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FINAL REPORT 3rd Questionnaire

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The views expressed in this document are purely those of the authors and may not be regarded as stating an official position of the European Commission

INTRODUCTION

This document reports the data and information collected in the five European countries involved in the project *EcoAnimation*. The data indicate the feedback and impression on the main output of the whole project: the *Water* strand of the animation series *My friend Boo* (MFB) made up of three water-themed episodes.

MBF Water strand was screened to the children involved in the project during the third focus group, organised in March / April 2010 and following the 2 previous focus groups in March and November 2009.

Moreover, the water-themed episodes were also screened to two other different audiences: the parents of the children of the participating schools (they watched the episodes at home using the DVD their child received as a reward at the end of the focus group) and the adult visitors (although children also watched the animation, only adults filled the questionnaire in) of the five Children's museums involved in the project.

In parallel to the focus group and evaluation of the animation itself, teachers of the participating classes have also been asked to give their feedback on the teaching pack which complements the animation. This material was tested in classes during 2 weeks after the 3rd focus group. This report also presents the information collected among the teachers who tested the teaching pack (TP).

SUBMISSION METHODOLOGY

Guidelines were provided to the five Children's museums as a tool to organize all the activities of the 3rd focus group, the evaluation of the animation by the adult visitors and testing of the teaching pack.

The coordinators of the Children's museums received copies of the DVD with the animation in BG, EN, IT, NL and PL to be distributed to the pupils, and the teaching pack to be given to their teachers. They also received six documents to be distributed and three files to report all the data, as indicated below:

- FORM A: for museum staff to conduct the focus group;
- FORM B: to be filled in by the children during the focus group. It is a document without questions, provided with blank spaces for answers and numbers according to the questions in A FORM;
- FORM C: questionnaire on the TP to be filled in by each teacher after the fifteen day testing at school;
- FORM D: questionnaire on the animation for the parents of the children involved in the focus group to be filled in by one of them after having watched the DVD at home;
- FORM E: to report the information on the focus group in each country;

- FORM F: to collect the answers of the children given in Form B;
- FORM G: to collect the answers of the teachers on the TP reported in Form C and the answers of the parents on the animation noted on Form D;
- FORM H: questionnaire to be filled in by the adult visitors of the Children's museums who watched the animation;
- FORM I: to collect the answers the adult visitors reported in form H.

Forms B were submitted after the screening of the three episodes produced by the project EcoAnimation. Forms B are anonymous: children were required to write only their ages and gender. Teachers and recreation staff made sure that children answered seriously, not mockingly. For this reason Explora suggested that children would sit around coffee tables, and that each supervisor would take care of a group of 6 children. The supervisors and the presence of press and media did not influence the children's answers.

Children of the focus group were asked to give their parents the Form D along with their DVD of the animation. Teachers then collected the completed Forms D among parents.

Forms H were submitted directly at the museums where the coordinators organized several screenings of the *My Friend Boo Water* strand episodes during weekends in March, April and May in order to evaluate the impact of the animation on one of the indirect targets of EcoAnimation project, the adults and parents.

The entire documentation of this 3rd pedagogical evaluation is available upon request.

DATES OF FOCUS GROUP AND PARTICIPATING SCHOOLS

Italy: Istituto Comprensivo *Karol Wojtyła*, Rome – March 22nd 2010 on World Water Day

Belgium: Vrije Basisschool Ursulinen, Mechelen – March 22nd 2010 on World Water Day

Poland: between March 22nd – 26th 2010

- Primary school number 111, Łódź
- Primary school im. Kosciuszko's Infantry Division, Łódź

Ireland: Willow Park Schools (Boys National Schools), Dublin – April 13th 2010

Bulgaria: Sveti Ivan Rilski, Sofia – April 13th 2010

NUMBER OF PARTICIPANTS

In total 450 children composed the 3rd focus group

EXPLORA (Italy): 79 (40 boys, 39 girls)

IMAGINOSITY (Ireland): 80 (80 boys, no girls)

PARKMINIATUR (Poland): 71 (38 boys, 33 girls)

TECHNOPOLIS (Belgium): 102 (47 boys, 55 girls)

ART LAND (Bulgaria): 118 (50 boys, 68 girls)

TOTAL: 450 (255 boys, 195 girls)

AVERAGE AGE of FOCUS GROUP

The average age of the focus group is 8,9

EXPLORA (Italy): 8,8

IMAGINOSITY (Ireland): 9

PARKMINIATUR (Poland): 8,5

TECHNOPOLIS (Belgium): 9,5

ART LAND (Bulgaria): 9

MAIN ISSUES BEFORE THE FOCUS GROUP

Imaginosity (Dublin, Ireland) could not find a date that would suit the schools in the week scheduled as it was during the Easter holidays. Art Land (Sofia, Bulgaria) also encountered difficulties to organise the focus group during the week of the 22nd – 26th March but at the end the project coordinator was able to choose another date in line with the schedule.

