with, when we got assigned homework, I found it too much revolving around your life and showing you how to live your life and how your family should do it as well.

MI: Okay, so pretend I don't know anything about Narnian Virtues, in fact [FI] actually has only just started working on this, so she doesn't know very much at all. Tell us a little bit more about the homework that you were asked to do.

MR: It was gather your family and get a list of chores and for 40 minutes or something you've got to do those chores and then pick out another one until the box is empty and then write down how you felt after and it just felt a little bit too much for a piece of homework, for my entire family to do it when my mum might be working late and my dad might also be working late and my sister was dancing so...

MI: Yeah, how did other people find the homework, since [MR1] has led us off on that?

FR1: Sometimes easy, sometimes hard.

MI: Sometimes easy, sometimes hard?

MR: It was... I found it in the middle because it gets you doing something instead of just sitting down all day and stuff like that and completing the homework you get certain stuff, so I found it alright.

MI: [FR2], do you have an opinion?

FR2: I found it like [MR1], in the middle, but it took most of your day up because you had to do it as and when and you had to make time for it.

MI: So, now it's really important that you tell me if I haven't understood you right or I'm not reflecting back properly, but it seems like certainly what a couple of you are saying is that it wasn't difficult in terms of it didn't take a lot of, academically it wasn't difficult, it wasn't hard to understand what to do but the time it took and the impact on other members of your family made it difficult to complete; is that...?

FR2: Yeah.



MI: Okay, lots of nods. So, you said it was... I can't remember how you put it, sorry [FR1]?

FR1: Sometimes easy, sometimes hard. I did in primary school Narnia I think two years ago when I was in Year 6 and I found it really easy last year and every homework it was easy. Sometimes I was watching the movie and I know more about it.

Female interviewer: So, was it the same story you did from primary?

FR1: Yeah.

MI: So, was that the actual Narnian Virtues that you did or was it just you happened to read the same book at primary school?

FR1: Narnian Virtues.

MI: It was? Okay, so I know a few years ago it did happen in some primary schools as well, excellent. Okay, so does anybody else have anything else to say about the character passport, about the homework? Anything else you'd like to...? No, if anything else pops...

FI: Fine if you don't.

MI: Yeah, absolutely, if anything else pops in your head, you can always bring it up again later. What about other parts of the Curriculum then?

MR: I found it quite a fun lesson because most of the time it was pretty hard for the teachers to explain what was going on, so we had to watch some bits of the film which I found quite exciting, so it was a nice topic to do.

MI: Excellent.

MR: I feel the same way as [MR1], because we did that a lot as well and I found the book work for it a lot easier than the homework was, so it was a lot easier to do and it wasn't as time consuming.

FR3: Yeah, I found the book work and the lessons easier than the actual homework because you could understand a lot more about The Lion, The Witch and The Wardrobe.

MI: Anything you'd like to throw in? It's fine to not.

FR3: Well, we always were watching the movie because we, so we can get it and not struggle at it and when we have those I think exams in the lecture theatre, some people in my class were passing and some people don't and well, it was more easier to watch the movie and explain as well.



MI: Excellent. So, what is it... you've talked quite generally about the Curriculum, can you remember any of the actual activities that you did, how you found those? Do any stick out in your memory?

MR: Not really, I'm not good with memory to be honest! I can't remember last week!

MI: I appreciate your honesty. It's fine to have a couple of seconds to think about it. No?

FI: As [MI] said, I only just started with this job after Christmas so I'm still just trying to... you guys know more than me I think, so I'm trying to get my head around it. A few of you, it seemed quite interesting in the book when I was looking through it where you took bits of the story and kind of tried to, there was one that was quite interesting. It was called "My Turkish Delight" did you...?

MR: I remember that one now.

FR1: Yeah, we did one where we talked about and looked at quotes and we had to explain it to... each paragraph we did some of them and we had to point to stuff like that and we had to put the words in to paragraphs and how the reader felt about it, about the quote and stuff like that.

MI: Excellent, thank you.

MR: If I can remember properly, we had a booklet and went through stages of the booklet and it was like where we made up our own Turkish Delight and that was a really fun lesson. It made us understand a lot easier what was going on in the film, in the booklet, when we watched the film it relates to it, so it was pretty good.

