

**Male Interviewer<sup>1</sup>: Let's just start off with, tell us what the Narnian Virtues curriculum was like for you?**

Male Respondent 1<sup>2</sup>: Helpful.

Female Respondent 1: For me, at first, I didn't think of it as anything but then when I used it in my day to day life it actually changed the way I do things and how I act around other people, because I used to be some people [inaudible 00:00:44].

**MI: Can you give us some examples or just elaborate on that a little? What kind of ... ?**

FR1: Before I read about the Narnia, I wasn't really a truthful girl, I always used to lie, and not be honest to my parents and my teachers, but then I used to, when I heard about it I changed, because I don't want to be that type of person who wouldn't be trusted and that, so I used it in my life so that people would trust me more and I get more friends in a way

**FI: I also want to say at this point as well, you can be completely truthful about what you think about the project, just to make sure, we're not going to be offended or anything, whatever you say.**

**MI: You said it was helpful, so ...**

MR1: It's really helpful because about the virtues and what we learn in lesson and they're fun, the lessons were fun, about Eustace turning into a dragon.

MR2: It's helpful for me because I had anger problems and I used to get angry quick, because of self-control, I control myself to not be angry now and I don't get that angry that quick, it takes quite a lot to get me angry now.

**MI: How did you overcome being angry? What kind of things did you do to help that?**

MR2: Control myself, if when I'm angry, just wash my face, have some water, sit down for two minutes and then you carry on doing what you normally do

**MI: How did you realise that that was like a good way to calm yourself down, to go off and have some water and have some time? How did you figure that out?**

MR2: I don't know, it just happened, I just done it and then it worked, so I carried on doing it and now it's worked.

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<sup>1</sup> Interviewer

<sup>2</sup> Respondent

**MI: Do you have a thought about what it was like?**

FR1: At first, I thought it was really boring and nothing to do with anything that we needed to [inaudible 00:03:08] but after you done it and I found it very interesting, at home sometimes I'd get the book and read it.

**MI: When you say, to start off with, you didn't think it had anything to do with anything, what did you think it should have had something? Why were you disappointed with it at the beginning?**

FR2: Because I thought it was going to be really long and I thought it was going to make no sense.

**MI: Which bits do you think, is this the novel itself or is this the curriculum, the work that you were doing in your classes?**

FR2: I saw the book, I just saw it and then I was like, "It looks boring".

**FI: I'm just trying to work this out, so did you do The Lion, the Witch and the Wardrobe last year?**

All: Yeah.

**MI: What do you think Narnian Virtues was trying to achieve, what was its aim?**

MR1: Change people's personalities and stuff like that, to change how humans do stuff.

MR2: Make people who have a bad character, a stronger character in life and better in life.

FR2: To make people not do bad stuff, like some of the people that are in the book, like Eustace did.

FR1: It makes us see that we should change our character and not become a bad person, but also change the way we see other people and stuff.

**MI: Do you think it achieved that? If that was its aim, was to help people to think about their character or change their personality, do you think that it did that?**

All: Yeah.

**MI: In what way, how do you think it did it?**

MR1: Learn to control yourself, whenever you're doing something bad [sounds like 00:05:11] control yourself, if people are winding you up stay back

FR2: To think before you say things.

**FI: Was that at home and school or one more than the other?**

FR2: Both.

**MI: Do you think it could have done it any better? If you think it was trying to achieve people thinking about their character and changing personality, do you think it could have done it in a better way?**

FR2: No.

**MI: Sometimes I'm going to ask tricky questions that you have to think about, it's absolutely fine to take a few moments to just pause and think before answering, that's fine. And equally, if you want to go back to a question, that's fine too, if we ask something and then you suddenly go, "Actually, this has come to mind," just jump in, that's fine.**

**We've had a little bit of this, but when you first heard about the project, when your teacher came in, either at the beginning of year 7 or the beginning of year 8 and said, "We're doing Narnian Virtues," what was your initial impressions?**

FR1: First of all, I was like, Narnia, I'd heard the name before because, I don't know, I heard the name and when I saw the cover of the book and stuff, I watched the movie already, so that was like, I already knew about what's going to happen and stuff. But also, when I read the book I thought it was going to be so long and that it won't be that interesting as it was in the movie, but when I read the book, it was way more interesting than I thought.