MAIN ISSUES DURING THE FOCUS GROUP

Belgium:

It was reported that some Belgian teachers were concerned that the message is somewhat simple. In particular in the episode “Victoria’s Wetland”, teachers noticed that the factory owner accepts almost immediately to build filters, without even discussing. This makes the message conveyed a bit too simple, as if industry would pollute out of ignorance, while in reality their non-sustainable way of production is rather linked to their unwillingness and financial issues.

Although this remark is interesting and the teachers’ concern understandable, it has to be balanced by the fact that children from the Belgian focus group were almost 10 years old, which is 2 years older than the oldest age of the project target group. This is due to the fact that the same children were involved in the project during its 2 years implementation. The choice of the project team to channel this message on water pollution this way can be justified as follows:

- The animation is part of a whole story and the episodes logically follow each other. Although the message in “Victoria’s Wetland” is a bit simple, the episode “The big picture” tells in a more complex way that water conservation and actions against water pollution are dependant on the good will of all stakeholders (industry, farmers, etc.) and not only on their “knowledge” of the impact of their actions.
- The fact that our target group age goes from 5 to 8 makes it necessary to have a mix of simple and more complex messages. In “Victoria’s Wetland”, the objective is to make children understand that quality of water affects wildlife, that each individual and stakeholder is responsible in their every-day actions for the quality of water, and that solutions exist to reduce pollution and make the water cycle work properly. It is not about saying that industries are not willing to do efforts to help fighting water pollution. Again, this more specific message is channeled in “The big picture”, and in a positive way, in order not to point out any culpable.

Ireland:

Some of the Irish children were new to the project since they had been moved from different classes from the previous year, but it did not seem to cause a problem, as the children were familiar with the topic of saving water and the planet. For some of the younger children, watching three episodes was a little too much, and it was difficult for them to remember specifics asked in the Questionnaire later, without having to lead them by giving them the title of the episode or reminding them how the animation started. Some of the classes were very interested in the topic of saving water from pollution, and took it quite seriously. The piece regarding paint going from the factory into the river was visually very good, and children picked up on it immediately in the questioning. One child asked how he could help at home, when his dad was painting the house and not using water-based paints, how would he wash his brushes, which brings up the suggestion, that while the ‘Water’ module asked important questions, it

focused on large / national/ topics of familiarity, and not perhaps what happens at home in the more familiar environment where children can effect change in small ways.

In all countries, children loved the music, and were singing the tune by the end of the 3rd episode.

MAIN ISSUES AFTER THE FOCUS GROUP

There was no particular issue after the focus group in any country. Technopolis (Mechelen, Belgium) postponed the deadline of the testing of the teaching pack since the schools had two weeks of Easter holidays (April 5th – 16th) and the two weeks before they were overstretched with tests, lessons, etc. Moreover, pupils of the Belgian focus group were a little too old for the activities proposed in the teaching pack, since this is a long term project. Therefore the museum coordinator asked the teachers to give the teaching packs (and the DVDs) to teachers of younger classes.

FOCUS GROUP ANALYSIS

Quantitative evaluation of answers to form B

The table below indicates the data of the multiple choice questions in the form filled in by the children during the focus group (Form B). Columns on the right show the percentage of answers for each country as well as the general results.

