

2009

“LOOP” Formative Evaluation Report



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About the Study

Veridian inSight, LLC performed a formative study, including six focus groups, in October 2009 on behalf of WGBH. The focus groups took place in Boston, MA, Nashville, TN, and Phoenix, AZ. In each city, we conducted two focus groups. We divided the groups with respect to age (e.g., 6-7 year olds were recruited for one group in each city, 8-9 year olds were recruited for the second focus group in each city). A total of 41 children participated in the study.

The goal of the formative study was to gather kids' feedback on the animated LOOP "Six-Minute Sample." The focus group discussions covered key topics such as:

- Overall understanding and enthusiasm for the segment.
- Specific ways in which different characters resonate with different kids and why.
- How the segment reminds kids of other shows or television-show characters.
- Other feedback about the segment including, but not limited to, how the animation looks and the level of humor.

The focus group findings will be used to help WGBH determine how the show may be enhanced to best resonate with its target viewing audience.

Each focus group discussion lasted an hour, with breaks, as needed. Parents provided written documentation of informed consent for each child and children provided written assent to participate in the study. Each child that participated in the study received a \$20 bookstore gift card as an incentive for his or her participation.

Study Participants

We attempted to recruit a diverse sample of children to participate in the focus groups that was reflective of the demographic stratification nationwide. Thus, the sample was roughly balanced between males (54%) and females (46%). We oversampled 7 and 8 year old children, thus, they comprised 56% of the sample, while the balance of the sample was comprised of 6 and 9 year olds. Twenty percent of the sample was of Hispanic, Latino, or Spanish origin. Eighty one percent of the sample was White, 12% were Black or African-American, and 7% were Asian or Indian (i.e., from India). The majority of the children came from suburban environments (59%), 37% came from urban environments, and only 5% came from rural environments. Table 1 summarizes the demographic and background characteristics of the sample.

All of the kids were familiar with PBS programming. We asked parents to list their child's favorite TV shows. On average 70% of the sample's favorite shows were PBS shows.

**Table 1:
Study Participants' Demographic and Background Characteristics**

Characteristic	Boston Frequency & Percentage (N = 12)	Phoenix Frequency & Percentage (N = 14)	Nashville Frequency & Percentage (N = 15)	TOTAL Frequency & Percentage (N = 41)
Gender				
Male	6 (50%)	9 (64%)	7 (47%)	22 (54%)
Female	6 (50%)	5 (36%)	8 (53%)	19 (46%)
Age				
Six years old	3 (25%)	3 (21%)	3 (20%)	9 (22%)
Seven years old	4 (29%)	4 (29%)	6 (40%)	14 (34%)
Eight years old	2 (18%)	5 (36%)	4 (27%)	11 (27%)
Nine years old	3 (25%)	2 (14%)	2 (13%)	7 (17%)
Hispanic, Latino, or Spanish origin				
Yes	2 (17%)	6 (43%)	0 (0%)	8 (20%)
No	10 (83%)	8 (57%)	15 (100%)	33 (81%)
Race / ethnicity				
Asian / Indian	1 (8%)	2 (14%)	0 (0%)	3 (7%)
Black or African-American	1 (8%)	3 (21%)	1 (7%)	5 (12%)
White	10 (83%)	9 (64%)	14 (93%)	33 (81%)
Urbanicity				
Suburban	6 (50%)	7 (50%)	11 (73%)	24 (59%)
Urban	6 (50%)	7 (50%)	2 (13%)	15 (37%)
Rural	0 (0%)	2 (13%)	0 (0%)	2 (5%)

Study Findings

Kids found the show highly appealing

All but two kids reported that they liked the show. Kids reported that they liked the show because they liked the characters, the show was funny, and kids liked the challenges with which the characters were faced. Some quotes follow:

“I want to watch the rest of it really bad.” – 6 year old

“The whole show was awesome!” – 6 year old

“The Sphinx was very interesting and funny.” – 7 year old

“It was really awesome.” – 8 year old

“I liked that it was funny and talked about Greek mythology, because I don’t hear that referenced anywhere else.” – 8 year old

“I liked that it had to do with adventure.” – 9 year old

“When is it going to be on TV?!” – 9 year old

All, but three 9 year olds, reported that they believed their friends would enjoy the show. The three 9-year olds believed that their friends were too old for the show and might find it boring (one child told us his friends were in their early teens).