**MI: What did you think?**

MR1: When I saw it, then I was like, "Is it going to be boring?", but after two or three lessons, it was getting funner.

**MI: You've said a couple of times that it was fun, what things did you do that were fun? How did your teacher make it fun?**

MR1: The activities in the workbook and everything that I used to do in lessons.

**MI: Does anything stand out? Can you think of anything in particular that you did that you think was particularly good activity?**

MR1: The questions in the book and the impressions on the reader and all of that.

FR2: I know one, learning about the virtues and vices, what to do and what not to do.



**MI: I think somebody said at some point that it started off as being, or feeling quite boring to begin with, was there any ... what was it, can you think of any, the opposite question really, can you think of anything particular that you did think, 'Actually, this isn't ... I don't really like this'.**

MR1: I enjoyed the experiencing when our teacher, she used to make us think that we're one of the characters and made us feel like we're part of it and stuff like that, and then that's what I liked about it because I get to feel how it was for them to be in the same situation.

**MI: Anyone else, either good or bad, anything coming to mind now you've thought about it a little bit? No, okay. One of the things that you might remember, you were asked to take home, was a character passport, the homework book. What did you think about that?**

FR2: I was like, "Oh my God, homework," but then I did it and it was fun.

MR1: "I got homework, I don't want to do it" and then either way I did it, I'm actually glad I did it though.

**MI: Why was it fun and why were you glad you did it?**

MR1: Because when I learnt about the virtues in it and the other words, the ones that are opposite, I was like, "That's all me, I need to change," so that's why I enjoyed doing the work and stuff.

MR2: It was fun because you get your parents involved as well and not just yourself, siblings and your parents involved and you try changing everyone, not just yourself.

**FI: Were they cooperative in this, do you think? Did they get involved?**

All: Yeah.

FR2: Some of the things in the book, my mum didn't learn about before and then she thought about it and then she found out this is a good thing and you shouldn't do this and you shouldn't do that.

**MI: Did you all find it was relatively easy to get parents and families involved or ... ?**

FR1: No.

Others: Yeah.

**MI: Let's start with the no first.**

FR1: Because my dad, well my dad does speak English but sometimes he's not bothered, my mum does speak English, but I do my homework, he

also times how long I do it and I said, "I've done my homework," and he just signs it because there's like a sign thing, that's all he does.

**MI: Apart from the timing and the signing, which is good and important, he didn't particularly engage with doing the activities, that's fine. Was it mainly because of the language barrier, mainly because it was in English and that's not what he enjoys?**

FR1: No, my dad does speak English, it's just that he's usually really busy.

FR2: It's hard because I don't have any siblings and then my mum, she was busy, she had to do the cleaning and all that and then my dad, he has to go to work, so then I had to ask my mum, she had to take time out earlier and she couldn't do this, so I had to keep asking her, but she was really busy.

**MI: When you asked her, what was her response?**

FR2: She was like, "Wait a few minutes," so I waited and then she had to keep doing other stuff and then she said, "Wait for a few minutes again".

**MI: I'm a dad and I'm the kind of dad who says, "Wait for a few minutes," three and a half weeks later, my children are still like, "Dad, can you help?" "Wait a few minutes." But if think you said it was fun, you said something else, what did you say about parents?**

MR1: It was helpful, everyone got involved.

**FI: Was this siblings as well, getting involved?**

MR1: Some.

**MI: Can you remember how they got involved, what kind of things they did with you?**

MR1: They looked through the ... they did the comments on the book in the Narnian homework.

**MI: I just realised you said, "some," when you said siblings, how many siblings have you got?**

MR1: Four.