Questions	Answers	BELGIUM	BULGARIA	ITALY	IRELAND	POLAND	GENERAL
		Boys 46% Girls 54%	Boys 42,3% Girls 57,7%	Boys 50,6% Girls 49,4%	Boys 100%	Boys 53,5% Girls 46,5%	Boys 56,6% Girls 43,3%
1) Did you enjoy the animation?	Yes	96%	98%	89%	94%	96%	95%
	No	4%	2%	11%	6%	4%	5%
2) Do you think that the stories of the 3 episodes are interesting?	Yes	99%	98%	96%	95%	99%	98%
	No	1%	2%	4%	5%	1%	2%
7) Will you suggest to your parents and family members that they should try to do the same things you have written above?	Yes	92%	100%	97%	92%	100%	96%
	No	8%	0%	3%	4%	0%	3%
	No answer	0%	0%	0%	4%	0%	1%
8) Would you like to watch more episodes of “My Friend Boo”?	Yes	91%	99%	75%	85%	96%	90%
	No	9%	1%	22%	11%	4%	9%
	No answer	0%	0%	3%	4%	0%	1%

Answers to the open questions form B

At question **n. 3/a** children were asked to write what they had learnt from the first episode “Victoria’s Wetlands”. The collection of the answers indicates the following issues:

Answers	% of total 450
It is not good to pour anything (toxic colors, chemical products, industrial wastes, oil paints, oils) in the sink at home and in the factories / We have to think carefully before we throw away any garbage	44,22
Not to pollute water	34,66
Not to pollute the environment / Keep the nature clean	6,44
Answers without any sense, Unreadable answers, Lack of answers	5,55
Not to waste water	3,11
Use more eco-friendly products	2,22
Build wetlands to clean the water and take the dirt out of the water	1,55
Try to filter water / Set up filters in factories	1,11
The unclean water is not safe for health	0,44
Watering plants takes a lot of water	0,44
Clean up factories	0,22

At question **n. 3/b** children were asked to write what they had learnt from the second episode “It’s only water”. The table below reports the answers.

Answers	% of total 450
Not to waste the water / Save the water / Not to use water more than necessary	47,55
Take care of the water / Not to contaminate it	18,44
Answers without any sense, Unreadable answers, Lack of answers	8,88
Watering plants with rain water is better	7,11
Close the tap / Do not leave water running / Do not leave tap on	6,88
Not to destroy the environment	4,66
Saving water is saving energy / Spoiling water is spoiling energy	1,77
Fish need water to live in / Wasting water is bad for wildlife, for plants that die, for people	1,77
Not to pour paints down the sink	0,88
The water level decreases when the temperature increases	0,88
If rivers are low water can make them high	0,44
The lake will dry up if I waste water / Wrong using of water is harmful for rivers	0,44
You can make a difference to nature	0,22

At question n. 3/c children were asked to write what they had learnt from the third episode “The Big Picture”. The table below reports the answers.

Answers	% of total 450
Use the right amount of water / Do not waste water / Save water	26
Not to pollute water and rivers	20,66
Answers without any sense, Unreadable answers, Lack of answers	12,22
Build dams in the right places to let water reach the river and to let the fishes go up the river with a bridge	8,44
Close the tap	8,44
Not to pollute environment / Preserve it	6,22
Have a global perspective / All the mankind is responsible / Everybody must contribute / We have to collaborate to make earth a cleaner place	5,77
Not to put pesticides in the water / Farmers sometimes use too many fertilizers on their plants / Fertilizers and pesticides are bad for the environment	3,55
Clean water is important for life, for the earth and the environment	3,11
Stop the water	2
Do not irrigate the camps with too much water	1,55
Rivers dry up quickly	0,44
Filters help clean water	0,44
Do not cut the trees	0,22
Do not build dams	0,22
Do not change a waterway	0,22
Do not water plants	0,22
Saving water is saving energy	0,22

At question **n. 4** children were asked to write what they would do at home in order not to pollute water. The table below reports the answers.

Answers	% of total 450
Not waste water but use the right amount of it	27,11
Not pour anything (toxic colors, chemical products, industrial wastes, paint, oil) in the sink at home	19,77
Not pollute the water and the environment	18,44
Turn taps off	15,55
Follow the animation suggestions	6,44
Answers without any sense, Unreadable answers, Lack of answers	4,88
Children think that people must use eco-friendly systems and products, water paints instead of oil paints	2,88
Take shorter shower, or shower instead of bath	2
Use rainwater to water the plants	1,33
No longer paint	0,88
Not spoil the ground	0,44
Respect water	0,22

At question **n. 5** children were asked to write what they would do when washing themselves in order to save water at home.

