

Male Interviewer: Let's make a start talking about Narnian Virtues.

Female Interviewer: So you're Year 8, so you've done The Lion, the Witch and the Wardrobe and The Voyage of the Dawn Treader?

?: Yes.

FI: So just as a kicking off really, we were just wondering what you made of it overall? What was it like taking part?

Female respondent 1: Definitely improved my character and I'm more responsible now.

FI: Do you want to tell us a little bit more about that?

FR1: Before I was so irresponsible, I used to keep forgetting things, but now I'm more responsible for things and I can take action.

MI: Why do you think that Narnian Virtues helped you be more responsible?

FR1: Because you know how like, what's his name, Edmund, you know how he was so naughty before, he reminded me of me, and then he changed afterwards, I wanted to be like that.

FI: Did you feel the same or different at all?

Female respondent 2: I think different, I really liked The Lion, the Witch and the Wardrobe but The Voyage of the Dawn Treader not so much. The Lion, the Witch and the Wardrobe, I think I liked how it was because I guess I don't like writing letters and stuff, I more enjoy descriptive writing, but writing letters and diary entries, it's not my thing, and I feel like The Lion, the Witch and the Wardrobe had a bigger impact on me than The Voyage of the Dawn Treader, because The Lion, the Witch and the Wardrobe I got what they were getting at but then The Voyage of the Dawn Treader not so much.

The Lion, the Witch and the Wardrobe, each characters had their own flaws and I could properly see what their flaw is and how they change, and the character development was really good, but The Voyage of the Dawn Treader, the character development for Eustace I think was really cool, but at the same time I didn't really understand the flaws and the problems and stuff, so that's my opinion.

FI: Thank you very much for sharing that.

MI: That's great, you mentioned the difference between the novels, was there much difference between the work that you were doing between them do you think?

FR2: The Lion, the Witch and the Wardrobe I got to describe stuff, and like I said I like descriptive writing, but then The Voyage of the Dawn Treader it wasn't like describing, it was more like writing diary entries and writing how, answering questions and stuff, I'm not really a big fan of that, it's just my opinion, descriptive writing, and I like imagery a lot, so it definitely improved my writing.

And what I really liked the best was I could properly show my potential as a writer from The Lion, the Witch and the Wardrobe rather than The Voyage of the Dawn Treader, because through The Lion, the Witch and the Wardrobe I got to move up sets and my teachers were really impressed with my writing.

FR1: The Lion, the Witch and the Wardrobe, it definitely shows the importance of changing your character from bad to good, but The Voyage of the Dawn Treader, it just helps to show you the difference that happens.

Female Respondent 3: I think The Voyage of the Dawn Treader, I didn't really understand the plot but then with The Lion, the Witch and the Wardrobe it was easier to understand the plot, and it was a much more, I found the book more better to read in some ways, but The Voyage of the Dawn Treader, you know when you read it, it kind of was putting me to sleep.

FI: Be honest, it's fine.

FR2: It was putting me to sleep, and in lessons the work wouldn't keep me awake, I was just falling asleep.

FR1: I never really understood it, when he turned into a dragon and then all of a sudden, he just realised that he should have took his time to realise.

MI: You think it wouldn't have happened straight away, do you mean realising he was a dragon or realising how his behaviour?

FR1: His behaviour.

FR2: And I think The Lion, the Witch and the Wardrobe is more thinking, these things are like, the problems that they face could happen in reality, whereas the problems in The Voyage of the Dawn Treader, it's not like something that could happen in real life in a way, you can't just turn into a dragon or something like that, like Edmund, like betraying someone between your family, that could happen any day any time, so thinking it was kind of better in a way, because I like stuff that I have connection to rather than really mythical and stuff like that.

MI: If I could just sum that up so far to make sure that I've understood, so you said that The Lion, the Witch and the Wardrobe is firstly it's a better story, it's easier to understand the plot and it's easier to learn from?

FR1: Yes, for that age group as well.

