

**Female Interviewer<sup>1</sup>:** Just to begin, we know that you've been looking at the Narnian Virtues curriculum, and we just want to know what you thought of it overall? Just to make sure, you can be as honest as you like, we won't take offence at anything. Do you want to say what your experience was, what you liked about it, maybe what you didn't?

Female Respondent 1<sup>2</sup>: I liked that it had vices and virtues, because sometimes ... And all the vices and virtues were just varied, they had different meanings behind it. Say if you lack self-control, it can affect you in different ways. Like how Edmund, he lacked self-control when he took the Turkish delight off the queen, and then he put his whole family in danger under threat of the queen and them dying.

Female Respondent 2: I like it when, if we have a story and then it explains about the vices and the virtues that they show in there.

Female Respondent 3: I like how you're told different vices and virtues and you get to understand each one.

**Male Interviewer:** Can you give us any kind of specific examples of the kinds of ways it's helped you learn about virtues and vices?

FR3: Lucy, she's more of an honest girl, but in the Voyage of the Dawn Treader, at one point she's was, what's that word again, she was eavesdropping on some girls from school. Which turned her virtues into vices.

**MI:** Do you mean like that was a vice because she shouldn't have done it, or the girls had turned her virtues into vices, like the things they were saying about her?

FR3: She was doing bad,

FR2: she didn't understand the full story and Aslan told it that her friend only said that because she was scared of the other girls. Then Lucy could now understand it from a different perspective.

**FI:** Anything that you didn't like off the top of your heads?

FR2: Some of the activities were a bit boring.

**MI:** Can you tell us which ones you can think of that were boring?

FR2: Some of the question ones.

**MI:** Which questions were those?

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<sup>1</sup> Interviewer  
<sup>2</sup> Respondent

FR2: Like when you just said to answer the questions.

**MI: The ones written in the books, that you just had to answer?**

FR2: Yes.

FR1: Probably my favourite one was the homework, because they were very advanced, and they made the homework fun. You could enjoy it by having all of your family around you to help you with it. Like the questions when I asked my mum the questions to know more about her, and all the ones from my childhood when we had to do your life and all the different points in your life, that stuff I didn't know about myself.

FR3: I got confused with some of the questions, so I didn't like it that much. But some activities were fun, I also enjoyed them.

**FI: Was this in the homework book or the classroom one?**

FR3: Both.

**MI: Can you remember which bits were confusing, or why they were confusing?**

FR3: It was the How to Tame Your Dragon bit, because you had to find different ways to use the virtues. I wasn't able write much, because I got confused at some points.

**MI: When you said How to Tame Your Dragon, I remember now there's an activity called How to Tame Your Dragon, but I was like How to Tame Your Dragon isn't in Narnia, that's a very different film? But yeah, there was an activity called that wasn't there?**

**FI: Does anyone else have anything to add, anything you thought could be improved?**

FR1: No.

**MI: I guess since we've been talking about the character passport, the homework book, what did other people think about that? You said really well about how you found it, how did you two find taking the book, or did you take the book home to start off with?**

FR2: Yeah.

**MI: How did you find it?**

FR2: It wasn't too bad, it did get difficult though.

FR3: Some of the activities were really long, and then when you have to do other homework it's like too much time.



**MI: Can you remember which ones were too long?**

FR3: The one where you had to write all the virtues and vices and learn them.

**MI: How did you find the idea of having parents having to help you or carers, adults at home? How did you find having ...?**

FR1: It was nice, because then we can do it together, and like it said it's better to be a participant than be a passenger in the family. And as a family understand more things and the homework book and things encourage you, because you can do them together.

FR2: Sometimes it's hard for them, because they have to do the homework with my little sibling. Like they have to do other things around the house.

**MI: Are you saying you thought they felt they might not have enough time to ...?**

FR2: Yeah.

**MI: How young is your sibling?**

FR2: Eight, but then my mum has to go and get my older sister from work and stuff.

**MI: Do you two have siblings as well?**

FR1: Yeah, I have four brothers and three sisters.

FI: Oh wow.

**MI: Where are you in that mix, are you older, younger?**

FR1: I'm the second oldest.

**MI: You do quite a lot of helping with the younger ones?**

FR1: Yeah.

**MI: Do you have any brothers or sisters?**

FR1: I have three sisters and one brother.

**FI: Did they get involved at all, any of your siblings in the homework?**

FR1: Yeah, well my sisters tried, but they go to school and have work, so they tried. My sister in Year 6, she tried to do it as well, because her SATs are coming up, and she wants to be prepared. In our family, we all love doing English, all of our favourite subjects are English and we're really advanced and good at it as well.