Answers	% of total 450
Save water / Use less water	48,44
Turn taps off	35,11
Have a shower instead of a bath	7,55
Answers without any sense, Unreadable answers, Lack of answers	2,88
Fill up a glass to brush my teeth instead of letting the water run	2,66
Use less soap	2
Use eco-friendly products	0,66
Try to make water clean	0,44
Stop playing with water	0,22

At the last question, **n. 6**, children were asked to write what they would do when watering the plants in order to save water at home. The table below reports the answers.

Answers	% of total 450
Use rainwater	46,22
Not to waste water	36,66
Answers without any sense, Unreadable answers, Lack of answers	9,55
Turn taps off	5,33
Use the water remaining for next days	0,66
Reuse the water used to cook pasta	0,44
Not to play with water	0,22
Use the watering can and not the hose	0,22
Go to the sea with a bucket and collect water	0,22
Use a garden hose	0,22
Not to use chemicals	0,22

EVALUATION OF PARENTS' FEEDBACK

The table below presents the answers given by the parents of the children involved in the project who have watched the animation at home with the DVD distributed to each child of the focus group. They reported their answers in Form D. Columns on the right show the percentage of answers for each country as well as the general results.

Questions	Answers	BELGIUM	BULGARIA	ITALY	IRELAND	POLAND	GENERAL
		62 parents	111 parents	33 parents	60 parents	62 parents	328 parents
1) Before you watched the animation, did you know about it? Did your child ever mention it at home?	Yes	61%	46%	30%	33%	31%	42%
	No	39%	54%	70%	67%	69%	58%
2) Did you enjoy the animation?	Yes	79%	94%	88%	75%	97%	89%
	No	15%	6%	12%	25%	3%	10%
	No answer	6%	0%	0%	0%	0%	1%
3) Do you think the animation can help your child learn about water?	Yes	82%	96%	100%	92%	98%	95%
	No	13%	4%	0%	8%	2%	4%
	No answer	5%	0%	0%	0%	0%	1%
4) Do you think that more educational tools like this one would be useful to positively influence your child/children behaviour towards important issues,	Yes	81%	100%	91%	88%	100%	93%
	No	11%	0%	9%	12%	0%	5%
	No answer	8%	0%	0%	0%	0%	2%

such as water?							
5) And what about you? Do you think this kind of tool can have a positive influence on your behaviour?	Yes	72%	89%	88%	88%	100%	88%
	No	23%	11%	9%	12%	0%	11%
	No answer	5%	0%	1%	0%	0%	1%
6) Would you encourage other adults and parents to watch this animation with their children / grand-children?	Yes	74%	97%	94%	83%	100%	90%
	No	21%	3%	6%	17%	0%	9%
	No answer	5%	0%	0%	0%	0%	1%

Notes from some parents

In Belgium some parents added some remarks:

- some of them considered the language a bit difficult, considering the age of the children who are the target of the animation;
- the rhythm of the episode is quite low, but the conclusions are quickly made;
- the episodes lack visual support to the conclusions.

EVALUATION OF THE FEEDBACK FROM THE ADULT VISITORS OF THE MUSEUMS

The table below reports the answers given by the adult visitors who watched the animation during their visit at the Children museums and completed Form H. In Bulgaria, Art Land works with children but has not yet an exhibition area to be visited by families. For this reason there are few questionnaires received from this country.

Questions	Answers	BELGIUM	BULGARIA	ITALY	IRELAND	POLAND	GENERAL
		134 Adults	18 Adults	87 Adults	104 Adults	98 Adults	441 Adults
1) Did you enjoy the animation?	Yes	78%	83%	75%	93%	92%	84%
	No	22%	17%	20%	7%	8%	15%
	No answers	0%	0%	5%	0%	0%	1%
2) Did you learn something about water?	Yes	74,6%	72%	60%	91%	87%	78,3%
	No	24,6%	28%	40%	9%	13%	21,5%
	No answers	0,8%	0%	0%	0%	0%	0,2%
3) Do you think the animation can help your child learn about water?	Yes	83%	94%	98%	92%	94%	91%
	No	16%	0%	1%	8%	6%	8%
	No answers	1%	6%	1%	0%	0%	1%
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 water?	Yes	89%	83%	99%	91%	94%	92%
	No	9%	17%	1%	9%	6%	7%
	No answers	2%	0%	0%	0%	0%	1%

5) And what about you? Do you think this kind of tool can have a positive influence on your behaviour?	Yes	60%	83%	88%	90%	88%	80%
	No	37%	17%	10%	10%	12%	19%
	No answers	3%	0%	2%	0%	0%	1%
6) Would you encourage other adults and parents to watch this animation with their children / grand-children?	Yes	71%	89%	95%	88%	84%	84%
	No	26%	0%	0%	12%	16%	14%
	No answers	3%	11%	5%	0%	0%	2%

FINAL PEDAGOGIC EVALUATION OF ANSWERS

Introduction

The pedagogic evaluation is based upon the data coming from the analysis of all the forms, both from multiple choices and open questions. The pedagogic evaluation considers the specific points of view of the different target audiences, and at the same time offers an overview of the general impact of the animation on these different publics.

