



FINAL REPORT 2nd Questionnaire

Project ACTIVE

Place and dates of completion of the questionnaire

Italy: Scuola Elementare statale Ada Tagliacozzo, Rome – November 10th 2009

Belgium: Sint-Romboutscollege, Mechelen – November 13th 2009

Poland: Primary School number 12, Lodz - November 9th 2009

Primary School number 173, Lodz - November 13th 2009

Ireland: Queen of Angels Primary School Wedgewood, Dublin – November 9th 2009

Bulgaria: 120 osnovno uchilichte Georgi Stoikov Rakonski, Sofia – November 20th 2009

Spain: CEIP La Llàntia, Mataró - November 9th-13th 2009

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NUMBER OF PARTICIPANTS

In total 521 children composed the Focus Group (see paragraph below “main issues in the Focus Group”)

EXPLORA (Italy):	104 (57 boys, 47 girls)
IMAGINOSITY (Ireland):	60 (28 boys, 32 girls)
PARKMINIATUR (Poland):	64 (33 boys, 31 girls)
TECHNOPOLIS (Belgium):	102 (48 boys, 54 girls)
ARTLAND (Bulgaria):	103 (51 boys, 52 girls)
CEIP (Spain):	88 (44 boys, 44 girls)
TOTAL:	521 (261 boys, 260 girls)

AVERAGE AGE of FOCUS GROUP

The average age of the Focus Group is 8,31

EXPLORA (Italy):	8,4
IMAGINOSITY (Ireland):	8
PARKMINIATUR (Poland):	8
TECHNOPOLIS (Belgium):	8,5
ART LAND (Bulgaria):	8,5
CEIP (Spain):	8,5



SUBMISSION METHODOLOGY AND DATA COLLECTION

The 2nd Questionnaire has been submitted without general introduction on the main objectives (evaluation of characters and storylines) but before beginning facilitators reminded to children the 1st Focus Group on the topic of food and healthy lifestyle in which they participated.

Each museum received by Explora 3 different forms of the 2nd Questionnaire:

- A FORM - TEACHERS AND STAFF USE, not to be submitted to children;
- B FORM - CHILDREN, to be submitted to children. It does not have the questions, but only the blanks (or multiple choice) for the answers. The questions have been read out by the supervisor using a PowerPoint presentation or reading the A Form. B Forms were anonymous, but children have been asked to report their age and gender.
- C FORM - REPORTING, to report all the answers (open and multiple choice) to Explora. Instead of copying all the answers given by the children in a word file, in terms of efficiency it has been better for every museum to count all the answers and to fill in an excel file with tables and pie charts for every question.
- D FORM – LOCAL FOCUS GROUP REPORT, to be filled in by every museum to report some information on the date of the Focus Group, the number of boys and girls involved, their ages, the place where the Focus Group has been done, the issues before, during and after the Focus Group.

Teachers and recreation staff have made sure that children answered seriously, not mockingly. For this reason Explora has suggested that children sit around coffee tables, and that each supervisor took care of a 6 children group. The answers given by children have not been affected by supervisors.

Collection and analysis of results have been rather timely and efficient.

Unlike what has been done for the 1st Questionnaire and according to the suggestions given by the subcontractors after the 1st Questionnaire, the staff has not been requested the protocol number mechanism (please, see report on 1st Questionnaire): in fact every museum has been responsible for collecting the answers using their own system. Every museum filled in the C form in order to report all the answers to Explora.



MAIN ISSUES OF THE FOCUS GROUP

One of the biggest issue encountered is the number of participants: due to the flu epidemic, there has been a decrease of the number of children attending to the Focus Group (- 12,4% in general), in particular in Italy (- 17%), in Ireland (- 25,9%), in Poland (- 28%), in Belgium (- 13,7%), in Bulgaria (- 11,79), in Spain (- 63%).

In addition some children museums reported that questions could have foreseen more space to the kids' imagination. For the 3rd Questionnaire we will foreseen more open questions.

As for the 1st Questionnaire, another aspect to be taken into account is the presence of socially disadvantaged children who needed special support to fill in the questionnaire. This aspect has been considered during the drafting of the 2nd Questionnaires writing questions focused more on images and short stories than on the knowledge and verbal skills.