MI: Excellent, great.

FR2: Sometimes in the booklet we were given home works and we had to do them for the next day I think and if we didn't understand the question or the homework, we could ask the teacher or watch the movie again.

MI: Excellent, so what do you think Narnian Virtues was trying to achieve? What do you think the point of it was?

FR2: To understand the story, the lino the witch, the book and to say how each character is and things like that.

MI: What do you mean by, "How each character is"?

FR2: Because the virtues were...

MI: It's alright, it isn't a test.



FR2: Things like that and it tells you how some characters might be [inaudible 0:08:50] and some characters might not be very nice and so it made you understand about the characters mainly.

MI: Okay, excellent, anybody else want to throw anything in? Thank you for that [FR2].

MR: It also, I felt like it showed how us humans can be, because Lucy is kind and loving whereas Susan who's a middle person who's kind and loving but also can be a bit self-centred and Edmund is the one that if there's a way for him to put himself higher, he will.

MI: Great, thank you. Anyone else? [FR1] or [MR], what do you think the purpose of the Curriculum was? What was it trying to achieve? It's fine to say "no".

FR1: Well it was showing... I remember from, I think the second episode, I'm not sure, that Lucy was jealous of Susan because she was more beautiful than her and she wanted more, she wanted to be more prettier and she was going in Narnia and remember all the time when she was with her and...

MI: Yeah, I think that's in the second book isn't it I think that that happens? Yeah, absolutely.

FR1: Yeah.

MI: Excellent. Why do you think the school chose to do Narnian Virtues then? If they could have picked any book and any curriculum, why do you think the school did this?

MR: Because with, in one of the home works it was decipher what the Narnian Virtues are and it was, it was from a Christian belief, Aslan is Jesus and stuff like that and the White Witch was the Devil leading people in to temptation or showing with Edmund.

MI: Yeah, so you think... so, tell us a little bit more about that; why do you think this school is particularly interested in the Christian allegories, the...?

MR: Because it's a Christian school, so it was a nice way to put a twist on a book that everyone likes and also dropping all the Christian belief, showing that the school is Christian but not making it a PT lesson.

MI: What's PT, sorry?

MR: It's Religious Education.

MI: Okay, thank you. What do other people think about why the school chose it?



FR2: I think the school chose it because it was... you could understand how people are... how the characters are different characters and how yeah, different personalities and things like that.

MI: Excellent, thank you. Anyone else?

FR1: Well, I think because they have some arguments and fights and probably...

Teacher: Really sorry to interrupt, how's it going? Is it going alright?

MI: Yeah, excellent thank you.

Teacher: I don't know whether you've finished or not but I've mentioned to [teacher] when they return to send four others before the start of break, okay?

MI: Okay, wonderful, so yeah so when these guys go back they'll send more.

Teacher: Break starts at twenty to eleven.

MI: Thank you, yeah wonderful. Sorry, we interrupted you [FR1].

FR1: Well, when they were arguing and fighting, they always ended it good and they were showing respect for each other.

MI: Cool, thank you.

MR: Maybe it's to reflect on families. Say, because Edmund didn't really believe Lucy that she went in to the Narnia world; he wasn't believing her and they were having lots of arguments about it and maybe it's just showing people about brothers and sisters, to believe in your sister and stuff like that and give them a chance and stuff. Just because they're younger, doesn't mean that they're not telling the truth, do you know what I mean?

MI: Yeah, so you think maybe there's something about setting an example with the characters in the story as well for our home lives?

MR: Yeah.

MI: Well, we only have a couple of minutes, so I'm just going to jump to our last question which is, so in Narnian Virtues, you've already told me about lots of knowledge you've got about virtues, about the characters and skills you've learned about doing things at home, you mentioned chores, that kind of thing. Is there anything that you think you've learned through Narnian Virtues that you've been able to use outside of your normal English work?

FI: It's fine if you haven't.



MI: Absolutely fine if you haven't or if you're sure you have but you can't think of anything, that's fine as well. No? Wonderful. Well, you four have set the bar very high for our first focus group; thank you very much. I have to write something in your planners, is that right? I'll just turn this off as well. [CLOSE]