MI: Same age group, and The Voyage of the Dawn Treader is harder to understand what's going on and it's just not as interesting for you, just a little more boring to read?

FR1: Yes.

MI: And in terms of the work, The Lion, the Witch and the Wardrobe certainly allowed you the opportunity to really show what you're good at with your writing and descriptive writing, The Voyage of the Dawn Treader didn't give you that same chance because it was different types of writing that wasn't as good for you?

All: Yes.

FI: So you feel The Lion, the Witch and the Wardrobe gave you more of a chance to be creative, is that what you're saying?

All: Yes.

FR1: And the activities were a lot more fun, and it was something interesting and it fascinates me, so it motivated me to be better because, well it did, and The Voyage of the Dawn Treader, I wasn't really motivated, it was just like, I was like, for homework it was like, "I'll just get this done and stuff, it's not like I'm actually going to do it", because I don't know, it's just like not my thing, I didn't really enjoy The Voyage of the Dawn Treader, it was quite boring.

FR2: Narnia has always been like a big part of my childhood, when I was little, if I was to say, "What's my favourite thing from when I was little?", I would say, "It was Narnia", because ever since I could remember it's been the only thing I've ever cared about, I've watched the movies, I've read all the books until now, and then when I found out that we were learning about it I was so happy.

MI: Excellent, that's good.

FR2: Through the work it changed your perspective of how it was.

FR1: Because I've always known The Lion, the Witch and the Wardrobe, and then when I learnt about The Voyage of the Dawn Treader I was shocked.

FI: In what way?

FR1: I've never heard of that one, I've only heard of The Lion, the Witch and the Wardrobe.

MI: I see.



FI: You didn't realise it was part of a series, that there were more books?

FR1: I did know but I've never heard of that one.

MI: Okay.

FI: So you've read some of the others but not that one?

FI: I see.

MI: What do you think Narnian Virtues was trying to achieve?

FR2: Trying to make kids into better people and try to teach them what's wrong or right through a book, the plotline was how fantasies and stuff, so stuff that kids can enjoy and try and motivate them to do bad things and to be bad people, I think that's what Narnian Virtues was about.

MI: Excellent, thank you. What do you think Narnian Virtues was trying to achieve?

FR1: You know how our society, like on their own it's really bad, like the kids behaviour, I feel like it was trying to improve our generation now in the year that we want to be a better one, we want to have the next generation after us as well.

FI: Why do you think the school decided to take part in it?

FR1: Our school is right in the middle of around all these bad kids, not in this school but around parks and roads, so they probably want to help us not be like them, and then when we're not like them we can influence them to be more like us.

FI: Do you agree with this?

FR2: Yes.

MI: Do you think it's met its aim? Do you think the curriculum has helped you to be, I think, did you say the words "Good kids", did it help you to be good and has it helped you to influence other people do you think or not?

FR2: In some way. It's like kind of and then not really, it did motivate me I guess, but then at the same time it was like not really.

MI: That's fine.

FR2: The Voyage of the Dawn Treader, I don't know, it just didn't motivate me in that way, and I think the whole plot and the storyline was quite boring, and it's not something that I was into, and it didn't really motivate me, I was like, "Okay, this is just school work, it's not like it's going to impact

my life or anything”, but then with The Lion, the Witch and the Wardrobe it was like, “Ah yes, I want to be like her, she’s cool”, and kids can relate to the characters a lot more, and they can learn from the characters as well in a way, so that motivated me in a way, but then I stuck to some of the stuff like being more responsible, being more honest with myself, and like self-loving and everything like that, so it was cool.

FR1: It’s because you know The Lion, the Witch and the Wardrobe is the very first one that introduced everything, a whole new world of fantasy, so that’s why it’s more interesting, and The Voyage of the Dawn Treader is like a drag from that, it carries on.

MI: That’s good to hear, good to know.

The other part of the project was the character passport activities that you did at home.

FR1: I didn’t like them.

MI: I was going to ask what your opinion was, so tell us why?