Objectives of the 3rd questionnaire

The main objective of the 3rd pedagogic questionnaire is to evaluate two aspects of the cartoon animation and its impact on the main target of the project:

- The visual impact and entertaining aspect of the animation, through questions aimed at knowing if children enjoyed the episodes, if they found the stories funny, interesting and engaging
- The content of the animation, through questions designed to find out what the children understood from the messages conveyed in the episodes and if and in which way they envisage changing their behaviour in their daily life to conserve water

Adults and parents also gave their feedback on these two aspects of the animation, in order to evaluate the impact of the episodes on one of the indirect target of the project.

Children's perception of the animation

Visual impact and entertaining aspects

In this project children were considered as actors who develop a knowledge, know how they can apply this knowledge in real actions and are aware of themselves, therefore being able to adjust their choices (even the simple and daily ones) and are able to decide on their behaviours and actions.

Children first pay attention to the exterior aspects of a product. This is the reason why the 3rd Questionnaire also aimed to evaluate the visual impact of the animation, in order to verify that the episodes have the capacity to draw the attention of the children, first to the characters, images, colors and music, and then to the messages. The first impressions of the children of the focus group were overwhelmingly positive as an average of 95% said they enjoyed the animation, and 90% that they would like to see more episodes of My Friend Boo. At last, almost all the children interviewed answered that they found the stories of the 3 episodes interesting.

Content: Children's understanding of the messages

In few cases (in particular answers to questions 3/c and 4/), the highest percentages are relatively low and not really significant on the total, due to the fact that children gave several right answers to these open questions. The addition of the percentages of right answers shows that the children largely understood the messages conveyed through the stories of the three episodes. Each episode is linked to a specific message; for each episode, one of the questions was linked to what they learnt. Children's answers are particularly interesting when compared to answers given at the time of the 1st Questionnaire one year earlier.

Form the 1st episode *Victoria's wetland*, exploring water pollution, 44,22% of the children answered they learnt that the water used at home is the same natural source which risks to be contaminated if we pour chemical products in the home sink or if factories pour their wastes directly into nature. The other 45 % of the children answered that one should not pollute the water and the environment. Although these answers show a different level of interpretation of the story, they clearly demonstrate that the key message of the 1st episode has been understood. Except few irrelevant answers - 3,55% (3,11+ 0,44) of the children linked the 1st episode to the issue of the saving water– and except incorrect answers (5,55%), other children (11,98%) comprehended other important messages and issues in the episode such as the link between water pollution and the pollution of the environment as a whole, the need to use eco-friendly products, the importance of the wetlands to clean the water and the role of industry in wastes handling. In comparison with the 1st Questionnaire when only few children were aware of the effect of water pollution, children seemed to be more aware of the interrelation between nature, water, and the effects of human activities on this resource.

From the 2nd episode *It's only water*, the majority of the children (47,55%) say they learnt “*not to waste water*” or “*save water*” or “*not use water more than necessary*”. Although about 25% of the children linked the story of the 2nd episode to water pollution, another 20% remembered important messages conveyed through the story, such as the importance of using rainwater, closing tap, and the issue of low water level and its consequences on the environment. The confusion with water pollution can be explained by the fact that besides the specific key messages, there is a basic idea in children's minds of respecting the environment. Children might also have merged the issues illustrated in episodes 1 and 2. Yet, more than two third of the children interviewed understood the message conveyed in the episode *It's only water*. Interestingly, the results of the 3rd Questionnaire also differ from the findings of the 1st Questionnaire about water conservation: the episode helped the children to understand that water is a limited resource and that it is important to use it wisely