FINAL QUANTITATIVE EVALUATION OF ANSWERS

The entire documentation including Form A for teachers, Form B for children, Form C for evaluation and Form D with the local Focus Group report are available upon request.

The table below shows all the data coming from the multiple choice questions. The columns show the percentage of answers for each country and the final and general results.

Questions	Answers	BE	BG	IT	IE	PL	ES	ALL
TOTAL BOYS in focus group		47%	49%	55%	46%	51%	50%	50%
TOTAL GIRLS in focus group		53%	51%	45%	54%	49%	50%	50%
1) Do you like Ben?	YES	92%	56%	53%	78%	58%	89%	71%
	NO	8%	44%	47%	22%	42%	11%	29%
2) Do you like Jaq?	YES	82%	37%	59%	82%	67%	60%	63%
	NO	18%	63%	41%	18%	33%	40%	37%
3) Do you like Lucy?	YES	69%	50%	44%	65%	52%	76%	59%
	NO	28%	50%	56%	35%	48%	24%	40%
	No answer	3%	0	0	0	0	0	1%
4) Do you like Boo?	YES	98%	94%	91%	95%	91%	94%	94%
	NO	2%	6%	9%	5%	9%	6%	6%
5) Which character is more interested in sport?	Ben	64%	30%	66%	77%	64%	73%	60%
	Jaq	31%	41%	28%	13%	11%	15%	25%
	Lucy	0%	3%	2%	0%	3%	1%	2%
	Boo	5%	24%	4%	10%	22%	9%	12%
	No answer	0%	2%	0%	0%	0%	2%	1%
6) Who is your favorite character?	Ben	21%	15%	18%	5%	11%	17%	15%
	Jaq	17%	9%	13%	18%	27%	14%	15%
	Lucy	8%	15%	11%	12%	9%	6%	10%
	Boo	53%	60%	58%	63%	53%	60%	59%
	No answer	1%	1%	0	2%	0	3%	1%

8) Would you like to join them and learn lots of interesting new things?	Yes	99%	87%	97%	92%	92%	97%	94%
	No	1%	13%	3%	8%	8%	2%	6%
	No answer	0	0	0	0	0	1%	0
10) In your opinion, why does the Boo's team lose the first half of the Worldenball contest?	Because they do not know the game's rules.	0%	4%	0%	7%	9%	8%	4%
	Because Lucy had no breakfast and she has no energy.	98%	87%	98%	66%	82%	90%	89%
	Because they are not good at playing this brilliant game.	2%	8%	2%	27%	9%	1%	7%
	No answer	0	1%	0	0	0	1%	0
11) In your opinion what will Ben, Jaq and Lucy enjoy doing the most in their free time now that they've visited Magikos?	Watching tv.	9%	11%	7%	8%	0%	6%	7%
	Moving around and playing with friends.	91%	84%	89%	74%	95%	93%	89%
	Playing pc games.	0	5%	3%	18%	5%	1%	4%
	No answer	0	0	1%	0	0	0	0
12) Which snack would you recommend to Ben, Lucy and Jaq?	The crisps.	1%	8%	4%	2%	3%	0%	3%
	The cake.	0%	1%	3%	5%	3%	0%	2%
	Fruit.	28%	28%	9%	35%	47%	23%	26%
	They can choose any one of these 3 snacks because what's important is varying your diet and eating a little bit of everything.	70%	53%	84%	58%	47%	76%	67%
	No answer	1%	10%	0	0	0	1%	2%
13) Finally, would you like to know more about the fantastic adventures of Boo and his friends?	Yes	100%	88%	97%	93%	91%	97%	95%
	No	0	12%	3%	7%	9%	3%	5%

OPEN ANSWERS

At question n. 7 “Now look at these other characters: what do you think of them?” linked to the Zoreffatrons image, children have given the following answers:

Answers	% of total of 521
Children find them funny.	15,35
Children find them strange and weird.	12,47
Children find them ugly.	8,44
Children noticed in particular the fact that they are aliens.	6,71
Children find them not nice and not cute.	6,14
Children find them nice.	5,37
Children noticed in particular the blue skin.	5,37
Children find them bad and evil	4,6
Children simply like them.	3,83
Children simply do not like them.	3,45
No answer and answers without any sense.	2,3
Children noticed in particular the fact that they are monsters.	2,3
Children find them sad.	2,11
Children find them prehistoric, like prehistoric men.	1,91
Children find them cool.	1,34
Children noticed in particular the fact that they are full colored.	1,15
Children find them beautiful.	1,15
Children noticed in particular the fact that they are a family.	1,15
Children find them poor.	0,95
Children noticed in particular their strange clothes.	1,15
Children find them boring.	1,15
Children find them hairy.	0,76
Children think they look like insects (ants, fleas, louces).	0,76
Children find them dirty.	0,76

Children noticed in particular their blue face.	0,57
Children noticed in particular their hair.	0,57
Children noticed in particular their colored hair.	0,57
Children noticed in particular their red hair.	0,57
Children find them fairy.	0,57
Children find them unfriendly.	0,57
Children find them stupid.	
Children find their clothes ugly.	0,38
Children noticed in particular their colored clothes.	0,38
Children find them interesting.	0,38
Children find them lazy.	0,38
Children find them kind.	0,38
Children find them stupid.	0,38
Children noticed in particular the fact that they are different from the other characters.	0,38
Children noticed in particular the fact that they do not smile.	0,38
Children find them fat.	0,19
Children find creatures without nose.	0,19
Children noticed in particular their legs.	0,19
Children noticed in particular their freckles.	0,19
Children think that they smell bad.	0,19
Children noticed in particular their wrinkles.	0,19
Children think that they are zombies.	0,19
Children think that they are not strong but weak.	0,19
Children think that they are sick.	0,19
Children think that they are good.	0,19
Children think that they are rusty.	0,19
Children think that they are similar to monkeys.	0,19
Children think that they are not brave.	0,19

At question n. 9, after asking the children if they would have liked to join the four characters to learn new things, children have been asked to explain why they have chosen *yes* or *no* at the question before. The table below reports the answers of those who have ticked *yes*:

Answers	% of total 491
Children want to discover the adventures, they love adventures and travelling.	22,19
Children find the story funny.	18,12
Children want to learn new things, new places and discover new friends.	17,71
Children find the story interesting.	10,59
Children find the characters nice and cute.	6,1
Children like the story and the characters.	5,49
Children are interested in Boo (for instance, the fact that Boo speaks).	2,85
Children find the 4 characters a good cartoon.	2,24
Children love cartoons.	2,03
No answer or answers without any sense.	1,83
Children want to discover the other characters.	1,83
Children want to discover magic places.	1,62
Children find the story exciting.	1,62
Children simply like the story.	1,42
Children consider the 4 characters as friends.	1,22
Children like Ben.	0,81
Children find the story useful.	0,61
Children want to know what happens later.	0,4
Children like Jaq.	0,2
Children like the fantasy world described.	0,2
Children want to be like the 4 characters.	0,2
Children find the 4 characters sporty and active.	0,2
Children are interested in the fact that it is a new cartoon.	0,2
Children want to play with them.	0,2

The table below reports the answers of those who have ticked *no*:

Answers	% of total 29
No answers or answers without any sense.	24,13
Children do not find the story funny.	13,79
Children do not find the story interesting.	13,79
Children do not want to learn anything.	13,79
Children do not like the fact that the 4 characters are not real.	10,34
Children do not like the fantasy and the magic.	6,89
Children think that it won't be a good cartoon.	3,44
Children do not find the characters nice.	3,44
Children think they know already many things.	3,44
Children find Boo boring.	3,44
Children consider the story stupid.	3,44

The table below shows the results according to the *Evaluation Grid* and they confirm that the objectives have been achieved

WHAT WE NEED TO KNOW	HOW?	FINAL QUESTIONS	QUANTIFICATION of SUCCESS	RESULT
Are the messages clear and conveyed in a clear and understandable way?	3 questions	Questions number 10, 11, 12	60% of positive answers	At question 10, 89% of positive answers
				At question 11, 89% of positive answers
				At question 12, 67% of positive answers
Are the storylines fun and engaging?	3 questions	Questions number 8, 9, 13	60% of positive answers	At question 8, 94% of positive answers
				At question 9, 94% of positive answers
				At question 13, 95% of positive answers
Do children like the characters, including the secondary characters?	7 questions	Questions number 1 to 4, 7, 8 and 9	60% of positive answers	At question 1, 71% of positive answers
				At question 2, 63% of positive answers
				At question 3, 59% of positive answers
				At question 4, 94% of positive answers
				At question 8, 94% of positive answers
				At question 9, 94% of positive answers
Other important quantitative and qualitative information can be extracted by questions number 5, 6, 7, 8 and 9.				