FR1: I don’t know, it was the questions, I didn’t really understand the whole, behind the questions, I can’t really remember the questions, but some of the questions I was like, “This is cool”, and then some of the other questions were difficult to understand. I’d often do it with my friend, and we would both get stuck, it’s really hard to understand the questions and stuff, and I never really enjoyed the character passports, I felt like it was a waste of time, just a waste of my time.

FR2: If I was going to say that I improved, like actually I don’t want to write it down on a piece of paper, but it was good though, it helped me, the first page said, “What virtues do I want to improve on?”, and then later on I looked back and I see, “Oh those are the virtues I’ve improved on, those are the virtues I show now every day.”

FI: Did your families and people at home take part at all in the homework?

FR1: Yes for The Lion, the Witch and the Wardrobe my dad took part in it a lot, all the activities, but then with The Voyage of the Dawn Treader I didn’t really care about it because it wasn’t really influencing me or anything or motivating me, so I just done it with my friend, and we just done it anyway, we didn’t really put what we were really thinking, we just put anything, because we weren’t bothered to do it, we didn’t like the work that we were doing with school, we just didn’t like it.

MI: Again just to make sure I’ve understood, so you think that The Lion, the Witch and the Wardrobe you did it and you did it at home partly because you enjoyed the work in school so it gave you motivation,

but because The Voyage of the Dawn Treader just wasn't as good for you, you weren't as motivated to do the homework?

All: Yes.

FR2: I couldn't do it at home, my dad was always at work and my mum she's at home and she has to look after my sisters, so I was always doing my cousin's sister, and I've known my cousin's sister since I was born, we practically like raised each other, so then she's always been like, every time that I would change she would always be the first one to see a difference in me, so I've always done it with her.

FI: Is she in the same year as you?

FR2: Yes.

FI: That's good, excellent.

FR1: I think you should get rid of the character passports, it's not helping.

MI: That's good advice, that's good feedback, thank you.

Do you think we should replace it with something else that you do outside of the classroom, or do you think it should just be based in the classroom?

FR1: I think it should just be based in the classroom because kids nowadays, even no matter how fun the homework might be they still won't want to do homework because they think it's just a waste of time, they'd rather just do it in the class because then it's something they'll be bothered to do. Because I think with grown-ups, if we don't do our homework they think we, why are we so busy about, we have nothing to be busy about.

FR2: We have like an hour after school, in that time we have to get all our other subject homework done and revise at the same time, and after that we have mosque, and after mosque we just eat and go to sleep.

FR1: We don't have time to fit it in, so after I come back from home I have to go to mosque at 4.30pm, when I come home I'm going to have some homework to do, and then I won't get time to myself because of how busy it is, and the fact that we have to do the character passports, it's almost like a burden to us rather than helping us, so I think classwork is better, instead of doing it individually I think we should do it as a group so then we can get to know each other's flaws and stuff.

FI: That's a really good idea.

All: Yes.



FR2: I've always had this idea in my head that you have, let's say, she has, we have to pick someone and she picks me, she can observe how I change as a person and write it down and then show me later on when we finish the subject.

MI: That's great, excellent.

How many evenings a week do you go to the mosque?

FR2: I go from Monday to Friday, Saturday and Sunday I have off, and we go for three and a half hours, so I hardly have any time doing what I want to do.

MI: Do you go to mosque for prayers or for school or both?

FR2: We pray there, and we learn about religion and stuff like that.

FR1: Our religion is like Narnian almost, you know how we learn the virtues, it teaches us to become good human beings and stuff, and how to worship.

MI: That's good, that was where my question was going, I was going to ask if there was any overlap between the things you do in Narnian Virtues and the things you might learn about at the mosque?

FR1: I'm so busy, I have school, and after school I look after my sisters because obviously I want to let my mum rest, and then I have mosque for two hours, and then after mosque I come home and then I eat and go to sleep, but then that happens every Monday to Thursday, and Friday I go and visit my Grandma because she's ill, and Saturday and Sunday I have mosque three hours straight, sometimes four.