Kids reacted favorably to the show while watching

During the viewing of the animatic, we observed some favorable physical reactions from the kids. For example, during the show, when Brad hits the button on his blade and the game show theme song plays, kids in all but one focus group (a younger cohort) laughed out loud. This part seemed to have garnered the biggest laughs during the viewing. A child in Nashville said aloud during the viewing, “That’s funny!” and after the viewing one child in Boston said, “I like how it sort of turned into a disco party.” These reactions are summarized in the table below.

**Table 2:
Observable Reactions from Kids During Viewing of Animatic**

Place in Animatic (in chronological order)	Kids' Reactions
Ben: "I spent my time choosing pants."	Kids in all but one focus group (a younger cohort) laughed out loud at this comment.
Brad drinks the water.	Some kids in two of the older groups chuckled at this point in the animatic.
Brad hits button on blade. Game show theme plays.	<p>Kids in all but one focus group (a younger cohort) laughed out loud at this point in the animatic. This part seemed to have garnered the biggest laughs during the viewing.</p> <p>A child in Nashville said aloud during the viewing, "That's funny!"</p> <p>After the viewing, one child in Boston said, "I like how it sort of turned into a disco party."</p>
When Brad tries to run, but gets pulled back into his backpack.	Only kids in the older groups laughed at this point.
Ben: "Battle stations? Oh, please!"	There was some chuckling and smiling in half the groups at this point (2 older and 1 younger group).
Gabby: "It's a Sphinx." <i>Tick, tick, tick, tick</i>	There was only a mild chuckle at this point in only one of the younger groups.
Brad: "My energy desensitizing glove!"	There was some chuckling and smiling in half the groups at this point (2 older and 1 younger group).
Brad clicks on the ear of the Sphinx and the Sphinx opens its eye.	<p>Two of the older groups laughed at this point.</p> <p>One child said aloud, "Uh, oh!"</p>
Sphinx: "Will you cut that out? It's very annoying!"	<p>Two of the older groups laughed at this point.</p> <p>One child in a younger group later commented, after the viewing, that this part was "funny."</p>

Place in Animatic (in chronological order)	Kids' Reactions
Sphinx: "Ew! Who told you that?"	No one laughed aloud at this part, but one younger child later commented that this part was "funny."
Sphinx: "What's wet and starts with a W?"	Mild chuckling in one of the older groups.
Clementine: <i>Twing, twing, twing</i> , "At least he didn't ask for a root beer float."	Mild chuckling in one of the older groups.
Ben: "...and my pants are itchy!"	Only two of the older groups laughed at this part. One younger child later commented that this part was "funny."

Kids found the characters "funny," "cool" and "unpredictable"

The kids' favorite character, by far, was Brad (59% of the kids picked Brad as their favorite). Kids liked Brad because he was "silly, had great inventions, he poked the statue, and because he made the desert a dance floor." They thought he was unpredictable too, using the oven mitt to click on the Sphinx.

Brad resonated most strongly with kids in the 6-8 year old range. He was also more popular with Black (80%) and White (61%) kids than Asian kids (0%).

The kids in our sample ranked Ben as their second favorite character (22%). The kids liked Ben because he was "silly and smart" and some kids liked his special pants. Ben resonated most strongly with 9 year old kids (71%) and the Asian / Indian kids in our sample (67%). In fact, one Asian boy commented that he thought Ben looked Asian.

Their third choice was Clementine (12%), followed by Gabby at 5%. Clementine and Gabby resonated only with the girls in our sample. Clementine was chosen because she was "funny" and reminded one child of a doll she had. Gabby was chosen because she reminded one girl of her sister (who is Hispanic).

