



FINAL REPORT

3rd Questionnaire

Author of the Report: Explora, Children's Museum of Rome

www.animate-eu.com/active
www.myfriendboo.com

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TABLE OF CONTENTS

<i>INTRODUCTION</i>	3
<i>SUBMISSION METHODOLOGY</i>	3
<i>SCHOOLS AND DATES OF THE 3rd QUESTIONNAIRE</i>	4
<i>NUMBER OF PARTICIPANTS</i>	4
<i>AVERAGE AGE</i>	5
<i>MAIN ISSUES OF THE 3rd QUESTIONNAIRE</i>	5
<i>3rd QUESTIONNAIRE ANALYSIS</i>	6
Quantitative evaluation of the B form answers.....	6
Answers to the B form open questions.....	7
<i>FEEDBACK FROM THE CHILDREN VISITING THE MUSEUMS</i>	9
Quantitative evaluation of the H Form answers	9
Answers to the H form open questions	10
<i>PARENTS' FEEDBACK</i>	11
<i>FINAL PEDAGOGICAL EVALUATION OF ANSWERS</i>	12
Introduction	12
Objectives of the 3 rd Questionnaire.....	12
Children's perception of the animations	12
Parents' perception of the animation.....	13
<i>TEACHING PACK EVALUATION</i>	14
Quantitative evaluation of C form answers.....	14
Answers to the open questions about the Teaching Pack.....	15
<i>TEACHING PACK: OUR CONCLUSION</i>	17



INTRODUCTION

This document reports the data and information collected from children in 6 schools from 6 European countries involved in the pedagogical evaluation of project *Active*: Belgium, Bulgaria, Ireland, Italy, Poland and Spain. Except for Spain, the school activities have been coordinated by a local children's museum. In Spain a school has directly carried out the activities.

The data illustrated in the following pages provide feedback from the selected groups of children on the main project output: the three episodes of the *Healthy Living* strand of the animation series *My Friend Boo (MFB)*.

The methodological approach carried out for the pedagogical evaluation during the production phase revolved around 6 groups of children, each constituted by 100 children. Children were involved through three steps of a process of participating planning. This process is a specific approach which aims to involve all interested parties to deal with an issue and to develop a common output. In the Active project children have been direct actors of the production phase with animators, issues experts, communication and TV specialist. Their involvement has certainly improved the quality of the final output.

The animations were also tested by collecting the feedback of parents participating to the whole project since they received the episodes on DVDs to be watched at home.

In addition, at the occasion of the third step of the pedagogical evaluation, we have also collected feedback from other children who did not participate to the previous two steps of this process (March 2009 and November 2009). In particular, an addition 100 fresh and external group of kids have been added to the third step of the pedagogic evaluation in order to compare their answers to the (about) 600 children that have participated in the whole process. Each museum has therefore organized screenings for about 100 children who were visiting the museum with their families and invited them to fill a questionnaire on the animations in.

The last part of this report includes also an evaluation of the answers given by the teachers of the children participating to the whole project about the Teaching Pack (TP) that complements the animation and is another important project output.

SUBMISSION METHODOLOGY

A questionnaire has been developed and sent to the 5 children museums and the Spanish school. In addition to the DVDs to be given to the children and the TP for their teachers, each museum coordinator has received seven documents to be distributed and three files to report all the data, as indicated below:

- GUIDELINES to organize all the activities;
- A FORM: for museum staff to conduct the 3rd round of the pedagogic evaluation (3rd Questionnaire);
- B FORM: to be filled in by the children during the 3rd Questionnaire. It is a document without questions, provided with blank spaces for answers and numbers according to the questions in the A FORM;
- C FORM: questionnaire on TP to be filled in by each teacher after the fifteen-days-testing at school of the TP;
- D FORM: questionnaire on animation for parents of the children involved in the pedagogic evaluation to be filled in by one of them at home after watching the three episodes at home;
- E FORM: to report the information on the 3 Questionnaire in each country;
- F FORM: to collect the answers of the children given in B Form;
- G FORM: to collect the answers of the teachers on the TP given in C Form and the answers of the parents on the animation given in D Form;
- H FORM: questionnaire to be filled in by the children, not part of the whole pedagogic evaluation, who visited the museum and watched the animation;
- I FORM: to collect the answers of the children given in H Form.