FI: On each day?

FR1: Yes.

MI: That's good to know, it sounds like you're very, very busy.

We have our last few questions, they're inspired by other people basically, so it's not just you we're talking to, we know the people who made the curriculum and we talked to them, we know what they wanted to get out of it, we talked to other parents, we talked to students in other schools, and we've talked to teachers, so we're just going to ask you some things about things they've told us to see whether you agree with them, disagree with them, see what your perspective is.

The first one is, these are the people who designed the very first version of the curriculum, they wanted students to develop in three areas to do with virtue and they called it, "Head, heart and hand", and with "Head" they wanted students to understand the virtues, to



know what they were, with “Heart” they wanted students to be motivated to put them into action, they wanted them to think that virtues were a good thing, and with “Hand” they wanted students to actually go out and do it.

So those three areas, “Head” understanding, “Heart” is about how you feel about the virtues and “Hand” is about going out and doing it, do you think that the curriculum influenced you in any of those three areas or other students around you in any of those three areas?

FR2: Probably hand, I would try to do it and I would try to improve myself, but only when I felt motivated and bothered to, but mostly I think it was just how I live anyhow, as long as I don't do anything terribly bad then I'm just fine.

FR1: In my head I've always been a good person, but then every night I would say to myself, “I'm going to change, so tomorrow I'm going to do this and do that”, but I never ended up doing it, so then when I read the book I'm like, “Okay, I'm going to do it, I'm going to force myself”, but then I was like, “No”, later on I was like, “I can't force myself to do it, I need to do it from my heart”, so then when I started reading the book I got more in-depth into the reasons of why the characters did what they did, I was like “Okay, I feel like I have to do this now, it's in my heart I want to do it, I want to change”, I just can't keep thinking, “I'm [name] and I can do this if I want.”

MI: Excellent, and you think reading the book, doing the curriculum helped you think about that more?

FR2: You know when you go in-depth, when you understand why they done it, you can actually relate.

MI: I see.

FI: So are you saying it's not just on a surface level anymore, you've gone deeper inside?

MI: Wonderful, so the people who put the curriculum together also thought that parents were an important part of how students develop character, what do you think about that?

FR1: Yes, because some kids, it's about their surroundings, if you have a good upbringing and then you have a good positive surrounding, you're likely to be a positive person, if you have a negative surrounding and bad upbringing then you're not going to have such a positive upbringing. If you grow up in a positive environment, you would have a positive mindset and you'd continuously be happy and there would be no reason for you to be miserable and you'd always face the better things in life rather than facing the negative things. But whereas if it was negative upbringing, so



like your parents or your bothers and sisters, if your parents didn't care about you or were bothered about you or didn't really care about you basically, then you would think you're worthless as a person and you'd have loads of worries and so many things that you feel wrong about yourself, it's like saying, "You're living with no purpose and you're not happy with yourself", there's no self-love, and it's weird because with no self-love you basically, you don't want to live no more you want stop, but then again some kids are like they don't want to live but they're afraid to die, so they're stuck in the middle, and the fact that they're stuck in the middle and they're not getting any help because they're scared.

And with all the negative upbringing, and kids not being able to reach out for help and being scared to do so, it just makes everything more worse because they're going to start doing stuff that they'll regret. And with positive upbringing you're more like an open person, you're a more approachable person, and you can tell people anything and you can trust people and they can trust you, and with being positive you attract positive people, you attract good people. Negative, it's like isolating yourself and you're isolating yourself from other people and positive things, you'll always think bad, so if you're doing an exam, you're like, "What if I fail?", "What if I end up on the streets?", "What if I become homeless?", and stuff, so it's like that.

Also when you feel like your family, when you lack affection you always feel empty and it's just a really bad feeling of feeling empty, then you'll start getting negative thoughts that cloud up your head, and it just gets worse from there, they're thinking negative thoughts like, "I'm useless", "I'm so dumb", "I shouldn't care about other people, I shouldn't care about myself", "Is there a purpose for me living and carrying on living, shouldn't I just stop living?", and stuff, and things like that, so it depends on your upbringing and your surroundings.