The 3rd episode *The Big Picture* summarizes the link between the issues seen in the 2 previous episodes, and shows to children that everyone is responsible for the supply and quality of water. It also teaches the importance of water for nature, wildlife, and for life in general. The answers to the question “*What did you learn from the third episode*” are more diverse and percentages more equally distributed than the answers to the questions linked to episodes 1 and 2. This is certainly due to the fact that episode 3 is more complex and illustrates the consequences of human activities on the quality and quantity of water, therefore dealing with several issues. Some children isolated the issue of water saving (26%), while others (about 26% as well) remembered the issue of water pollution. Other children gave quite precise answers related to specific examples given in the episode: closing taps and building dams in the proper and best way possible (about 8% respectively), reducing the pesticides since they are bad for the

environment (3,5%) and of course the need to have a global perspective (almost 6%). These answers show that children learnt or remembered different aspects of the general message conveyed in “*The big picture*”. The message conveyed in this episode is more complex as it shows the interrelations between several activities and stakeholders, and the water cycle. The comprehension of this complexity requires a certain understanding of the world which the youngest children might not necessarily have developed yet. Nonetheless, the fact that all children remembered at least part of the message is already very positive.

Results of the 3rd evaluation are satisfactory, especially when compared to the answers received at the time of the 1st evaluation. In the 1st Questionnaire, answers to questions 4 and 5 in particular showed that children were not aware of their use of water in their daily life and that the majority of them thought they used water in a proper way and as much as they really needed. Results from the 3rd Questionnaire on the same topic differ significantly as children give examples of what they would do at home to save water. Moreover, at the question number 6 of the 1st Questionnaire, 45% of the children had answered that when the water is polluted “*They cannot drink it anymore*”, showing that for them, damages of pollution on human beings are the worst. Only few children had considered water pollution as a problem that is not only related to their lives but can impact on other living creatures. In the 3rd Questionnaire we can see through various answers given in particular to questions 3a/ and 4 that children’s perception of water pollution changed and that their understanding of water as a natural source of life is clearer.

The 3 episodes of the Water strand of *My Friend Boo* series draw the attention of the children on water pollution and water conservation, and on the role played by everyone. Children’s answers confirm that since they know, they can act accordingly: they start to be aware of their own actions and their effects on their environment. This comes also fully into play when compared to what the conclusions of the 1st pedagogic evaluation stated: “In general children are superficial on the topic because they are not always educated and encouraged to think about the consequences of their own actions also on the other living creatures and on the whole ecosystem. In fact children naturally relate every fact only with their own and personal experience. In these cases there is a need of an emotional and cognitive decentralization. Cartoon animation is one tool to carry out this decentralization process and make children feel involved in a global system”. The fact that the screening of the 3 episodes produced by the EcoAnimation project was organized on World Water Day also gave more significance to the project and its related event, as the children of the focus groups, in their “own small experience”, felt they were part of a more important and global event.

Conclusion on the pedagogic objectives of the animation produced by EcoAnimation

My Friend Boo Water strand reached 3 main objectives in reaching European children with messages on the sustainable use of natural resources, in particular water:

- 1- The 3 episodes succeeded in captivating the children and make them interested in the series, curious about the characters and their stories, so that they are more receptive to the messages.
- 2- Covey important and sometimes complex messages in a simple way, so that children understand issues linked to the conservation of natural resources, in particular water, and remember specific points without disregarding more complex phenomenon.
- 3- As a consequence of the 2 first objectives, the 3 episodes raise children's awareness on the importance of their own actions and encourage them to change their daily behaviours

Parents and Adults' perception of the animation

The series produced by *EcoAnimation* has been designed as an educational tool to be used *not* only at school. Home is indeed the first place where children learn and become aware of their surroundings and environment through their daily relationships with their parents and siblings. TV takes also a larger place in children's daily life, and can play a role in their development if contents available are stimulating. For this reason, parents of the children participants to the focus groups were invited to watch the 3 episodes produced by *EcoAnimation* in order to evaluate the effectiveness of the animation. In order to also evaluate if the animation has reached one of its indirect targets – adults – adult visitors of the museums were involved too. Adults (both parents and visitors) filled in questionnaires (Forms D and H) after having viewed the animation.

The table above clearly show the very positive results from this questionnaire. A great majority of adults find the animation funny and engaging (89% of the parents and 84% of the visitors), and consider it as useful tool to make children learn about water (95% of the parents and 91% of the visitors), to influence both the children's (93% of the parents and 92% of the visitors) and their own behaviours (88% of the parents and 80% of the visitors). Adult visitors think that the series *My Friend Boo* is positive also to make adults learn new things on the issue (78,3% of the visitors).