The entire documentation is available upon request.



SCHOOLS AND DATES OF THE 3rd QUESTIONNAIRE

- Belgium: Sint-Romboutscollege, Mechelen - May 11th 2010
- Bulgaria: 120 Osnovno Uchilichte Georgi Stoikov Rakonski, Sofia - May 21st 2010
- Ireland: Queen of Angels Primary School Wedgewood, Dublin - May 10th 2010
- Italy: Scuola Elementare statale Ada Tagliacozzo, Rome – May 13th 2010
- Poland: Primary School number 12 and Primary School number 173 Łódź, - May 13th -14th 2010
- Spain: CEIP La Llàntia, Mataró – November 2010

NUMBER OF PARTICIPANTS

	Belgium Technopolis	Bulgaria Artland	Ireland Imaginosity	Italy Explora	Poland Parkminiatur	Spain Ceip La Llàntia	Total
Children¹	96 44B+ 52G	96 42B+54G	75 33B+42G	123 62B+61G	90 48B+42G	90 47B+43G	570 276B + 294G
Children²	101 47B+54G	80 43B+37G	100 45B+55G	97 57B+40G	100 53B+47G	- - -	478 245B + 233G
Total							1048 521B + 527G
Parents³	60	44	65	5	89	40	303
Teachers	2	3	4	7	4	3	23
<i>B= Boys; G= Girls</i>							

¹ Participating to the whole pedagogic evaluation

² Visiting the children museums and watching the animations

³ Of the children participating to the whole pedagogic evaluation



AVERAGE AGE

The average age of the children participating to the third questionnaire is 8,9.

- EXPLORA (Italy): 8,9
- IMAGINOSITY (Ireland): 9
- PARKMINIATUR (Poland): 8,5
- TECHNOPOLIS (Belgium): 8,5
- ART LAND (Bulgaria): 9
- CEIP LA LLÀNTIA (Spain): 10

MAIN ISSUES OF THE 3rd QUESTIONNAIRE

There are not major issues raised during the third questionnaire however, it is important to note that:

- Belgian and Irish children have considered the last episode *A little bit of everything* different from the others (for its short duration)
- The Italian teachers considered the episode *Zeno's birthday* a little bit too slow
- The activities with the Spanish children have been organised in November 2010. Unfortunately the Catalan school could not organize the questionnaire at the same time of the other schools as the dubbed version of the episodes in Catalan was not ready

3rd QUESTIONNAIRE ANALYSIS

Quantitative evaluation of the B form answers

Questions	Answers per countries	BELGIUM	BULGARIA	ITALY	IRELAND	POLAND	SPAIN	GENERAL
1) Did you enjoy the animation?	Yes No No answers	92% 6% 2%	82% 18% 0%	90% 10% 0%	89% 11% 0%	87% 13% 0%	86% 14% 0%	87,7% 11,9% 0,4%
2) Which one of the 3 episodes has taught you more things?	Wordenball Zeno's birthday A little bit of everything No answers	36% 15% 49% 0%	43% 34% 22% 1%	48% 11% 50% 0%	44% 23% 33% 0%	38% 14% 48% 0%	43% 27% 30% 0%	40,3% 20,1% 39,2% 0,1%
3) Would you like to watch more episodes of My Friend Boo?	Yes No No answers	84% 10% 6%	81% 19% 0%	86% 14% 0%	87% 13% 0%	82% 18% 0%	87% 13% 0%	84% 15% 1%
6) After having watched the episode about snacks, which snack would you suggest to Ben, Lucy and Jaq?	Crisps Cake Fruit A little bit of everything	2% 2% 13% 83%	11% 2% 7% 80%	2% 3% 17% 78%	5% 3% 13% 79%	0% 0% 21% 79%	0% 0% 13% 87%	4% 2% 14% 80%
8) Will you suggest your parents and family members to try and do the same?	Yes No No answers	79% 19% 2%	71% 29% 0%	95% 5% 0%	80% 20% 0%	86% 14% 0%	94% 6% 0%	84,7% 14,9% 0,3%



Answers to the B form open questions

Question n. 4 asked the children to write why does the Boo's team lose the first half of the Worldeball contest in the episode *Worldeball*.