Grow up with a positive upbringing and you'll become a positive and nice and a good virtuous person, grow up with a negative upbringing you'll become someone that people won't like, someone that you won't like, someone you're not satisfied with, someone you think is feeble or faulty, someone who is a failure to you, it's just like that.

MI: That's lots of really good points in there, so I get what you mean that some people without a positive upbringing might not have a positive look on life and might struggle in life, do you think that there's things that schools can do to help that?

FR1: Yes, we have mentoring, so children who, and we also have this website, so if you have home situations and if you don't feel comfortable with yourself, sometimes you can go on that website, I've forgotten what it's called, but a teacher that's gone now, he controlled our website, you could write what's happening, but then if you don't want to say who you are it's anonymous at the same time, but if you do you could write your



name, but it's better to say it in person, because our mentoring staff are just downstairs in the library.

I have a friend who does mentoring, and her situation is really sad, so I don't want to go into it because it's personal, but it's been helping her a lot.

MI: So something important about the school can provide another person to be there for you, to talk to you, so you think that's important?

FR1: I think it would be cool if there was, to me whenever I'm sad or something, I wouldn't want to talk to the teachers, I'd just feel really uncomfortable talking to the teachers, that's just my opinion, and the whole mentoring thing is just not my type of my thing.

I feel like crying is the best way to relieve yourself, crying is an emotion that ...

FI: It's a catharsis.

FR1: An emotion that, I don't know, what she said, so I think you can relieve yourself, crying is good, to me it's good. If they could just give you, not ask you, "What's wrong?", and give you a room where you can be in there and sort yourself out and put yourself together and everything, sort your own situation out, and if it was okay then I think it would be cool if they let your really trustworthy friend have a chat, my friend, she's really trustworthy, I could tell her anything and I feel completely okay with telling her most things with anything, and I know she wouldn't tell anyone because she's not that type of person.

With teachers I feel like if you tell them if you're abused and stuff, they're probably going to get the police involved, and it just feels unsafe to me and stuff, but with your friends they're going to be there for you and they're going to help you through and give you advice and stuff, and you feel more comfortable.

It would be cool if they just gave you a place where you can relieve yourself, talk to someone.

FR2: Talking to a teacher, it can help sometimes because you just want to keep talking and talking and getting it out, but then again if you think about it, you feel uncomfortable saying it to someone you're not close to, but it's like me and her, me and her have known each other for five, six years now, I take her in as family, her whole family.

When I told you I have another friend who is basically like a sister to me, when I tell them it's really cool, I feel better, I feel I can say more in-depth, but the teachers can prevent bad situations from happening.

MI: That's really interesting to hear.

FR1: I think it's different for people, so some people they could tell a teacher and they feel comfortably fine, whereas other people feel like they don't like telling teachers, so it's different for everyone, it's not the same with, some people don't like being isolated and like to be in a room with positive energy, whereas I like to sort myself out, be alone and stuff, I wouldn't want people talking to me, asking me what's wrong, because I just feel frustrated, "Can you shut up?", just by saying, "Are you okay, are you okay?", "You can clearly see I'm not fine, why are you asking?"

MI: You want a quiet room to go into, do you?

FR2: Yes, when I'm sat there, I just want to punch someone, today in the morning I came into school and I was just furious, I don't know why, I was just angry, actually I do know why, I just want to say it's personal, I was just angry and I just wanted to punch someone.

MI: It's lucky that you've been taking up boxing then.

FR2: When I'm upset, I don't technically punch around, I just want to block everyone out, I wouldn't want anyone talking to me, I just want everything quiet. If they do talk to me then I'm probably giving them the cold shoulder or just tell them to shut up.

FR1: But then we can't do that because then they go on to things, the next thing, "Oh, she doesn't want to be my friend anymore", or, "She wants to stop beefing me."