Finally, one child chose the Sphinx as his favorite, while none of the kids chose Oliver as their favorite character. None of the kids indicated that they didn't like Oliver – he just wasn't mentioned at all during the discussions as a favorite. Table 3 summarizes the kids' favorite characters by demographic and background characteristics.

**Table 3:
Favorite Characters**

Characteristic	Ben	Brad	Clementine	Gabby	Oliver	Sphinx
Gender						
Male (n = 22)	6 (16%)	15 (68%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)
Female (n = 19)	3 (16%)	9 (47%)	5 (26%)	2 (11%)	0 (0%)	0 (0%)
Age						
Six years old (n = 9)	0 (0%)	6 (67%)	2 (22%)	1 (11%)	0 (0%)	0 (0%)
Seven years old (n = 11)	2 (14%)	11 (79%)	0 (0%)	1 (7%)	0 (0%)	0 (0%)
Eight years old (n = 14)	2 (18%)	5 (46%)	3 (27%)	0 (0%)	0 (0%)	1 (9%)
Nine years old (n = 7)	5 (71%)	2 (29%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Hispanic, Latino, or Spanish origin						
Yes	2 (25%)	3 (38%)	1 (13%)	1 (13%)	0 (0%)	1 (13%)
No	7 (21%)	21 (64%)	4 (12%)	1 (3%)	0 (0%)	0 (0%)
Race / ethnicity						
Asian / Indian	2 (67%)	0 (0%)	1 (33%)	0 (0%)	0 (0%)	0 (0%)
Black or African-American	1 (20%)	4 (80%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	6 (18%)	20 (61%)	4 (12%)	2 (6%)	0 (0%)	1 (3%)
Urbanicity						
Suburban	4 (17%)	16 (63%)	4 (17%)	1 (4%)	0 (0%)	0 (0%)
Urban	5 (33%)	7 (47%)	1 (7%)	1 (7%)	0 (0%)	1 (7%)
Rural	0 (0%)	2 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
TOTAL						
N = 41	9 (22%)	24 (59%)	5 (12%)	2 (5%)	0 (0%)	1 (2%)

The idea of being stuck in a video game sparked the kids' imagination

Regarding the premise of being stuck in a video game, several kids reported that they thought it would be “cool, because you’re in desert and can see lots of stuff and could tell people at school.” or “You could change your appearance, it’s an adventure.” and “It’s a once in a lifetime opportunity to be sucked into a video game.” One kid summed it up as follows, “It would be sweet!”

We also asked kids to tell us how they would feel about being stuck inside of a video game themselves. Kids’ reactions ranged from excitement to fear. Half of the kids reported that they would be scared, because:

“We might never get to go back home.”

“I could be sucked into game forever.”

“We might die.”

“You could lose all of your lives and you can never see your family again.”

“I couldn’t see my family.”

Other kids reported that they would feel “annoyed,” “mad,” and “awkward.”

However, despite feeling that they might be scared to be trapped in a video game themselves, none of the kids in our sample reported that they would be scared to *watch* a TV show about kids trapped in a video game. As described earlier, the kids found the TV show to be fun and interesting rather than scary or frightful.

Only the Sphinx was unpopular

Kids in our sample commented on a couple features of the show that they did not like. The most discussed topic was the Sphinx. The Sphinx received mixed reviews from the kids in our sample. While some kids thought the Sphinx was funny, and some thought he was “cool,” many other kids thought he was “weird, scary, crazy, evil, and not funny.” Some kids said they didn’t like his “dumb, weird, obvious” riddles. Others thought he was “too serious and mean-looking.” One child said, “He was too mean, like when he said, ‘go get me water’ and he should have been more polite.” Another said, “He didn’t use his manners.”

Several kids reported that they were actually scared of the Sphinx because they believed that he was about to eat the kids. One 6 year old said, “It was scary because I thought they were going to get eaten by the Sphinx.” Some kids didn’t like the way the Sphinx looked or sounded, stating:

“He looks creepy.”

“His eyes are creepy.”

“His voice was creepy.”

“His voice is scary.”

“I just didn’t like the way he looked.”