One of the answers given by the parents of the children involved in the focus groups caught our attention, as a total of 58% of the parents in the 5 countries did not know about the animation (except the parents in Belgium where 61% of them already knew about the animation), meaning that they ignored their child was participating in such a project, although it lasted one year. This is not directly linked to the project itself but more to outer factors such as communication between children and parents, and information from the school to the parents. Yet, this data can be informative to illustrate the importance of educational tools such as *My Friend Boo*, as educational activities carried out outside the school, in the daily environment of the children, and involving also and indirectly their families.

Besides, parents of the children involved in the focus groups, as well as adult visitors, both believe that more similar educational tools should be developed to positively influence children's behaviour towards important issues such as water.

TEACHING PACK EVALUATION

Analysis of Form C's answers to questions 1-7 and 11-12

Teachers of the classes involved in the project were asked to test the teaching pack (TP) for three weeks with their pupils at school and then fill in a questionnaire. Their feedback is important for the evaluation of the effectiveness of the pedagogical tool to be used during the educational path at school. In these questions teachers were asked to justify their answers. The following table reports the answers given by the teachers after having tested the teaching pack at school for fifteen days after the Focus Group (Form C).



QUESTIONS	ANSWERS	BELGIUM		BULGARIA		ITALY		IRELAND		POLAND		GENERAL
		4 teachers	Why?	3 teachers	Why?	3 teachers	Why?	4 teachers	Why?	4 teachers	Why?	
1) Did you make all the proposed activities with your class?	Yes	50%	a) to teach more about water after the visit to the museum b) the class was talking about this topic	33%	a-b-c) no explanation	100%	a-b-c) the topic is important	0%		75%	a) Activities are carrying out according to the programme at school b-c) no explanation	50%
	No	50%	c) No time available; d) the class was too busy with another project	67%	a-b-c) no explanation	0%		100%	a-b-c-d) no time available	25%	d) Just the activities correlate with the topics of the school program were done	50%
2) Do you think the Teaching Pack is a useful tool to teach children about water?	Yes	75%	a) the theme was put forward in a playful manner; b) kids also need pages to fill in, in order to be able to absorb new knowledge c) good ideas for lower classes	100%	a-b-c) no explanation	100%	a-b-c) the images are relevant and they help children to learn and the activities are original	100%	a-b-c-d) no explanation	100%	a) All extra learning helps are always useful b-c-d) no explanation	94%
	No	0%		0%		0%		0%		0%		0%
	No answer	25%	d) maybe it is too simple for 10 years old children	0%		0%		0%		0%		6%
3) Do you find the background information useful for teachers?	Yes	100%	a) to study more in depth b) it is easy to improve your own knowledge c-d) no explanation	100%	a-b-c) no explanation	100%	a-b-c) they give more information	100%	a-b-c-d) no explanation	100%	a-b-c-d) no explanation	100%
	No	0%		0%		0%		0%		0%		0%
4) Do you think the Teaching Pack properly complements the animation?	Yes	75%	a) especially the last workpages are a good complement b) a little too easy for one class since children are 10 y.o. c) for younger children it is good	100%	a-b-c) no explanation	100%	a-b-c) it offers more input to work with the children	100%	a-b-c-d) no explanation	100%	a-b-c-d) no explanation	94%
	No	0%		0%		0%		0%		0%		0%
	No answer	25%	d) no explanation	0%		0%		0%		0%		6%
5) Do you think the activities proposed are relevant and age-appropriate?	Yes	25%	a) for ages 6, 7, 8 and even 9	100%	a-b-c) no explanation	100%	a-b-c) no explanation	100%	a-b-c-d) no explanation	100%	a-b-c-d) no explanation	83%
	No	25%	b) the assignments in the educational programme are mainly ment for younger children, aged 6-8. Sometimes the assignments were too easy for 10 year old children.	0%		0%		0%		0%		6%
	No answer	50%	c-d) no explanation	0%		0%		0%		0%		11%
6) Does the Teaching Pack fit with your school programme?	Yes	100%	a-b-c-d) no explanation	33%	a-b-c) no explanation	100%	a-b-c) it's a topic that we deal at school	100%	a-b-c-d) no explanation	100%	a-b-c-d) no explanation	89%
	No	0%		67%	a-b-c) no explanation	0%		0%		0%		11%
7) Did your pupils like the activities of the Teaching Pack?	Yes	50%	a) it is a theme the children confront with every day b) children like to work in groups	100%	a-b-c) no explanation	100%	a-b-c) the children enjoyed and were interested	100%	a-b-c-d) no explanation	100%	a-b-c-d) no explanation	89%
	No	0%		0%		0%		0%		0%		0%
	No answer	50%	c-d) activities not done	0%		0%		0%		0%		11%
11) Will you use the Teaching Pack in the future also with other pupils who were not involved in the project?	Yes	25%		100%		75%		100%		100%		78%
	No	50%		0%		0%		0%		0%		11%
	No answer	25%		0%		25%		0%		0%		11%
12) Will you promote the Teaching Pack among other colleagues?	Yes	50%		100%		75%		100%		100%		83%
	No	50%		0%		0%		0%		0%		11%
	No answer	0%		0%		25%		0%		0%		6%