FR2: I wouldn't care.

FR1: It's girls, you know what they say, "They're so immature."

FR2: I wouldn't really care, I'd be like, "Don't talk to me, shut up", that's just how I feel.

MI: You said quite a lot about talking about things or not wanting to talk about things sometimes as well, one of the things that some parents have said in the past when we've interviewed them is that it provided, going back to Narnian Virtues, it provided a shared vocabulary that people could use to talk about things at home, the vocabulary around virtues, honesty, integrity, those kinds of words, do you agreed with that? Do you think they were words that you started using at home? Did they help you talk and have conversations?

FR2: I think my parents starting use it more, more likely my dad started using it, for me not really.

FI: What sorts of words was he using?



FR2: I don't know, integrity and stuff, when he would talk he would use those words.

FI: Does anyone in your household?

FR2: I feel like with this, with the Narnian Virtue thing, for some people it brought their kids, their parents and them closer to each other so they have a closer and stronger bond than what they had before, because then the kids could freely tell their parents what's wrong and stuff and not feel bad, but other people I think it was just like, "Whatever", to them, "This is just schoolwork, it will pass by and we'll forget about it", and stuff.

FI: It's really interesting to hear how the different classes had different experiences.

FR1: I speak Bengali at home, but ever since I was little, my dad speaks English but my mum doesn't, but ever since I was little I've always wanted to be like my dad, my dad's always been an honest man and he's always had his focus and one thing, and that one thing is providing good for his family, and I'm his first daughter, so when I was born he's always expected a lot from me, and I've always wanted that, I want attention, and then my dad he is a business man, so I've always wanted to be like that, and he always tells me, "Do what you want, when you put your mind to something then you can achieve it."

FR2: It's the same with my dad, so I was his first daughter.

FR1: Our dads work together.

FR2: He almost spoilt me in a way, but at the same time he brought me up with good manners and would always lecture me in a good way, about mental intelligence and stuff like that, and having virtues and being a good listener and being a good person in general, and one time he was like to me, "I don't really care about what you become as long as you're a decent human being then it's just fine."

My dad's a big role model to me, he's like a role model to me as well as one of our prophets, prophet [inaudible 0:33:32].

FR1: That's our last prophet.

FR2: Yes, last prophet, he's like a really big role model to us Muslims, he had a very virtuous character, and he would lead us to the right path and stuff, and he was like someone that we should follow.

MI: That's great.

I'm hearing that you have taken some of the things you've learnt about virtues from Narnian Virtues, but you can see how in your



prophets and in your teachings that these are things that you see in other parts of your life as well?

All: Yes.

MI: That's excellent.

When we've talked to other students one of the things that they have said is that Narnian Virtues helped them to see other everyday situations as opportunities to practice virtues, now they might not have done anything, they might not have changed their behaviour, just when they're generally in life looking around they can look and see, "That person could have shown that virtue", or, "That person has shown a virtue", is that something you would relate to or disagree with?

FR1: Yes probably.

FR2: If some girls in our class were being mean to other girls, there would be some other girls that would stand up for them no matter the consequences, even if they get cussed at as well, they'll still stand up because they know it's right, and it's just like one thing that, they just do it, they just do it because they know it's right, not because they're forced to, but they know it's right. And I think that's really cool.

And being honest, that's something that I try to include in my life a lot, like if I broke a plate, "It fell", waiting for my mum to find out, I think it's better to tell my mum instead rather than telling her later because then I'm going to get scalded more.

FR2: I just do anything to get away with it.

FR2: My friend, we were Facetiming yesterday and then she had to go downstairs and then she came back upstairs and she was like, "I think it's really important to be honest with your mum", she's like, "My mum really liked these sandals and I accidentally dropped tea on them", it's like those type of ones where if you drop tea it's going to start smelling, and then she said to me that she had like an angel and devil type of thing going on so, "If I tell her now I'm pretty sure nothing bad is going to happen, but if I tell her later then I'm going to get in trouble", so she told her mum and her mum didn't really care, so then she came back upstairs and she told me the story, and you could see that it kind of impacted but I think she just done it because it was right.