FINAL PEDAGOGIC EVALUATION OF ANSWERS

The 2nd Questionnaire has been written according to the *Evaluation Grid* created ahead of the questionnaire to provide guidelines on the evaluation. The aim of the 2nd Questionnaire was to test and to evaluate the content of the storyboard as well as the visual impact of the characters.

Content

The 2nd Questionnaire is aimed at testing the content of the animation on the basis of the stories described in the storylines and scripts. Storylines have been narrated to kids before asking them to give their feedback.

The use of an informal didactical methodology instead of a formal lesson has been a good tool to approach the children. Under this perspective, the animation has a positive communication effectiveness because it does not ‘teach’ something, but it ‘guides’ the children to correct behaviours, convictions, opinions and actions of a healthy lifestyle.

With regards to the three storylines, the main questions aimed at assessing if the three key messages were clear for the children and if they were conveyed in a fun, understandable and engaging way.

In order to achieve this aim the question n.8) *Would you like to join these four characters in their adventure to learn?* has been inserted to check if children felt engaged to the point that they would have followed the characters in their adventures.

The question n.9) *Why?* has been thought in order to give the children the opportunity to explain why they would have wanted to follow the adventures or not. The result has been positive: the children have explained their interest in the stories with their wish to discover new adventures, places and friends. The idea of adventures has activated the children interest and this means that the animation will be very well received.

The question n.10) *In your opinion, why does the Boo’s team lose the first half of the Worldenball contest?* is linked to the first key message “Healthy Breakfast”; the question n. 11) *In your opinion what will Ben, Jaq and Lucy enjoy doing the most in their free time now that they’ve visited Magikos?* is linked to the second key message “Just Move”, and the question n. 12) *Which snack would you recommend to Ben, Lucy and Jaq?* is linked to the last key message “Healthy Snacks”. Positive results in these questions show that messages are clear and understandable.

In particular for the question n. 10) we wanted to know if children really understood the key message and not just the facts of the stories: for this reason it has been decided to write 3 possible answers: one is wrong, just one answer is right and one is linked to an information told in the story (so it is true) but it is not linked to the key message, so the answer is “true but not right”. This difference between the right answer and the true-but-not-right one has the aim to separate the children who just overhear to the story and repeat a sentence of the telling, from the ones who really listen to the story and understand its main meaning and message.

Quite the same logical operation has been followed for question n. 12) where the answers “The crisps”, “The cake” and “Fruit” are not totally wrong but focusing on the story, it is clear that the last answers - *They can choose any one of these 3 snacks because what’s important is varying your diet and eating a little bit of everything* – is the key message. The majority of the kids (67%) answered correctly, showing that they understood the key message, while a part of them (26%) chose the answer *Fruit* because of previous knowledge.

The key messages at questions nn.10 and 12 have been understood even if the structure of the possible answers (one wrong, one right and one true but not right) could have been misleading for kids.

The question n. 11) has two wrong answers and one right. It has been decided to diversify the structure of questions in order to avoid children to understand the mechanism. In addition we considered that wrong habits in lifestyles are pretty common in children of that age group, and we wanted to stress the negativity of activity such as TV and videogames. 89% of children answered correctly.

The last question 13) *Finally, would you like to know more about the fantastic adventure of Boo and his friends?* has been inserted in the questionnaire to check if children are interested in watching more of this kind of animation, confirming that animations in general, and My Friend Boo in particular, are very appreciated by children.

Visual impact

The 2nd Questionnaire has tested all characters, including secondary characters - “The Zoreffatrons”- in order to find out if children like them, their style, what kind of impressions they give, etc.. Moreover children have been asked to indicate their favourite character and to individuate the most “active” character among the main ones shown by images provided by Grifffilms.