Answers	% of total 570
Children think that the cause is the fact that Lucy had no breakfast	56,3
Children think that the cause is the fact that Lucy had no energy	35,2
Children who wrote that Lucy has already had breakfast	4,5
Children think that the cause is the fact that Lucy did not eat healthy food	1,2
Children think that Boo's team have got wrong diet	0,8
Children think that the cause is the fact that the other team was full of food	0,7
Children think that the cause is the fact that Lucy could not play	0,5
Answers without any sense, Unreadable answers, Lack of answers	0,5

Question n. 5 asked the children to write what in their opinion will Ben, Jaq and Lucy enjoy doing the most in their free time after their visit to Magikos in the second episode *Zeno's Birthday*.

Answers	% of total 570
Children who think that they will do physical exercises and sports; Children who think that they will move more	49,4
Children who think that they will play and stay (in the garden on the beach, at the playground)	29,8
Children who think that they will jump on clouds, go on the slide and stairs	11
Answers without any sense, Unreadable answers, Lack of answers	4
Children who think that they will pick up the shells	1,9
Children who think that they will have a healthy diet	1,2
Children who think that they will go on adventures	0,8
Children who think that they will not watch tv	0,8
Children who think that they will go back to Magikos	0,1
Children who think that they will enjoyed the party the most	0,1
Children who think that they will have a snack	0,1
Children who think that they will put a poster "Eat and move on".	0,1



Question n. 7 asked the children to write what they want to do at school, at home and in their spare time to have a healthy lifestyle.

Answers	% of total 570
Children who want to perform physical exercises and sport	27,1
Children who want to eat a little bit of everything	15,9
Children who want to eat fruit and vegetables, eat fruit everyday, eat more fruit	15,2
Children who want to eat healthy food and less junk food, children who want to eat less sweets, children who want to eat in a better way	14,2
Children who want to play outside, play hula hoop	8,2
Children who want to move more	7,8
Answers without any sense, Unreadable answers, Lack of answers	3,1
Children who want to have breakfast, have a good breakfast	3,1
Children who want to watch tv, eat fat food, play videogames, play computer games	1,2
Children who want to play with their friends	0,8
Children who want to follow Boo's advices	0,7
Children who want to have a snack before the sport and movement	0,3
Children who want to walk more	0,3
Children who want to watch less tv	0,3
Children who want to go biking	0,2
Children who want to eat at the right times	0,2
Children who want to eat less	0,1
Children who want to use the stairs instead of the lift	0,1
Children who want to ride on a scooter	0,1

FEEDBACK FROM THE CHILDREN VISITING THE MUSEUMS

Quantitative evaluation of the H Form answers

The table below gather the data of the answers given by the 5-8 years old children who have watched the animation during their visit to the museums and have filled the H form in. In Bulgaria, there is not an exhibition area, but Art Land managed to work with other new 80 children of the primary school 96 SOY Lev Tolstoi - Sofia.

Questions	Answers per countries	BELGIUM	BULGARIA	ITALY	IRELAND	POLAND	GENERAL
1) Which episode did you just watch? ⁴	Worldenball	42,5%	20%	43,75%	0%	42,5%	40,1%
	Zeno's birthday	57,4%	40%	28,47%	65%	35,1%	58,9%
	A little bit of everything	0%	40%	27,7%	35%	22,2%	37,4%
2) Did you enjoy the animation?	Yes	79%	98%	84%	90%	96%	89%
	No	19%	1%	16%	10%	4%	10%
	No answers	2%	1%	0%	0%	0%	1%
3) Would you like to watch more episode of My Friend Boo	Yes	70%	92%	83%	70%	78%	78%
	No	30%	8%	14%	30%	22%	21%
	No answers	0%	0%	3%	0%	0%	1%
6) Will you suggest your parents and family members to try and do the same?	Yes	81%	88%	73%	75%	84%	81%
	No	10%	9%	19%	13%	16%	13%
	No answers	9%	2%	8%	12%	0%	6%

⁴ The children could tick more than one options, for this reason the percentages indicate the number with respect to the total.



