

Male Interviewer: So, we have about 10 minutes before the next group comes, so I'm just going to kick straight off with asking you what was it like being part of Narnian Virtues?

Female Respondent 1: I quite enjoyed learning about the virtues and the vices, specifically when you talk about characters and their virtues and vices.

MI: Excellent, we might come back to that in just a second. Does anybody else have anything that, what it was like for you in your class?

Male Respondent 1: I think it gives people a chance to reflect on what they've been in the past by seeing what they can do and what vices they've done and how they can reflect on it by thinking with virtues.

MI: Yeah, that's great.

FR2: I thought the same as [MR1], it was when you get to write down the ways you've been acting throughout the weeks, it was nice to go back and see how you've improved on what you could do.

MR2: A lot of speaking, it was quite easy.

MI: A lot of speaking? So, you prefer the speaking to other types of work? Okay, so you've kicked straight off talking about virtues. What kind of things have you learned about to do with virtue?

FR1: That virtue is more something like a trait that is good and characters have virtues and one has vices and my personal favourite virtue is justice.

MI: Excellent. Why did you pick justice?

FR1: Because obviously I believe in fairness and that everyone has rights, so... yeah.

MI: Wonderful, thank you. Anyone else?

MR1: I just forgot what I was going to say now, it's annoying...

MI: That's fine.

MR2: It gives people a chance to know what virtues are and what the vices are and how to act on them, if you've been [inaudible 0:02:08] by being compassionate to them the next day.

MI: So, how did you learn about these virtues and things? What happened in your class to make you learn about them or help you?

FR2: We read books and then we did one of those home works.



FR1: And, we also analysed characters and learned about what they did as part of their virtue or vice.

MI: So, why do you think... sorry, I started that wrong, what do you think Narnian Virtues, the Curriculum, was trying to achieve? What was the point of it?

FR1: To teach between right and wrong, that's what I think it is.

MI: Anybody else?

MR1: How to grow up properly and how to behave in life, so you're not really throwing your life away and to give you a good opportunity and things by acting in the right way.

MI: Great, thank you.

FR2: Some children, they look up at people, so it's learning how to be when they're older for people to look at them.

MI: Excellent. [MR2], do you have a...? It's fine to say "no" by the way, at any point it's fine to say "no" but do you have a...?

Female Interviewer: We're not judging you or testing you or anything like that!

MI: What do you think the point of Narnian Virtues was?

MR2: It's just setting an example.

MI: Set an example? So, how did you think it did that? If it did it; maybe it didn't meet your expectations, but how do you think this Curriculum helped set an example?

MR2: Try making it interesting, so you get more engagement.

MI: And, you already mentioned that there was more talking and writing and you appreciated that, so what kind of things helped to make it interesting?

MR2: The fact that we had the film and the book and it wasn't just all the writing and analysing all the stuff.

MR1: It was quite a vocal subject.

FR2: We got to see the actions of the characters and what they did.

MI: So, when you say it was quite vocal, what kind of activities were you doing that made it more vocal?

MR1: Monologue.



FR2: Hot seat. Did we do hot seat?

MR1: Yeah, we did monologue as well, didn't we?

FR1: Yeah, hot seats and monologues.

MR1: Yeah, we did the monologue from the other character's point of view, to see what they see.

FR1: We did diary...

MR1: That's what Miss called it, a glorified diary.

MI: Okay, excellent, so monologues, you did some hot-seating, excellent. So, you've talked a lot about virtues then and the kind of things you need to think about virtues and looking at things from other people's perspectives. I'm sure there's other things you might think of as well that you were doing as part of those lessons; is there anything that you did that you think you've used outside of English lessons or any knowledge you've gained that has helped you outside of English lessons?

MR1: Not really.

MI: Not really? No, that's good, thank you.

FR1: I think it might have been a bit of wisdom from what to do and what not to do with the different types of the personalities.

MI: Thank you. Anything, any time that you might have used anything from these lessons outside or not?

MR2: I think I'm more justified at home with my little brother.

MI: What sorry, justified...?

MR2: More justified with my little brother at home, being fair.

FR1: You use what you'd written in the booklets to see how you'd act with people and then you'd wrote down how you'd acted from since you first started, to see how you'd changed.

MI: And, is that something you all did, the writing down your, what you did once and then...?

MR2: We once did this massive task didn't we, where we had to write down what we've done and how we reflect on it and what we did to do it.