**MI: How do you two feel you are in English generally, is it one of your strongest subjects you really enjoy?**

FR2: Yes, in the middle, it's not that bad.

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

FR1: To change the perspective and change everybody's ways and advancement to show them that not everybody can say the same, and it doesn't mean that once you've been naughty you do honesty, you learn from your mistakes and you can get up and be stronger. Even it's not real about all that, that's the characters turns to a dragon, it's not real, but you just need to know and look at how there's consequences for your problems. But sometimes you have to do the worst of things to achieve the best.

FR3: It was trying to build a good character for you, and showing you examples of what they've done wrong and how they've learned from their mistakes.

FR2: It teaches you different virtues that you should follow. You start to want to follow them.

**FI: Why do you think the school decided to take part then in doing the project?**

FR1: To change the students' perspective of life and for them not just because they make a mistake, it doesn't mean you have to stop and give up on life. You can persevere and try your best. Because even though you think your best isn't enough, your best is all you can do, and every chance you have you have to grab it and do whatever you can. Because it's going to help you when you get older. Like your punctuality, you come early to school now, because if you come late to school now it can affect your career when you get older, because you're going to be used to waking up late. When you don't have breakfast it kind of minimises how your brain works throughout the day, and it can just change your mood as well.

FR2: It's to help you choose the right path and not the wrong one. Because a lot of people make wrong choices.

**FI: What sorts of choices are the wrong ones do you feel?**

FR2: They break rules and sometimes they lie.

FR3: They have a different perspective on life, and how they used to think, they think they can't do anything, and they think once they're naughty there's no point changing and being good.



**MI: How successful do you think this curriculum was? So, if that was the aim of the curriculum, do you think I met its aim?**

FR1: Yeah, because at the start of the class, when we first started hearing, the class was a lot loud, and now if you look at it now, the class has gone a lot quieter.

People are actually trying to do their best, because the GCSEs are coming up, so if they do bad now it's going to affect whether or not they're going to do foundation or higher papers.

FR3: Not that much. Some of the people it's affected them, but not everyone.

**MI: Can you think of any examples where you can be sure that it was being part of Narnian Virtues? It has kind of changed people in that way? Or is it something that might have happened anyway?**

FR1: I think it could happen anyway, but I think the Narnian Virtues gave you that extra push and that extra thing that ... I think mainly, like it was just half and half, like you could have done it by yourself, but the Narnian Virtues just gave you a bit of hope that you can do it.

**MI: How do you think Narnian Virtues gave people that extra push?**

FR1: Because it showed how all the characters persevered and how all of them have different roles in Narnia. They have different roles and people have loads of respect for them, and everyone understands that once you make a mistake, you can fix it. That if you tell one lie, you're going to have to repeat the lie and it gets worse.

**MI: Do you two have anything to add?**

FR2: No.

**MI: You're not the only people we've spoken to, not just the people in [school 1]. We did come and speak to students here last year, but there's lots of schools doing this across the UK and actually some parts of the world. So, we've been going and speaking to teachers and to parents, and to the people that designed the curriculum as well. They've given us some other feedback, and we just want to run that past you to see if their experience is similar or different to your experience? So, if you think what I say is the same, then that's great, but actually if to you it was different to the way other people have told us, then we want to know why you think it's different?**

So, the first one is the people who made the curriculum, they thought that there were three areas that were going to, that they really wanted to help students with. One was they call it Head, Heart and Hand. With Head, they wanted to help students understand more about virtues, so what they mean. With Heart, they wanted



students to think virtues were important, they wanted to have some motivation to go out and do something. With Hand, they actually wanted students to go out and make a change, to do something different. So, we have Head, understanding, Heart is about wanting to do something, and Hand is about actually doing it. Do you think that Narnian Virtues affected students' head, heart and hand in any way?

FR1: I think they affected some students, but not all of them, some of them. Like in some ways, I think for others they've gone a bit quieter and they focus on lessons, and some them still haven't, probably because they're not trying to change it as well.

FR2: Most people they understand things more better and they focus on things. If they want to make a change, they actually do it.

FR3: Sometimes it affects the head and the heart more than the hand. Because people think they want to do it, but really, they don't actually do it, it's just something that's in their head.

**MI: What do you think stops them actually doing it, if they think they want to make a change, but they don't do it, what do you think stops them?**

FR3: Sometimes because they just can't be bothered, because sometimes maybe because that's not what their friends are doing or something.

**MI: You were nodding as well, do you agree with that?**

FR2: Yeah.

**FI: So, you think people are quite influenced by their friends and things like this then?**

FR2: Yes, they're influenced by people around them, they're thinking what if that person doing it, why should I go and do it? But then it's best to be the better person than be the bad person.

