

**Male Interviewer:** So, we are just going to ask you some questions about Narnian Virtues and the first one is so your class obviously took part in it; what was it like?

**Female Interviewer:** Just to say we're happy for you to be entirely honest and this isn't a test or anything like that, if you just don't know, that's completely fine.

Male Respondent 1: It was a bit boring at times.

**MI:** Excellent, so tell us a bit more about the boring bits or why you found it boring.

MR1: Just some activities we had to do, I found them a bit boring, like writing the paragraphs about it, I just found that boring. The book was alright, I enjoyed reading the book, it was just the writing.

**MI:** Okay, so what paragraphs did you have to write?

MR1: Features of the extracts and then stuff like that.

**MI:** Okay, so when you were asked to write about the features of the extracts, that part wasn't good or it was boring. What do other people think?

Female respondent 1: I agree with [MR1], the book was a great read and I think it was, the activities were good but there was a lot of annotating and so maybe they need to change a little bit.

**MI:** Thank you. Do you have anything else to add about how you found it?

Male respondent 2: Most of them it was quite fun, reasonably...

Female respondent 2: I felt like it was a great opportunity to talk with your parents more openly, with the homework.

**MI:** Excellent, so there were a few things there. We'll come back to homework in a second if that's okay and just pick up on the boring bits first. So, you say there were some boring bits; you liked the book but some of the work was boring. Now, was that a polite way of saying you found most of it boring or does that also mean there were some bits that you enjoyed?

MR: There were bits I enjoyed but I think they could make it a bit more... I don't know how to put it, less writing but do other stuff, I don't know how to put it.

**FI:** What other stuff might you have liked to have seen? No worries if you can't think of anything, it's just interesting.



MR1: Just saying watch more videos like Hot Seats, maybe a bit of acting, stuff like that.

**MI: Excellent and what do other people think about either what could have been improved or the bits that you didn't find so boring? We're happy to give you a few seconds to think because we know that it was quite a while ago that you did this. No? But, equally if nothing is coming to mind, that's fine too, excellent. In which case then, since [FR2] brought up homework and an opportunity to talk to parents, do you just want to tell us a little bit more about that, about how that went?**

FR2: Well, with the homework, you had to work with your parents to do it so I felt you connect more, you can talk more, bond more with them and as a family you can, I don't know how to put it, with the virtues you can learn how to achieve them together, so it's working together as a family.

**MI: Excellent.**

**FI: You're nodding [FR1], do you find the same thing?**

FR1: Yeah, it makes things easier to find other people's views on things to try and understand it yourself.

MR2: At the end where it's Christian stuff as well and no one in my family, well where I live are Christians, so they just didn't really agree with it.

**MI: So, which bits did you do at home that you thought were quite Christian?**

MR2: The one where you had to ask your parents questions about their childhood and it was asking stuff to do with Christians like virtues and that within, because I live with my auntie and uncle and they just didn't know what to do with it because he's not a Christian so...

**MI: Okay, so because it mentioned virtues, that seems like it's quite a Christian...?**

MR2: I can't remember what else there is but there was something else.

**MI: That's fine, thank you. What about you [MR1] how did it go at home for you? If you did it at home, I don't know that everybody did but...**

MR1: You got to talk about the good stuff and the bad stuff with your parents and then help you do stuff with the virtues and stuff.

**MI: And how helpful was it do you think in helping to think about virtues and things?**

MR1: Quite helpful.



FR2: I think it was too because like I said before, people, other people's views can help you say about what you think then, how you look at things.

**MI: Do you think you would have had those conversations at home without Narnian Virtues anyway?**

FR2: No, definitely not.

**MI: So, why do you think that wouldn't have happened?**

MR1: It's just not the first thing that you think of in a conversation.

**MI: Anything else? How did you find having those conversations? What did it feel like having those conversations at home?**

FR1: It was different but really insightful.

**MI: Excellent. [FR2] you started us on this line of thinking, how did you find them at home?**

FR2: It was definitely something different; we haven't talked much before in that way, so it did help with learning more about each other and what we were like and each other's views on certain things.

**MI: Yeah, wonderful, thank you.**

MR2: I think if you looked at a way of working it in the classroom again, it could help you understand the people in your class more when you discuss it in the class, because it lets you know what they think and whether you agree with them or not and let you get to know them more.

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

MR1: To help communicate with people in your class more and to get to know the virtues and to try and put them in real life, so you don't do bad things, you think about the consequences and that and trying to move on to doing things that are good.

**MI: Excellent, anyone else?**

MR2: It helps you learn what virtues and vices and types of views on virtues.

**MI: Thank you.**

FR1: I think it is definitely transferable because we can take what we did in a lesson and put it in to what we actually do, to show that we can use virtues all the time and how to do it properly.

**MI: And, so you've said it's actually achieved what [MR1] said it was aiming to do, what, do other people agree or disagree with that?**



**How well do you think it actually managed to do what you think its point was of teaching you about virtues and then how to put them in to practice, do you think it... how well did it do with that? Not sure?**

**MR2:** I think it helped a lot because say if I was thinking about doing something I shouldn't, say lying to my uncle or something, I'd think about the consequences of if he found out and what punishment and the worse punishment it would be if I lied than it would if I just told him the truth, dealt with a little bit of punishment and then just got on.

**MI:** **Anyone else? Well, I feel like we should end it there because I don't want you to be too late for your next lesson so it's been a little bit quick but before you do run off, is there anything else that we haven't asked a question about, that you'd like to tell us about Narnian Virtues that you think might be important to people like us who are interested in how well it worked?**

**MR2:** I think it helps with your work as well. The paragraphs that we had to write were boring but it helped with how you word stuff and helps you improve your writing and just the whole stuff, making your paragraphs better and helped in your GCSEs so then it helps you get better grades to pass them and you can get a good job later in life.

**MI:** **Excellent, thank you, anyone else? No? Well, thank you all very much.**

**FI:** **We really, really appreciate your contributions, they've been really helpful. [CLOSE]**