FI: So, what sort of things had you done then?



MR2: You look at yourself throughout the week and then you get, we got the tasks didn't we, write down whatever to show vices and how do you reflect on it with a virtue and what did you reflect on it and how to improve on yourself.

MI: What did you think about the, this is asking you to go back a long way but what did you think about the project when you first found out you were doing it, way back in Year 7 and you first heard that you were being asked to do Narnian Virtues? Can you remember how you felt about it?

FR1: I think I was quite neutral about it, I was a bit excited because I wasn't sure what I would do and plus I did enjoy Narnia because I absolutely love fantasy books and all that stuff.

MR1: I wasn't expecting it, you've just started secondary school and you've got to expect anything.

MI: Yeah, absolutely and you're nodding to that as well? Can you remember [MR2] what you found or how you felt...?

MR2: I probably didn't care, it's just work. Whatever work you get you're going to feel the same about it, you'd rather not do it but...

MI: And, did it meet those expectations? So, for [MR2], once you started doing it, did it still just feel like just work?

MR2: Yeah.

MR1: It did in a way, didn't it?

MR2: It wasn't that bad but I'd rather not be doing it than doing it.

MI: What about for you three, did it meet your expectations?

MR1: I think some people were more shocked because you had to open up to it and how much you act around other people and you had to be more deeper with it and then...

MI: Do you think there's anybody in your classes that had a different opinion to you about Narnian Virtues?

FR1: Not really.

MI: No? You think...?

FR2: People just got on with it, didn't they?

MR2: I think some people did, just opening up it were a struggle.

MI: Why do you think that was?



MR1: Because people don't like to show their vulnerability, they'd rather keep it for themselves instead. It's their life, they don't want to put it out there until they're ready for something.

FR2: It puts you on the spot as well, so when you get that question you don't know what to say.

MI: Can you give us, without asking you to be vulnerable here, but can you give any examples of the kind of things that you might have been asked that have made you feel a bit vulnerable? You don't have to give the answer, just the kind of questions that might have made you feel vulnerable.

MR1: "How do you act around your family?" or related to that because it's completely different.

MI: Yeah, so asking about family life and siblings.

MR1: Yeah, well it's basically about outside the school and...

MI: So, do people agree with that, disagree with that, that being asked about stuff outside school makes you feel a bit vulnerable?

FR2: I'm not sure.

MR1: Yeah, because it's like another life at the school and outside of school, you act completely differently.

FI: So, just to try and understand and if I've got this wrong, do tell me, so you're saying that home and school seem like two different...

MR1: Everyone wears a mask for every different occasion. You don't really get to see the... because everyone puts a mask on for different things like school, being at home and being somewhere else with your friends.

FI: So, you felt this crossed among those different places, is that what you're saying?

MI: So, when you're using the word "vulnerable", do you think that means, is that a positive thing or a negative thing?

MR1: It can be both. It can be positive with people opening up about it or it could be that it's not for some people and they don't like to share about what's going on in their life at home and outside of school.

MI: Did you feel like there was a choice about whether you shared?

MR1: There was definitely a choice there, wasn't there?

FR1: Yeah.



MI: Okay, anything else you want to say about what happened in the classroom, just before I move on to other questions or...?

MR1: Nothing else really happened, did it?

MI: So, one of the things that the people making Narnian Virtues thought was important was, or I guess they were testing, was I guess they were testing to see whether parents or adults at home helped people of your age to develop character or think about their character. What do you think about that? Do you think that was something that was important or not?

FR1: It's a bit of both really because sometimes your parents are at work and they've not really been able to watch you or anything like that but when they're sat with you it helps you and how you're going to be when you're older, you're learning and stuff like that.

MR1: I think it helps people mature because you have very adult conversations with your parents and what's actually going to happen in life and where are you going to go at the end of it.

MI: Okay, so were you saying that doing Narnian Virtues helped to have those conversations or just it happens anyway?

MR1: Yeah, it helps out and it helps people mature quicker I think because you're soon having adult conversations with your parents.

MI: Do you think those conversations would have happened without it or do you think the Curriculum helped?

MR1: I don't really know, it could or it couldn't, no one really knows.

MI: Good, that's an honest answer, thank you. Anyone else?

FR2: I normally... occasionally will have adult conversations with my parents but I think it would be either way without or with that you could have those conversations.

MI: Thank you [FR2]. Any...?