MI: Excellent.

I think that's the end of our questions, but do you have anything that we haven't asked that you would like to tell us about Narnian Virtues that you think is really important for us to hear?



FR1: I was going to say something, but I've forgot it now.

MI: We can give you a moment to think, that's fine.

FI: Or anything else you think should be improved?

FR1: Yes.

FI: Great.

FR1: You know the extracts when you're doing [inaudible 0:37:17], I didn't really see the point, you know the extracts because you go in-depth in them as well.

FR2: I think instead of just reading the extracts and stuff, I've forgotten what I was going to say now. What was I going to say?!

FI: You wanted to do something extra to the extracts or it floated off?

FR2: It floated off.

I think there should be a lot more group work rather than writing, because if you're just writing the kids are going to get, we're going to get bored, "I don't want to do this", and stuff, and it's just boring and it's just going to put us to sleep because all we do is write, it's just not going to motivate us and stuff, and I think you just shouldn't be answering questions and writing letters and stuff like that because I'm pretty no one really likes that, I think there should be a variety of different types of stuff and there should be group work or maybe we could act out the scenes and stuff like that, rather than just writing everything down, that's what I think.

MI: In other English lessons that aren't Narnian, do you do more varied tasks than Narnian?

FR2: No.

FR1: I personally think we should join with other classes so we could see what they do, because we're all in one class and we're just like, "We didn't bother."

We're in the same class, so I think we should join with a different class, both of our classes mixed.

FI: Are they at the same time?

FR1: Yes, so we could see what they do and how they learn, their perspectives.

MI: Because you get bored of hearing the same people?

FR1: Yes, because we all had the same perspective because we're all in the same class.

FI: That's a really interesting idea.

MI: It is.

FR2: I think I oppose to that because I don't like socialising, so being with other people in other classes is just awkward for me, I don't know who they are, and also I think it's going to be awkward for them, sure if they have a friend in other classes then it's cool, but if you're not friends then it's just feeling like, since you're so used to all the people in your class, and you have to get used to these, it's just going to be irritating for you or irritating for me, it's just my opinion.

Yes, so I oppose to that, I don't like that idea.

MI: That's really good to hear both sides.

FR2: Because for me and her there's only one difference, because when I started this school, I had no siblings, I had no older brothers, no older sisters, no one that had to watch out for me, so I kind of had to use socialising.

FR1: What about your cousin's sister?

FR2: She's our age.

FR1: Yes, so she can look out for you?

FR2: Yes, me and her raised each other, we had no other siblings, no one, so me and her had to make a reputation for ourselves, but we never also wanted to be around each other because we used to live in the same house, and we used to be like, "I'm tired of seeing your face every day", so we still hang out sometimes, so we had to make a reputation for ourselves, and we used socialising as a way to do that.

FI: What sort of reputation?

FR2: Now it's, a lot of people do know me, but because I'm friends with a lot of people now, my friends introduced me to their friends, it goes around.

FR1: This school is a family school, my aunties came here, my dad came to this school, my first cousins, they came to this school, and one of my cousins brothers is currently in this school, so it's like cool, my cousin and I, and we don't really look out for each other, we don't really look out for each other it's like, "Mind out of this", because we can deal with.

FR2: Who's that, what cousin was that?

FR1: Yes, in the school.

FR2: What year?

FR1: Year 11.

FR2: I never knew that, that's cool.

FR1: When our friends are not there we just say, "Hi", and stuff, and that's it. We just say, "Look out for ourselves." It's like her cousin's sister could look out for her, but she's too [overtalking].

FR2: My cousin's sister, she has so many friends in this school that sometimes I don't even know who she is anymore, my cousin's sister, she went from nobody to this person that everyone knows.

FR1: I think you should say that to her.

FR2: I do say it to her.

MI: Thank you both very much, I think it's probably time for us to stop there.

[CLOSE]