Answers to the H form open questions

Question n. 4 asked the children to write what they learnt from the animation.

Answers	% of total 478
Children who want to perform physical exercises	22,5
Answers without any sense, Unreadable answers, Lack of answers	18,4
Children who want to eat healthy food	16,9
Children who want to eat a little bit of everything	11,2
Children who want to have breakfast	11,2
Children who want to do some kind of sport	4,8
Children who want to play instead of watching tv	4,8
Children who want to eat fruit and vegetables	3,5
Children who want to play outside	3,3
Children who want to eat less sweets	1,2
Children who want to move more	0,8
Children who want to have breakfast in order to have more energy	0,6
Children who want to live in a healthy way	0,4

45,18% of the children has understood the message about the healthy food habits and 36,29% has noted the message about the importance of the movement in the daily life.

Question n. 5 asked the children to write what they want to do at school, at home and in their spare time to have a healthy lifestyle.

Answers	% of total 478
Children who want to perform physical exercises	35,9
Children who want to eat healthy food	19,6
Children who want to play outside	16,5
Answers without any sense, Unreadable answers, Lack of answers	12,5
Children who want to eat a little bit of everything	4,18
Children who want to have a good breakfast	3,5
Children who want to eat fruit and vegetables	2,5
Children who want to run and jump	1,8
Children who want to ride on a bike	0,6
Children who want to watch the animation	0,4
Children who want to play on the computer	0,4
Children who want to eat more	0,4
Children who want to play with the rope	0,4
Children who want to walk a lot	0,2
Children who want to be healthy	0,2
Children who want to play with the dog	0,2
Children who do not want to eat sweets	0,2

55,62% of the children want to move more in their spare time and 30,39% want to eat in a healthy way.

PARENTS' FEEDBACK

The table below gathers the data of the answers given by the parents of the children involved in the project who have watched the animation at home using the DVD given to each child and have filled the D Form in.

Questions	Answers per countries	BELGIUM	BULGARIA	ITALY	IRELAND	POLAND	SPAIN	GENERAL
1) Did you already know about the animation that you have just watched? Did your child ever mentioned it at home?	Yes No No answer	53% 45% 2%	55% 45% 0%	20% 80% 0%	69% 31% 0%	16% 84% 0%	38% 62% 0%	43,2% 56,4% 0,3%
2) Did you enjoy the animation?	Yes No	80% 20%	93% 7%	100% 0%	82% 18%	89% 11%	97% 3%	87% 13%
3) Do you think the animation can help your child learn about healthy lifestyles?	Yes No No answer	75% 23% 2%	91% 9% 0%	80% 20% 0%	84% 5% 11%	97% 3% 0%	100% 0% 0%	89% 8% 3%
4) Do you think that more educational tools like this one would be useful to positively influence your child/children behaviour towards important issues, such as healthy lifestyle?	Yes No No answer	83% 17% 0%	93% 7% 0%	80% 20% 0%	83% 6% 11%	99% 1% 0%	100% 0% 0%	94% 6% 0%
5) And what about you? Do you think this kind of tool can have a positive influence on your behaviour as well?	Yes No No answer	54% 43% 3%	84% 16% 0%	100% 0% 0%	77% 8% 15%	72% 28% 0%	87% 13% 0%	81% 15% 4%
6) Would you encourage other adults and parents to watch this animation with their children / grand-children?	Yes No No answer	70% 28% 2%	93% 7% 0%	100% 0% 0%	83% 0% 17%	84% 16% 0%	87% 13% 0%	83% 13% 4%



FINAL PEDAGOGICAL EVALUATION OF ANSWERS

Introduction

The pedagogical evaluation is based upon the data collected from all the forms, both from the multiple choices questions and the open ones. It considers the answers given by the children participating to the 3rd Questionnaire, their parents and new groups of children who did not know anything about the project.

Objectives of the 3rd Questionnaire

The aim of the last step of the project was to involve the same children of the previous questionnaires and watch the final episodes in order to evaluate:

- the visual impact of the animation, with questions aimed to know if children liked it or not, if they found the stories funny, interesting and engaging.
- the clarity of the key messages of the stories, with questions aimed to know what the children have understood and in which way they think to change their food habits and their interests in the spare time.