Analysis of Form C's answers to questions 8-10 and 13

At question n. 8 according to the 13 teachers' answers, children liked the most the following activities:

- Lesson 1 – Activity 6 *Word search* (3 answers/13)
- Lesson 3 – Activity 3 – *Group experiment: The water filter you don't expect...* (3 answers/13)
- All the activities of the Lesson 2 *Water Conservation – It's only water* (2 answers/13)
- Lesson 2 – Activity 3 – *Group experiment: Do we know how much water we waste every day?* (2 answers/13)
- All the activities of the Lesson 1 *Water Pollution* (1 answer/13)
- Lesson 2 – Activity 2 – *Let's advertise water conservation!* (1 answer/13)
- Lesson 2 – Worksheet IV – *The flyer* (1 answer/13)

At question n. 9, teachers indicated the most interesting activity of the teaching pack:

- Lesson 3 – Activity 3 – *Group experiment: The water filter you don't expect...* (6 answers/15)
- The entire teaching pack shows situations which raise awareness of pupils and encourage them to save water. (3 answers/15)
- The entire Lesson 1 *Water Pollution* because it requires children to pay attention and they can check how much water they use and what is the meaning for environment (1 answer/15)
- Lesson 1 – Activity 1 – *Brainstorming: what do we know about water pollution?* (1 answer/15)
- The entire Lesson 2 *Water Conservation – It's only water* (1 answer/15)
- Lesson 2 – Activity 2 – *Let's advertise water conservation!* (1 answer/15)
- Lesson 2 – Activity 3 – *Group experiment: Do we know how much water we waste every day?* (2 answers/15) because it create awareness

At question n. 10, teachers were asked to list which difficulties they had encountered, if any. Only three difficulties were reported: too many drawing assignments through which the

meaning of the theme can get a bit lost and too many 'at home' activities which is not really realistic.

At question n.13, teachers listed some channels to inform teachers about the existence of the teaching pack and the fact that it is downloadable for free from the *My Friend Boo* website: teachers suggested presentations at school meetings, presentation at events (for example *The Pedagogical Teachers' Day* in Belgium), discussions, teachers' websites and schools' websites, links with the Department of Education, dissemination among other teachers, emailing, teachers magazines (for instance *Klasse!* suggested by the Belgian teachers), TV channels (for instance *Mediaset* channels suggested by the Italian teachers).

Teaching pack commentary

Teachers – who take care of the educational path of the children at school – tested and used the teaching pack with enthusiasm as all data indicate. Education is a balanced process: sometimes teachers use proven models and some other times there is a need to review other possible approaches. The teaching process is complex and demands an exact and steady knowledge from teachers: they have to search for the latest information and updates, study and refresh their knowledge. In this perspective teachers need to have at their disposal information and pedagogical tools to update their knowledge and propose exploring new topics with new approaches. The added-value of the teaching pack is considerable for all teachers who evaluated it as a useful and new tool to use at school in order to discuss and work with the children on important issues such as water pollution and conservation.

Despite their great interest, teachers did not always have enough time to test it at school: although three weeks were enough for the testing, the scheduled period was not always appropriate since the schools were very busy with Easter holiday, exams and work for the end of the school year.

Yet, all teachers made very positive comments on the teaching pack and the activities proposed. They all considered it as a useful tool that they are ready to include in their curriculum with their schools children aged 5/6 – 8 years.