Regarding other aspects of the show, a couple of kids stated that they didn’t like the way Ben’s hair stood up on his head, “It looked weird.” A couple other kids stated that they found it annoying that Ben was always worrying.

Kids demonstrated excellent comprehension of the show

The kids in our sample understood that the characters in the show were lost in a desert *and* that they were also stuck in a video game. Several kids further hypothesized that the show took place in Egypt.

The kids surmised that the show took place in a desert because of all the sand, the heat, the sun, and the lack of water. One six year old observed that it had to be a desert “because the Sphinx only lives in the desert.” One eight year old believed that the show took place in Egypt because the style of the Sphinx was Egyptian.

The kids also observed that the characters *stated* that they were in a desert, confirming what they had observed.

The only clue that led the kids to believe that the show took place in a video game was that the characters *stated* that they were in a video game. One kid observed that the show didn’t look like a video game because if it were a video game, there would be “lives” displayed on the screen (i.e., an indicator or counter that tells the player how many lives or players he/she has left before losing the game).

The kids in our sample understood the problems facing the characters. They understood that the kids needed water and that they needed to get to the next level of the video game, in hopes of exiting the game. The kids understood that Brad shouldn’t drink the water because it would leave them without any way to hydrate themselves in the desert and would put them at risk of “going cuckoo” or dying. Kids said:

“I would stop him from drinking the water because you might be stuck in the video game forever.” – 6 year old

“It’s all you’ve got to survive.” – 7 year old

The kids also understood that the Sphinx was an obstacle that would prevent them from exiting the game, unless they could find him some water.

More evidence that the kids understood the concept of the show was that they remembered Brad's tools and provided lots of different possible explanations for why Brad had the tools and what purposes they served. Many kids theorized that Brad had the tools in order to protect himself in the desert and to help him survive—many believed that Brad chose his tools before he entered the game while others believed that the game bestowed the tools upon him and that he didn't have a choice. As evidence, kids cited the comment made earlier in the show that "Brad got all the cool stuff."

Other kids theorized that Brad brought along the tools simply for entertainment and to keep from getting bored in the desert. Some believed that his other friends didn't want to carry all the tools, and so they let him bear the burden.

The kids in our sample understood the concept that Brad used the oven mitt to "click" on the Sphinx. Even the youngest kids said:

"The glove thing was used to press a button on the big guy." – 6 year old

"Oven mitt is for finding the buttons." – 7 year old

"Clicking was trying to wake up Sphinx or open a door and find a way inside the Sphinx." – 7 year old

When we asked kids what they thought might happen next in the show, their answers further confirmed that they understood the show and the problems the characters were facing and it demonstrated the kids' ability to problem solve. Some of their responses are listed here:

"They (the characters) will get eaten (by the Sphinx)."

"While the Sphinx is sleeping, they could run and dig and look for water."

"They will be stuck in a pyramid."

"They will dig for water and escape somehow while the Sphinx is sleeping."

"They will press a button and go home."

"They will keep running away from the Sphinx and randomly end up in a forest."

"They will get separated in a pyramid and have to find each other."

"They will find water, but it's poisonous (and that would make it more exciting)."

"The Sphinx will get his water, but then he will want food, too."

“They will go to level 2 and end up in a jungle.”

“They will go to level 2 and find water.”

“They will give the Sphinx the sweat from Ben’s pants and they will get out of the game.”

When we asked the kids what they believed the characters should learn from their experience, most kids indicated that they thought the characters should learn to be better prepared next time they play the game: they should bring more water and food next time, or they should bring tools for getting water.

One eight year old child actually made a connection between the show and the environment before we disclosed that the show had anything to do with the environment. She said, “They (the characters) should learn more about nature and about history.” She went on to explain that this would have helped them solve their problems (knowing about nature and deserts in particular would help them to locate water and knowing how to handle the Sphinx would help them to solve the riddles).

LOOP appears to be unique for its target audience

We asked kids to tell us which TV shows, movies or cartoons the LOOP show reminded them of. A few kids listed a few shows that reminded them of LOOP because of the theme of being lost. But, most kids could not think of shows that LOOP reminded them of. The shows that some kids listed included:

Time Warp Trio “because the characters are always getting stuck or lost somewhere in time.”