The visual impact of the animation, its content, and its utility have been evaluated also asking their parents and other new children to give their feedback.

Children's perception of the animations

Children have been involved in three consecutive steps of the pedagogical evaluation with their teachers, the museums and their families. They have all contributed to the project with their important educational roles.

A fact that comes out from the analysis of the answers is the great will to communicate also to other people the information that they have learnt (84,7% of the children participating to the whole process and 81% of the new children): this desire is synonymous of enthusiastic discovery, great will to share a pleasant experience with the others and need to disseminate the information that the children have acquired.

It is clearly visible also the fact that the children would like to continue the path of the project: 84% of the children participating to the whole process and 78% of the new children would like to watch more episodes of *MFB*. The majority of the school-children think that the animation is funny, and in particular the episodes *Worldenball* and *A little bit of everything* have been appreciated the most (40,3% of the children like *Worldenball* and 39,2% like *A little bit of everything*).

The key messages of the episodes seems to have been caught by children:

- Children understood that Lucy had not energy since she missed breakfast (energy 35,2% - breakfast 56,3%).
- Children (49,4%) considered the movement as a basis for an healthy lifestyle; the other children seems to have been influenced by the fact that in the animations the movement has been emphasized and fantasized too much so some of their answers are too connected to the single episode than to a general message. In these cases the movement has not been considered as something to be done in the daily life in order to feel better and to have a good health, but as something that is not real. However, 27,1% of them said that they would like to perform physical exercises and sport to have a healthy lifestyle. In their opinion the movement is a natural and physiological action.
- Children understood that the food is energy for the body and in the episode *Worldenball* they have caught this message instinctively: every child has been thirsty or hungry and has felt himself pleased after satisfying these needs. The cause-and-effect of their lived experience has made them able to acquire immediately the information in the episode *Worldenball*.
- Data collected from the new group of children are aligned with those of the children participating to the whole process.



Parents' perception of the animation

A good nutrition is vital for the children's physical growth but at the same time it is very important also for their emotional growth. Food fills a physical need but it also establishes a communication between the child and the mother since the first days of life. Through this first relation with the mother, the child discovers himself and the world around him day by day, he learns the rhythms, the pauses and the repetitive acts of this ritual that makes stronger the relation with his mother. The child through the food learns to recognize, to remind, to wait. For a child the encounter with the food is also an encounter with the love since the filling of the hunger takes place inside a relation where somebody (the mother) takes care of the child with love. And the child lives on this love.

The parents of the children participating to the project have been involved in *Active* since this theme strongly bonds them and their children every day. In some cases there are conflicts between parents and children about the nutrition which often brings the parents to panic about food: they apprehend if the child does not eat, they are afraid and think that the child does not eat enough food, he does not want to have breakfast in the morning or eats too slowly and they hurry him to go to work.

We were not surprised therefore to notice that parents consider a cartoon animation on healthy lifestyles a suitable tool for their children. They seemed to largely appreciate this approach to deal with this topic (87% of the parents has enjoyed watching the animations).

We have also found very interesting the link between the large and significant positive feedback on the animations and the 56,4% of parents who did not know anything about *Active*. In our view this show an important gap to fill and perhaps the need to support a more frequent and informed dialogue between children and their parents on this topic.

TEACHING PACK EVALUATION

Quantitative evaluation of C form answers

The table below gathers the answers given by the teachers in the C Form after testing the Teaching Pack at school for 15 days after the 3rd Questionnaire.