**MI: That's quite a few.**

FR2: You're lucky.

**MI: Would you like siblings?**

FR2: Not a lot, but one.

**FI:** I grew up an only child as well, so I get that.

**MI:** I grew up the youngest of three, so you can have my siblings. Can you remember any of the activities that you did at home stick out, do any of them, can you remember what any of them were, just off the top of your head? Sometimes it's a good indication that they've gone down quite ... the ones that have been most important, either because they've been really good or really bad, tend to be the ones that jump straight to our head.

**MR1:** The meanings of the virtues, we had to do the meanings of the virtues and we know what they are and the vices, which ones are vices and which ones are virtues and new words, learn at the back of the booklet.

**MI:** Anyone else remember?

**FR2:** I have a very bad memory.

**MI:** We asking you about things that were, you finished it about three months ago, before Christmas wasn't it? That's fine. Do you think you have used any of the knowledge or information for Narnian Virtues outside of your English classroom?

**ALL:** Yeah.

**MI:** Throw some examples at us.

**FR1:** Self-control.

**MI:** Tell us how you've used that.

**FR2:** I used to have chocolate all the time, I used to just be like, my mum would be upstairs and I just used to walk to the drawer and open it and take some chocolate and I used to quickly eat it and then throw the packet in the bin, I'd be like, "I didn't do anything, it's fine". I used to keep doing that but after I read the book, I've learned to control myself, not do that, so I used to eat one or two, that's it.

**MI:** How did Narnian Virtues help you, if it helped you at all, or do you think you would have done that anyway?

**FR2:** I wouldn't have done that.

**MI:** Okay, so how did Narnian Virtues help you to not eat so much chocolate?

**FR2:** I don't know how it did, I don't know.

**MI:** But something, and tell me if I've got this wrong, but there's something about learning about self-control meant that when you went home, you thought actually, 'I'm going to show some more



**self-control around chocolate', but we're not exactly sure how, but somehow, by some kind of magic, that yeah, okay ...**

FR2: Aslan come.

**MI: Aslan, at the end? To be fair, if there was a lion in my kitchen I wouldn't want chocolate**

**FI: You can get those Lion Bar chocolates though, can't you?**

**MI: That's true, I would go for Lion Bar chocolates. That's one, who else wants to tell us about where you've used some of the knowledge or information about Narnian Virtues outside?**

MR1: Don't leave no one out, when we were working as a team, don't leave no one out, if someone doesn't have a partner, you work with them as well.

**MI: Can you remember what, in the class, when you talked about that, can you remember?**

MR1: In food tech.

**MI: So you learnt about that in English and then you used it in food tech?**

MR1: Yeah.

**MI: Can you remember what you learnt about in English specifically, can you remember anything about the passage or the activity?**

MR1: No, I can't remember.

**MI: We're going to ask you some slightly more specific questions, the people who made the curriculum, the first people who made it which wasn't us, they were interested in seeing if the curriculum would effect three different areas of people, you might not have heard of this before, but some of the things you were looking at were to do with your head, so learning about virtues, some were to do with the heart, which was all about motivation and thinking about virtue and see virtues as important, I guess, and then hand, which was actually going out and doing it. Do you think the curriculum particularly affected you in any of those areas? Did it do better at head, heart or hand, or didn't it do any of them very well? Head's like knowledge, heart's like, you want to and hand is doing it.**

MR1: Doing it, by hand, and heart, so you mean it.

MR2: Mine was heart [sounds like 00:18:13] because I'm a forgetful person, but for some reason I memorised it, I felt it in my heart and then I did it, I don't

know how though, because I can't, I'm not a memorable person that's why

**FI:** You've got to say if we've got this wrong, so you're saying that you saw them as intertwined really?

MR2: Yeah.

**MI:** Head, heart and hand, do you feel like one of those was more prominent, better for you than the others, not really?

FR2: I don't know.