**MI: What do you think has the strongest influence? I think maybe I can guess the answer to this, but what do you think has the strongest influence on your peers, your classmates, do you think it's something like the Narnian Virtues curriculum, or do you think it's their friends?**

FR2: Their friends, because people they want to make friends mostly follow what their friends want, not what they want.

FR1: Sometimes when you get friends, like if they want to be good and everything, but if you be with the wrong crowd, it can foreshadow what can happen with your career. It's always best to be with the right people,



because if you're with the wrong people you get in trouble, they're not going to be the ones to stick up for you. It's going to be the ones that try to help you to spot being bad, because they're not going to be there for you when things start getting worse and everybody starts getting into trouble.

FR3: Their friends, because they just don't want to lose their friends, because then it will look bad on them, and they are worried what other people think about them.

**MI: It sounds like, tell me if I've got this wrong, the curriculum was made, and it's particularly helped people with their heads, their understanding, it's helped people with their heart, you think people might want to change, but it hasn't helped so much with hand, because friends are more influential?**

FR1: Also like they're not bothered to do this, they don't put in the effort to change.

**MI: So, change takes effort, and they don't want to put in the effort? If we wanted to make a curriculum that focused more on people's hands, if we wanted them to change, what do you think we'd have to do to be able to overcome those issue of friends and of effort?**

FR3: Kind of like a project they can actually do it, not just learning about it, they're doing it as well whilst they're learning about it.

**MI: Okay, so something where they actually go out and do something as part of the project?**

FR3: Yeah.

FR1: Make it more physical, not just sitting down. Let's say if you don't understand you're not going to ask for help, because now we're in advanced we have the internet, we're just going to go to the internet for help with it. But if you have to do it, or you have a consequence for it, then they have to, they have no choice, or they have to face the consequences of it.

**FI: What sorts of things do you think people could be asked to do? It sounds like a really good idea, what sorts of things were you thinking?**

FR2: Like charity work maybe, because that would help with people's virtues and it would be helping other people as well, not just ...

FR1: Generosity, it's going to help them improve their generosity and look at how people live compared to their perspectives. So, I think charity would be a good idea.



FR3: And hard work, because you're actually working for something to help others.

**MI: The other thing that the people who made the curriculum thought was important, was that parents affect the character of their children what do you think about that?**

FR3: Yeah, because it's the way they bring them up, like if they bring them up with good discipline and good characteristics like virtues, then it would really affect them, because people want to listen to their parents because they do so much for them. If the parents teach their children these things, then it will be good, and it will affect their character.

FR1: Yeah, I agree because when you go out, and you go somewhere and you do something, you're representing how your parents brought you up. So, if you do bad, you're going to give your parents a bad name, and your parents have to discipline you for doing right from wrong, even if you have to do it the hard way and get the consequences. Because if you're brought up to think it's okay to do bad stuff, then you're always going to do things, and you're not going to accept that it's wrong and that you shouldn't be doing it.

FR2: You spend your whole life with your parents, so what they do when you're a child, you mostly pick up on that. So, as you grow up you continue doing what you did as a child.

**MI: Just out of interest, we haven't asked other people this, but because we've got onto the conversation, who do you think has most influenced you in your character up to now do you think?**

FR2: My mum.

FR3: My mum.

FR2: Because seeing as like I've spent most time with my mum, but then again, my hobbies like athletics from my dad, because my dad he teaches us to do the Tough Mudder and he started us to doing it.

**MI: Tough Mudder?**

FR2: And my mum always used to do it, [inaudible 21:06] make this what they want to do. It would be a really good day, and they could teach other people how to do it.

**MI: We just have a couple of questions left, so we've also spoken to parents, and in the past parents have told us that the character passport you took home has provided the language to talk about character that they wouldn't have had before. They wouldn't have used language around virtue, and it's also meant they can talk about it when they weren't doing the activities, like at other times as well. What do you think about that?**





FR2: I think it's true, because like whenever I finish my homework, even if my mum [inaudible 22:01] English homework yeah, and she will take time out of her day, and make my baby brothers to go to sleep, and then she would help me with my homework.

Sometimes my older brother would help as well, and sometimes if my dad came home from work early, I used to do it with him as well.

**MI: What about you two, do you think it helps change the language, the words people used at home or not?**

FR3: It helped them when they were actually doing the homework. But not so much around the house when they're just doing anything.

**MI: So, they used it when doing the homework, but not any other time?**

FR3: They mostly as she said, they used it for the homework, but when they're not doing homework, they just get lazy, so they do whatever they want.

**MI: Some parents also told us that they thought that the character passport was a bit unnecessary, because they already talk to their children about character in their own way, so they didn't need it. What do you think about that?**

FR3: That is true, because my mum talks to me about what's right and wrong, but she doesn't need a booklet to talk to me about that. She can talk to me whenever she wants to.