Questions	Answers per countries	BELGIUM	BULGARIA	ITALY	IRELAND	POLAND	SPAIN	GENERAL
1) Did you make all the proposed activities with your class?	Yes No No, but I will in the next weeks	0% 100% 0%	33,3, % 33,3, % 33,3, %	43% 0% 57%	0% 75% 25%	0% 0% 100%	0% 100% 0%	17% 39% 44%
2) Do you think the TP is a useful tool to teach children about healthy lifestyle?	Yes No	100% 0% 0%	100% 0% 0%	100% 0% 0%	75% 0% 25%	100% 0% 0%	100% 0% 0%	96% 0% 4%
3) Do you find the background information useful for teachers?	Yes No	100% 0%	100% 0%	100% 0%	100% 0%	100% 0%	100% 0%	100% 0%
4) Do you think the TP properly complements the animation?	Yes No	50% 50%	100% 0%	100% 0%	100% 0%	100% 0%	100% 0%	95,6% 4,4%
5) Do you think the activities proposed are relevant and age-appropriate?	Yes No No answer	50% 0% 50%	100% 0% 0%	100% 0% 0%	100% 0% 0%	100% 0% 0%	100% 0% 0%	95,6% 0% 4,4%
6) Does the TP fit with your school programme?	Yes No	50% 50%	100% 0%	100% 0%	100% 0%	100% 0%	100% 0%	95,6% 4,4%
7) Did your pupils like the activities of the TP?	Yes No No answer	0% 0% 100%	100% 0% 0%	100% 0% 0%	100% 0% 0%	100% 0% 0%	0% 0% 100%	78% 0% 22%
11) Will you use the TP in the future also with other pupils who were not involved in the project?	Yes No	100% 0%	100% 0%	57% 43%	100% 0%	100% 0%	100% 0%	87% 13%
12) Will you promote the TP among other colleagues?	Yes No No answer	50% 0% 50%	100% 0% 0%	57% 43% 0%	100% 0% 0%	100% 0% 0%	100% 0% 0%	83% 13% 4%



Answers to the open questions about the Teaching Pack

The teachers of the classes involved in the project have been asked to explain the reason of their answers.

Just 4 teachers made all the activities, but most of them (10 teachers) have said they will do it soon. The main reason why some of them could not carried out all the activities was lack of time since the teachers have had not enough time at the end of the school year. 2 teachers from Belgium explained that they did not use the TP with the children since they had already treated the topic during the year.

Teachers consider the TP a useful tool to teach children about healthy lifestyles for many reasons. These are some their answers:

- *It involves the children in an engaging and effective way* (4 teachers)
- *It helps the children to reflect on healthy lifestyles* (5 teachers)
- *The TP contains ready outlines and teaching aids, interesting and age-appropriated activities propositions for kids. I suggest to include also activities about personal hygiene* (1 teacher)
- *There are interesting activities propositions for kids and the kids like the animation. Subject matter is very important for them* (1 teacher)
- *There are clear and understandable orders, clear and absorbing (in positive way) illustrations* (1 teacher);
- *As pedagogical tool it is good for this age* (1 teacher)
- *It links in well with the cartoon* (1 teacher)
- *I has easy activities* (1 teacher)
- *It meets the children's living environment* (1 teacher)
- *Some activities could be used during our lessons about the theme* (1 teacher)
- *It will feel the missing in the school materials* (1 teacher)
- *It has different activities that help the teachers* (1 teacher)

Teachers also explained why they consider useful the background information:

- *It is an useful tool to reflect on the topic* (4 teachers) and *This is perfect base to realize healthy subject matter* (1 teacher)
- *It is full of input for new activities* (2 teachers)
- *It has good learning objectives* (1 teacher)
- *It is good to work with the theme from a different angle* (4 teachers)
- *It saves time for preparation for classes* (1 teacher)
- *It introduces ready decisions* (1 teacher)
- *Partly, those information can be used as curiosity for kids. They widen teacher knowledge according to realized subject* (1 teacher)
- *Materials widen teacher knowledge according to realized subject and they systematize it* (1 teacher);
- *It explains the terms well* (1 teacher)
- *It has useful reference* (1 teacher)

Teachers explained why the TP properly complements the animation:

- *It proposes different and several activities* (3 teachers)
- *It gives good background information on characters* (2 teachers)
- *It is good to add some visuals to the theory* (1 teacher)
- *The children analyze and think about the things they see doing the activities* (1 teacher)
- *There are tasks that are realized according to animation. Knowledge is widen on specific subject* (1 teacher)
- *It contains a lot of information and it widens and consolidates specific subject* (1 teacher)
- *There are tasks that can be realized based on animation* (1 teacher)

We also had a negative answer from 1 teacher who said: *I don't think the film is necessary to add to the TP.*