Ice Age “because they have to find their way back to the ice age time.”

Daffy Duck “looking for water in the desert on Looney Toons.”

Cyberchase “because the kids get pulled into space.”

Other unnamed shows included “a movie where a kid finds a baby cheetah and they went on a journey in Africa, Bible shows that take place in Egypt, shows where people get lost, and survival shows.”

One child also said that LOOP reminded her of *Chowder* because they are always doing funny things, too.

Kids had lots of suggestions for worlds the characters should explore next

We asked kids what other locations they would like to see for the show. The top choice was jungle. Others included:

- Rainforest
- Inside a tornado
- Mountain
- Forest
- Inside an animal or human body, fighting germs
- Bird watching
- Mayan ruins
- Japan
- Asia, where no one can understand their language
- Different states around the country
- At school
- Africa
- Heaven
- Blizzard
- A cave
- Ocean

Kids also made suggestions for the future LOOP website. Kids reported that they would like to see lots of games. Suggestions included: “Jungle game, volcano game, a game where you control the kids, a game where you get glasses of water and you get a point, a game where if you find camels hiding near the Sphinx you get a point, a game where you get to be one of the characters, a game where you have to avoid the Sphinx, a game of puzzle pieces, and adventure games.” In addition, a few children liked the following idea, raised by an 8 year old, “I want to play the LOOP game on my Wii, Playstation, or XBOX.”

Kids also stated that they would like to see:

- Videos – “If there were any videos I would be watching all day long.” – 7 year old
- Information behind the scenes, about the show and character backgrounds
- Opinions about whether you like the show or not
- Ideas for the next show
- Songs
- Want to make a game and post it
- Downloadable stickers
- Ability to upload drawings
- Awards when you win a game that you can print out

LOOP appears to fill a void in environmental media for elementary-age kids

All kids reported that they were learning about the environment at school and / or at home. Some reported singing songs about it at school, studying about it at school, and watching movies such as *Earth*, *Planet Earth*, *Deep Sea*, and *Cycle of Life*. With a handful of exceptions, most kids could not name a specific movie or TV show that they had watched about the environment.

Summary

The formative study findings provide strong evidence that the LOOP is likely to be a hit among 6 to 9 year olds. Kids easily understood the concepts underlying the show—they quickly grasped the premise that the characters were stuck in a video game. This idea sparked their imaginations and seemed to satisfy their self-reported appetite for shows with adventures and challenges.

While viewing the show, kids were visibly interested and engaged by it. With the exception of the Sphinx, the kids enjoyed the characters—especially Brad and Ben. Kids liked that the characters were funny, and especially appreciated the antics of Brad with his collection of amusing and unpredictable tools.

The kids in our sample were very interested in what would happen next in the show. They had lots of theories about how the kids would escape their dilemma and offered lots of suggestions for other worlds they would like to see the characters explore next.

LOOP appears to be unique for its target audience. While kids in our sample thought the theme was similar to other shows with adventure as their themes, most kids did not feel that the LOOP reminded them strongly of any other TV shows that they watched. The show also appears to fill a void in environmental media for elementary-aged kids. While a handful of kids in our sample could recall viewing movies about the environment, none could name a single children’s TV show that was related to the environment.

Thus, it appears that the LOOP may not only fill an important gap in teaching kids about the environment, but it will likely be a show that kids will *want* to watch. Comments by four different kids seem to sum up the sample’s reaction nicely:

“I want to watch the rest of it really bad.” – 6 year old

“The whole show was awesome!” – 6 year old

“It was really awesome.” – 8 year old

“When is it going to be on TV?!” – 9 year old

Appendix: Focus Group Script



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LOOP Evaluation Focus Groups

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Background and Objectives

Veridian inSight (VI) will conduct six focus groups: Two in Boston, MA, two in Nashville, TN, and two in Phoenix, AZ [*exact locations within each city TBD*]. In each city, we will conduct two focus groups, with 8 kids recruited for each one (we expect 1-2 no shows per group). In addition, we will attempt to keep the groups similar with respect to age (e.g., 6-7 year olds in one group, 8-9 year olds in the other).