**MI:** One of the other things that the team who put this together were wondering is whether having help from parents or carers, adults at home, whether having help from them affected your character? Do you think it did or do you think it would have been no different if you didn't have parents helping?

ALL: It is.

ALL: Yeah.

MR2: It changed, like if you do it on your own and then if you do it with parents, it's a big difference. Something you don't understand and with your parents you do and you feel like more comfortable doing stuff when your parents are with you, like sometimes if you're on your own, you have to think twice, three times about your choices, but if you're with your parents, then you ...

MR1: You have different choices.

MR2: If you're with your parents, you know it's right because if they tell you, if you look it up on the internet, it might be really complicated and you might not understand it, so it might be too hard to do it.

**MI:** Since you've brought that up, was there any part of the curriculum or the character passport at home that you didn't understand so you did go and look on the internet for information?

MR1: No.

FR1: I don't think so, no.

**MI:** But because you had parents there who were taking part in it, you didn't feel you needed to go looking for what information is that what you are saying? I think you said before that you've got some support at home in terms of timing and signing, but not maybe doing the activities, so I guess it's the opposite question, do you think that changed the experience for you at home?



FR1: No, because when I did it by myself, I had more time to do it by myself and also think about the work, so then I don't have to question it because I have my own pace of doing it.

**MI: You think if parents were helping, it would have been at a different pace?**

FR1: Yeah, definitely.

**MI: We haven't just been doing these groups with you, we've doing them over the last couple of years and we've been speaking to parents as well, actually none of your parents, I don't think we interviewed anybody from Broadway, although hopefully we will do this year. But, in the past, some of the parents said that the curriculum provider, the kind of informal opportunity to talk about character, it wasn't just about doing it in the book, but then later on, they would go and, just when they're in the car or doing something else, they also have a chance to say, "Oh, do you remember when we looked at Narnian Virtues?", and they carry on the conversation in other ways. Did that ever happen to you? It's absolutely fine to say no, we're just interested if that was common or if that was just unique to one or two parents. Do you think you had conversations with your parents about character other than when you were doing the book?**

MR1: Yeah.

MR2: Yeah.

**MI: Can you give us some examples?**

FR2: I was about to have chocolate and my mum said, "Remember your virtues".

**MI: How did that feel when she said, "Remember your virtues"?**

FR2: I was just laughing.

**MI: Did that change anything you were about to do?**

FR2: Yes.

**MI: It did, you ate more?**

FR2: No, I was just like, "Okay, I'll put it down" and slowly put it down.

**MI: I think they were yeses all round, so could you think of examples?**

MR1: No.

**FI:** I think some things them parents said that they then had the right words to talk about it? I don't know if that happened to anyone?

**MI:** Did you find your parents suddenly starting to use some of the Narnian Virtues words, like virtue or self-control?

MR1: Yeah, self-control.

**MI:** Do you have any examples to help us understand it better?

MR1: I can't remember.

**MI:** When do you think the last time you actually used some of these words were, other than in here, like you can't say, "30 seconds ago".

MR1: Last lesson.

**MI:** Tell us a little bit about how they were used last lesson.

MR1: Sir said he's giving us thingy, he's giving us an assessment and then he had these purple pens and you had to take care of them and keep the lids on and all of that, because they are new and take care of them and then the virtues came in.

MR2: Self-control, don't try losing the lid or playing with it.

MR1: Control yourself, don't break it and don't throw it on the floor, control it.

FR2: The last time I did, I went to my cousin's house, basically I gave her a bag full of chocolate and she started eating it, I was like, "No, self-control, you need self-control," she was like, "What is that?", "You cannot eat the chocolate right now, do not eat all of them".

**MI:** So she didn't know what self-control was, you had to teach her the word?

FR2: Yeah.

**FI:** Is she the same age as you?

FR2: She was six.

MR1: My favourite virtue is self-control as well.

**MI:** You've all talked about self-control quite a bit, this isn't a test, but were there any of the other virtues that ... ?