Teachers explained why the TP is age-appropriated:

- *It achieves the aim in a simple way* (4 teachers)
- *The activities are based on the playing* (3 teachers)
- *They stimulate kids to acting and be active* (2 teachers)
- *The children like to study by games, drawing and other activities*
- *They stimulate kids to active working* (1 teacher)
- *The drawing activities are suitable for a wide range of ages* (1 teacher)
- *The activities are easy to do* (1 teacher)

Teachers explained why the TP fits with the school programme:

- *Teaching programmes contains essence related with healthy nutrition, active way of life and they influence on human health* (6 teachers)
- *It fits with many subjects* (4 teachers)
- *School provides breakfast* (1 teacher)

Teachers explained why the pupils like the activities:

- *They are interesting* (3 teachers)
- *Kids were very active and committed* (2 teachers)
- *It gives the children the possibility to put together their families and the heroes* (1 teacher)
- *Pupils were very active and dedicated. They were very happy after receiving certificate at the end of classes.*
- *They willingly experienced favourite adults games* (1 teacher)

Teachers indicated the activity that the children liked the most:

- Lesson 2 – Movement ‘Zeno’s Birthday’ – Activity 5 *Movement across the ages* (3 teachers)
- Lesson 1 – Breakfast ‘Worldenball’ – Activity 2 *Drawing: why should you eat breakfast?* (3 teachers)
- Lesson 1 – Breakfast ‘Worldenball’ – all the activities (2 teachers)
- Lesson 2 – Movement ‘Zeno’s Birthday’ – all the activities (1 teacher)
- Lesson 2 – Movement ‘Zeno’s Birthday’ – Activity 2 *Moving is fun!* (1 teacher)
- Lesson 1 – Breakfast ‘Worldenball’ Activity 4 (home activity) *Breakfast Recipes* (1 teacher).

Teachers indicated the most interesting activity in their opinion:

- Lesson 1 – Breakfast ‘Worldenball’ – all the activities (4 teachers)
- Lesson 2 – Movement ‘Zeno’s Birthday’ – Activity 3 *Drawing: How to be active?* (2 teachers)
- Lesson 1 – Breakfast ‘Worldenball’ – Activity 2 *Drawing: why should you eat breakfast?* (2 teachers)
- Lesson 1 – Breakfast ‘Worldenball’ Activity 4 (home activity) *Breakfast Recipes* (1 teacher)
- Lesson 2 – Movement ‘Zeno’s Birthday’ – Activity 2 *Moving is fun!* (1 teacher)
- Lesson 1 – Breakfast ‘Worldenball’ Activity 1 *Brainstorming: about breakfast* (1 teacher).

Teacher were asked to indicate the difficulties they encountered. 1 teacher mentioned the fact that the website www.animate-eu.com/active is only in English and another teacher considered hard to do the take home activities.

Teachers were asked to indicate the best channel to inform their colleagues about the existence of the TP and they answered:

- The Italian TV channel *Rai Scuola*
- E-mail to the teachers and also to school principals who can forward e-mails to their teachers
- Teachers magazines
- School newsletters
- Websites (www.klascement.be, official website for primary education, official website of the department of education, other educational websites)
- TP promotional leaflets in the schools.



TEACHING PACK: OUR CONCLUSION

The role of the teachers in the ACTIVE project is relevant since they have accompanied their pupils from the beginning to the end. Their opinions and points of view have been considered during all the project development.

Unfortunately their testing of the teaching pack coincided with the end of the school year so some teachers have had no time to test all the activities of the TP with their pupils. However the high percentage of teachers explained that that would have tested the untested activities “in the next weeks” (answers to question 1, option c).

All the teachers showed a strong interest in the TP and largely considered the supporting material provided by the TP as a useful tool. In their opinion the TP is adequate to integrate their didactical needs. In fact the teachers have caught all the positive features that we aimed to give to the TP. In particular they have appreciated the engaging approach of the TP, the playful way to involve children, the positive input that it gives the children in order to reflect on healthy lifestyles and the strong, creative, link with the animation.

Very importantly, the teachers considered the TP age-appropriate therefore they considered it a precious tool that can easily integrate other existing, more formal, tools to deal with this topic.