The animators assigned some specific features to each of the characters and through the 2nd Questionnaire we wanted to check if children were able to recognise them. The children have rightly identified Ben as the most active character thanks to his look and clothes, and Lucy is the less beloved character – as she is younger than the others and a bit of a pest.

The result from question n. 5 shows that children consider Ben as the most active character so one of the aims of the animators has been achieved: without any information about the story and the facts, but just by a first look, the children think that Ben is the most interested in sport (60% of answers).

90% of kids stated that they like Boo – this is very important as Boo is the character who is conveying the messages and giving advice to kids.

Concerning the secondary characters, it is very interesting to note how the children perceive the Zoreffatrons - In fact at question n. 7) *Now, look at these other characters: what do you think of them?* children have been asked to write what they think of them. This question has been thought as an open blank question to give the children the opportunity to freely express themselves. The majority of the children consider the Zoreffatrons nice but at the same time they find them ugly. Even if the



children who read this question did not know the storyline yet, they have immediately identified the Zoreffatrons as negative characters. Their first impression has been confirmed then thanks to the reading of the storyline of the first episode: The Zoreffatrons have very bad eating habits.

Conclusion

Compared to the starting point of this project and to the initial knowledge of the children described in the 1st Questionnaire Report, this survey has demonstrated that an animation can really be the most suitable tool in order to communicate to this particular target and to disseminate precious information on the topic of the healthy food and lifestyle. Kids' answers show that an emotional bound with characters is much likely. This is very positive because emotional involvement means a higher level of interest a higher capacity of absorbing the messages - which have proved to be clear and understandable.

Of course the animation needs to be supported by the teachers' mediation and the teaching pack will be developed on the basis of this work, but we are confident that children will find the animation engaging, and interesting and – most important – they will really learn about healthy lifestyles in a fun and innovative way.

Annex: Evaluation Grid

2nd Questionnaire - Evaluation Grid

Objectives of the 2nd Questionnaire

As per Grant Agreement, the 2nd Questionnaire will aim to test and evaluate the **content** of the first storyboard as well as the **visual impact** of the characters.

1- *Content*

- The 2nd Questionnaire will test the content of the animation on the basis of the stories described in the storylines and scripts. Both these documents are final and are available on the “partners only area” of the website
- We should try to have children’s feedback on, for example:
 - Are the messages conveyed in a clear and understandable way?
 - Are the storylines and scripts (i.e. the stories) fun and engaging?

2- *Visual impact*

- ACTIVE will test all characters, including secondary characters in order to find out if children like them, their style, what kind of impressions they can give, etc
- Children will be asked to indicate their favorite character and to individuate the most “active” character among the main ones
- Griffilms will send to Explora the secondary characters referred to in the storylines and scripts

Material needed

Content: storylines, scripts and Information material: final documents are available on the “partners only area of the website” (section Action 4 and Action 2) / or contact Giulia to receive them.

Secondary characters: Griffilms will provide Explora with the secondary characters (The Zoreffatrons)

Evaluation Grid

WHAT WE NEED TO KNOW	HOW?	QUANTIFICATION of SUCCESS
Are the messages clear and conveyed in a clear and understandable way?	3 questions (questions 10 to 12)	60% of positive answers
Are the storylines fun and engaging?	3 question (questions 8, 9 and 13)	60% of positive answers
Do children like the characters, including the secondary characters?	7 questions (questions 1 to 4, 7, 8 and 9)	60% of positive answers – in questions 1 to 4, 8 and 9. No quantification possible for question 7 (open question)

Report and Evaluation

- In the 2nd Questionnaire Report, please make sure to present an overall quantitative and qualitative analysis of the results for all countries, as well as an analysis of the results country by country
- In the report, please present the qualitative analysis of the results on the basis of:
 - The objectives of the 2nd Questionnaire (what we want to know)
 - Pedagogic information / elements to explain some the children's answers

Schedule for drafting the 2nd Questionnaire

- By end of September: Explora and Griffilms liaise to provide all necessary material and possibly discuss ideas for questions
- October 15th: Explora to send the first draft of 2nd Questionnaire to partners
- October 23rd: Children Museums to receive final 2nd Questionnaire for comments, feedback and translation
- November 9th – 13th: Submission of the 2nd Questionnaire to Focus Group