MR2: Integrity.

**MI: Why did you like that one, or maybe you didn't like it, why did that come to mind?**

MR2: It's doing something good when no one else is watching, you should do it, say for example, there's a homeless man and you're just walking past and you have got change and there's just no one there, some people will be like, "There's no one here, I'm just going to walk away," but when there's a lot of people, they start drawing attention to themselves and be like, "[cough]," and probably makes them think and give them to show that, "Look, I'm doing stuff, I'm giving money," stuff like that.

MR1: Also don't show off either, whilst you're giving the money to the poor person, it doesn't matter if someone else is looking

**MI: Doing it without showing off? Where did that idea come from? Was that just something that you've thought of, is it ...**

MR2: It's something I thought of.

FR2: I've actually done that, it was by this chip shop, there was this person asking for money, I gave him a sweet.

**FI: It sounds like that's quite important for you, that you've parted with some chocolate.**

**MI: "I can't give you money, I can give you something much more valuable".**

FR1: Mine has to be wisdom, because my sister, she's not a nice person.

FR2: I know that.

FR1: She doesn't like her, because I'm a nice person, I like helping people but I also get annoyed because my sister she always tells me to do like little things that she can do herself, I'm like, "You have to treat me fair, I'm a human being as well, I've got things to do," she's like, "I don't care, do this and that," I always leave because I've got my own stuff to do. One day, I told her that, "You have to think about what you're doing, because I'm a human being, you have to treat me fairly as well". And then the next day, she said to me that she was sorry for all the things she did to me and stuff like that.

**MI: A couple of others, in the past, some of our parents as well also said that Narnian Virtues was kind of unnecessary because they already talk to their children about character, what do you think about that?**

FR2: That's so untrue.

**MI: Tell us why.**

FR2: Because I use it at home, so some people might not do it because they don't, some people might not care about, but people might think that he shouldn't do it, there's no point of it, but there is a point of it because it can help you as well.

MR1: When there were no virtues, you see people [inaudible 00:28:31] when the words came in, you got even more good.

**MI: So you think at home they would already talk about but you think having the virtues makes it, made that better, made those conversations better?**

MR1: Yeah.

**MI: What do other people think? Do you think it's true that parents just talk about character at home, even without Narnian Virtues?**

R: [inaudible 00:28:59].

**MI: In the past, when we've asked other students at other schools, they've said that they showed a greater awareness of virtues in everyday situations. So not just in the books, but they can see where virtues would apply, just in normal school life, do you think that applies to you?**

All: Yeah.

**MI: How do you think it applies to you?**

FR1: When someone is bullying someone, they're being rude to someone and then you can [stand up for them and say, "Why are you bullying them for no reason? Don't bully them, go away," or you can tell the teacher of them.

**MI: I assume before you did Narnian Virtues you knew that bullying was wrong, we all know that we shouldn't pick on other people, we shouldn't bully, it's unkind, so what do you think about Narnian Virtues changed your opinion on bullying, or your perspective on bullying? How do you think it might have, or did it change it?**

FR2: It changed it a little bit, when Eustace was bullying the others, that made me realise you shouldn't do it, because they were actually telling the truth about Narnia.

**MI: Anyone else have an example or how you see everyday situations in school?**

FR1: Same for me, when I see someone getting bullied, I feel sad because they don't deserve it, but I don't help them because I feel like if I help them, I will be in the situation more and I might get hurt and stuff. But I as

I learnt one of the virtues, I helped that person and I helped her solve it and then I also stood up to the bully and they stopped it, because they don't want to get in trouble and stuff. And then now, this girl, she's actually happy and she's a nice person.

FR2: She lived happily ever after.

**MI: You two guys have any thoughts or any examples?**

MR2: No.

**MI: We are at the end of our questions I think, so there is just one more chance for you to say anything you like at all, vaguely related to Narnian Virtues that you think we need to hear about how you experienced it, how you found it?**

FR2: I need to do more.