MR1: I think it helped to break the ice with having an adult conversation because not many people want to have an adult conversation, they don't want to and it helps get people there to face it.

MI: Yeah, okay, excellent. So, that is, you actually managed to answer my next question which is, so we've obviously done these for the last couple of years and we've done it with some parents as well and one of the things that, well it wasn't us but other people at Leeds asked parents, was about how well it worked and some parents did say that it offered an opportunity to talk about things that they might



not have got around to talking about without it. So, that's really helpful to hear that, so at least for a couple of you your experience as well. Some people have said that, in the past, that the kind of language that it uses has been helpful to give people the kind of language to talk about character; what do you think about that?

MR2: What?

MI: No, good, thank you, it's so you learned a lot of vocabulary about virtues; I know you mentioned that at the beginning, justice, love, fortitude. Some of those might be words that you hadn't used before or not in that way and some people told us in the past that it meant they were able to talk to their parents and their teachers about issues that they couldn't talk to them before because they just didn't have the right words to say. Does that ring any bells with you?

MR2: Yeah, it helps people get their words out easier.

MI: Yeah, which obviously I'm struggling with in explaining!

MR2: Because they don't understand what things mean, so it helps, by learning that, they get their words out better and know what they're talking about because they have no idea what they're saying.

MI: Anyone else? You guys are doing great, I could listen to you forever, I'm just aware that you are about to get whisked away I think. So, the other thing, another thing we were told by some parents, some parents said they felt like the Curriculum was duplicating their role, that it was doing something that was already their job in thinking about character; what do you think about that?

MR2: It's really a parent's job to develop your child's character isn't it, it's doing what they're supposed to be doing for you.

FR2: I do sometimes think that it does go sometimes a bit deeper, with character development, talking about how you could see it in other people with analysing the characters, going out of the character you can also help it to, in real life, to analyse other people's characteristics and what they're doing right or wrong.

FI: You could transfer that knowledge over.

FR1: It also furthers the adults' knowledge because they, knowing how to act, because some people don't know how to act in front of people. Like [FR2] said, you can have a couple of masks for different places you go and it's with the knowledge of the adult to show how they should act in front of people instead of hiding behind a mask.



MI: Okay, so you think, again tell me if I've misunderstood because it's important that I understand properly, but you think that you taking this away and talking to adults about it, has helped adults think about their character as well and how they act in other places, excellent.

FR1: Yeah

MI: [MR2], do you have any thoughts on...?

MR2: No.

MI: No? Absolutely fine. So also in the past, some people have talked about how it's helped them see ethical situations, so help them see opportunities to be virtuous or see where virtues could be helpful, just in normal every day situations. What do you think about that?

FR1: I personally do try and use, if a friend is struggling or something I would try and help them and to be fair, I do try and use the virtues that I learned.

MI: Excellent, thank you.

MR2: If you [inaudible 0:17:12] if you didn't know what it was you might do it from hearing what it is but if you already knew what the virtues were, you're not just going to do it again from hearing it. You can't [inaudible 0:17:16] with something and then not do it.

MI: Excellent. There's some nods, were you nodding at what [MR2] said?

FR1: Yeah.

MI: That you think people would already, they would do it if they knew about it anyway and if they wouldn't, if they didn't they might or might not but you don't...? Yeah?

MR1: I think some of it is just like you see someone fall over, you don't just walk past, you help.

FR2: To be honest, you do have that instinct or...

MR1: I don't think you really need to be taught that; you just know to help.

FR2: We do have that instinct of what right and wrong is and sometimes we just ignore it or we don't realise it and I do think with the project and probably without the project, it would help, like it does help, with the project you do realise those virtues and naturally, you do realise what to do in the right terms.

MI: Yeah, so I guess the ultimate question then is because you've talked a lot about virtue but we've also heard that we're not sure that this



has always really changed people, what people would do in an every day situation. Ultimately, do you think it was something that worked?

FR1: I would say yes.

MI: You'd say yes?

MR1: It's a bit of both. For some people they've already done and discussed things but then for other people it's quite new to them because they've just started out doing it, so it could be both.

FR2: You do also experience more mature things, talking to your parents obviously and doing things together. I do think that's an experience that helps.

MR1: It accelerates it, makes it even quicker I think because like I said before, you mature quicker and you know what's happening in the world, you know what's what.

**MI: That's great, thank you very much. We should end it there but thank you for all your contributions, thank you for giving us such good...
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