FR1: Like not all parents are able to teach their children right from wrong [inaudible 23:37] we're going to do it how our parents did and their parents like that. So, like when they do from the booklet, it helps them and it helps their parents to teach them as well, it's going to help their vocabulary and advance their English language. Now when I say something and it's just in English language, they're like, "What are you saying?"

**FI: So, you're saying some families would benefit more than others doing the homework, is that what you're saying?**

FR1: Mmm.

FR3: The homework actually yeah, if your parents can't help you at the time, you can learn from the homework instead of while your parents are busy.

**MI: Our final question is about what other students have told us that we haven't already talked about. Some students have told us that one of the things Narnian Virtues helped with, is seeing normal everyday situations as being a chance to practice a virtue. That doesn't mean they necessarily did it, but they would see something and think, "Oh**



**that's a chance to show integrity or honesty." What do you think about that?**

FR1: I think that's true, because say I'm just walking and you're just thinking about things and there's a banana peel on the floor, and you just move it to the side of the road.

Why should you risk falling over it, why should you risk getting that [inaudible 25:09] putting other people in danger, just because you didn't want to do it? Because you could just do it, and it just makes everything easier, and it's not going to be as hard.

FR2: Sometimes it can help because people would want to do something, but then sometimes other people wouldn't want to do something, because they think, "Why should I do it, I never made it happen in the first place?" So, they think that the person who actually done it should pick the banana peel up or something.

FR1: People are like it's none of their business, or why should they care if it's someone's problem they should sort it out. They think that they shouldn't help, they think there's no point, "If I help am I going to get a reward for it?" Like sometimes they are like, "I'll do the chores, but will I get a reward, can I get some extra pocket money?" But it doesn't work like that, because you'll just be looked at as a good person who's going to get a good name. That's something money can't buy.

**MI: We do just want to give you a chance to say anything else about Narnian Virtues that you think we should know, anything at all that we haven't asked about?**

FR1: I think you know when we're learning the virtues and the vices and we have to learn them by heart, there should be like a rota for specific words, so do it bit by bit, because we had to learn all of it in two weeks, and some people might not be as good as others in learning and things like that. I think some of the words can be very difficult and the meaning can be very hard to remember. Especially now we're in Year 8 and like a lot of stuff is going to be harder and GCSEs are coming up.

**MI: So, you think we should space out how you learn the words, so you have some more time to really learn them properly between each word?**

FR1: Yes.

FR3: To do it in topics, so integrity differently to when you do wisdom and that, because sometimes there's an extra page on integrity and then the next time we'll have wisdom. Then the next time you go back to that the virtues are again, and that just confuses some people, because they're learning everything at the same time. So, then you don't really remember it properly.



FR2: Yeah, the virtues as she said, to categorise them so at the end you could just add a test I guess to see how much you've learned, or how much you can remember.

FR1: And another thing, you know when we're having the homework, it should be confidence building around things, "Who can do this, are you going to give up this now?" Just to improve their confidence and so that they can do it, nothing's going to stop them, and [inaudible 28:43] make it more powerful.

**MI: That's a good idea, to give some motivation to help people have confidence in themselves?**

FR3: In the homework you could make it more clear, because sometimes when I was doing the homework there was a lot to read, and then I didn't really know where the actual work was. Then some of the stuff they gave to me, it was kind of confusing and I didn't understand the words, and I didn't really understand what you had to do, and what the aim was.

**FI: So, you think maybe it might be quite good to have a little dictionary bit at some point to say what these different words mean?**

FR1: Yeah, and can we make the books a bit more colourful, so they attract a child's attention more to do it? I think it's just plain, it's not different to any other book that I've picked up, otherwise you're not going to put effort into it. The colour is just going to burst out and just drags your eye to that homework and highlighted everything, so a lot more aesthetically and helps your brain to learn it more better. Because if you could do one category in one colour, and you're going back over your notes, so you know that's wisdom, because it's highlighted in green and stuff like that.

**FI: That's really helpful, because one thing I wanted to do was make these resources available for teachers to use in the future. So, knowing things like this is really helpful.**

FR3: Because if there's colour, and it looks nice, then people and students will say, "Actually we want to put effort into it." They would want it to look nice, because you're giving them a nice resource. It's like more fun because if it's just white and blue and black, there's nothing eye-catching about it, it's just something you have to do your homework and it's like a chore. But if there's colour it's more fun and you would want to do it.

FR2: You want to make homework like a fun thing, not something that everybody dreads to do, but people look forward to it and it look at it as an opportunity to try their positives and everything and getting all sorts of good achievement points. They just want to look at homework as something different.

**Int: Thank you very much.**



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