**MI: Why do you need to do more?**

FR2: Because it's fun.

MR1: I want to read the other books, I want to read all of them

**MI: You want to read all the other books?**

MR1: Because they're entertaining and interesting ...

FR1: I want to stay here longer.

**NI: That's fine, you can stay here longer, just keep talking. Anything else you guys want to say?**

MR2: It was good and Narnian Virtues was good and it helped me a lot.

**MI: You've all been very positive which is lovely, if you could have changed something, now you've been through it, if I said you have to do it again but you can change one thing about it to make it exactly what you would want, what would you change, what would you make different?**

MR1: Make it like an actual person, like us, someone, creating a person, non-fictional, a person just coming in angry, like what he does and then he goes bad and then he goes right again, Narnian Virtues help him and his parents help him through the virtues.

**MI: Okay, so it sounds like something ... so you're saying, rather than the fictional character, something based on a real person who has gone through the same kind of curriculum, the same kind of idea and learnt about virtues and gone to their parents ... ?**



MR1: Yeah.

FR2: I think you should act the whole play out, act it out, everyone in the class, everyone in the class does it and performs it in front of the whole school.

**MI: For the whole book?**

FR2: Yeah.

**MI: One of the schools did that, you can do a play, it wasn't actually the year 7 and 8s, but you can it, there's like a school play you can do for The Lion, the Witch and the Wardrobe and at the same time as doing this, they're like GCSE and sixth formers put on The Lion, the Witch and the Wardrobe play at the end of the term.**

**FI: A whole school kind of thing then?**

**MI: It think it was just coincidence, I think they all done a Christmas play, do you do plays at your school?**

FR1: We used to.

MR1: No.

FR1: The school's dead.

MR2: I think we should spread the virtues and show more people about the virtues and tell more people about it.

**MI: If you could change it, you would add in more about telling more people about spreading the virtues?**

MR2: Yeah and there'd be more virtues.

**MI: Add more virtues?**

MR2: Yeah, but I don't know which virtues, but if there are some virtues that you can add, they should add them.

**FI: Have you got any suggestions at all?**

FR1: I've got another thing you can do, you can create your own Narnia book.

**MI: Workbook or novel?**

FR1: Novel, like, it has to do with Narnia, it can be the same characters and the same place, but a different story.

**MI: Random fact, Netflix, which you don't watch, are producing a series on Narnia that is set between, you know in the Lion, the Witch and the Wardrobe, there's years go by and they grow up in Narnia,**



**they're doing a series based on what happens between Aslan dying and them going back to normal earth.**

FR2: I want to watch it.

MR2: When's it going to be published?

**MI: I don't know, I heard about it, it was about summertime I'd heard that they'd launched it and I guess it normally takes them about a year to produce things, so it might be out later this year.**

FR2: I don't have Netflix so I can't watch it.

MR1: I've got Netflix.

**MI: I think things on Netflix do tend to go onto other TV or DVDs eventually.**

MR1: Netflix don't, if you have a Netflix Original, it don't come out, like Bird Box and that.

**MI: Do you have anything that you would change? If we said you have to do it again next year, but you get to change one thing before doing it again, what would you change?**

MR1: I don't know, I'm perfect, I wouldn't change anything.

**MI: Just out of interest, would anybody have preferred a different novel? Because the whole learning about virtues I guess you could do with any novel, would any of you looked at something different?**

MR1: I want to know when they met Caspian for the first time.

**MI: You didn't have Prince Caspian?**

MR1: Yeah, because I want to know how they me, the king or the Prince of Narnia, so that's what I want to read, that one.

**MI: So link up the ones in the middle, yeah?**

MR1: Yeah.

**MI: Anyone else?**

FR1: No.

**MI: Well, it's five minutes until your next lesson. I think we've finished, so we should probably let you go back to whatever it is you have to do, but thank you very much, you have been amazing, you've given us some excellent feedback.**



**END**