The discussion will gather kids' feedback on the animated LOOP "Five-Minute Sample" [*or storyboard*]. The focus group discussion will cover key topics such as:

- Comprehension of key language used in the segment.
- Overall understanding and enthusiasm for the segment.
- Specific ways in which different characters resonate with different kids and why.
- How the segment reminds kids of other shows or television-show characters.
- Other feedback about the segment including, but not limited to, how the animation looks, the level of humor, level of interest compared to other shows.

We believe that gathering this actionable feedback from kids about the LOOP "Five-Minute Sample" will help WGBH determine how the show can best resonate with its target viewing audience.

We anticipate that each focus group will last no longer than 60 minutes, including a short break, if needed.

We will record each focus group using a video camera.

Materials

We will use the following materials for each focus group:

- Name badges (stickers with first names only)
- Flipchart or chalkboard
- Digital video recorder
- Back up digital audio recorder
- Television with DVD player
- Paper / Pencils

Script

Introduction

Time allotted: 5 minutes

Prior to entering the conference room, each child will have given the moderator a signed informed consent form, and if applicable, an Appearance Permission and Release form. Children that do not have a signed informed consent form will not be allowed to participate. Children may still participate in the study regardless if the Appearance Permission and Release form has been signed.

The permission and release form enables WGBH to use focus group recordings in its promotional materials. The consent form explains the general purpose of the study and the rights each child has as a study participant. After the moderator has verified that each child has submitted his / her signed consent form, he / she will be directed to enter the conference room. After all participants have been seated, the moderator will begin timing and start with the script:

Hi, my name is (Christine / Chris). Thank you for coming in tonight. I work for a company that talks to kids to find out their ideas and opinions.

Today we're going to watch a few minutes of a TV show and talk about what you think about it. Everyone will have a chance to say what they think, but it's important to follow the same kind of rules you follow in school:

- **Please raise your hand if you have something to say,**
- **Don't interrupt anybody else if they're talking, and**
- **Be sure listen when others are talking.**

There are no right or wrong answers to any questions I have for you. I just want to know what you think.

If any of you need to use the bathroom, just raise your hand to let me know, and I'll excuse you.

Does anybody have any questions before we start?

[Begin recording]

Part I: Warm-up Discussion

Time allotted: 10 minutes

To start, I'd like to hear a little bit about you guys. So, I'm going to go around the room and ask you what your first name is and what grade you're in. Let's start with you. *[Start with child immediately to the right].*

Now, I'd like to ask you guys a few questions about what you like to do for fun. Who would like to share what they like to do for fun? *Allow kids a chance to raise their hand and speak; if kids are a bit timid in talking to the group, ask:* Think about some fun things you did over the summer or that you're doing in school now that you'd like to share.

Part II: Showing of the Animated Segment and Discussion

Time allotted: 30 minutes

OK, great! Now, I'd like to show you a little bit of a TV show that you haven't seen before. Please don't whisper to your neighbor during the show—we'll talk about it when it's done. *[Make sure kids are seated in a place where they can see the animation and that the lights are appropriately dimmed.]*

[After program stops and order restored]. OK, I'd like you to take a couple of minutes to think quietly about what you saw. I'm going to ask you questions about what you thought the show was about, what you would like to see happen next on the show, and if the show made you think about other shows you've seen. *Provide kids a couple of minutes to think about what they saw, and then begin with the questions below.*

- So, what do you think this show was about? *[Round robin discussion]*
- What would you want to see happen next on this show? *[Round robin discussion]*
- Did this show remind you of any other shows, cartoons, or movies that you've seen?
[Record show of hands] Which shows? What about this show reminds you of X?
[Round robin discussion]
 - *Probes / Follow-up Strategy:* Determine what specific elements of the segment remind them of other shows, if at all. Is it the look of the characters, humor, environmental setting, graphics, and / or problem-solving aspect?

- What did you think of the kids in the show? Does anybody have a favorite kid in the show? (Brad, Ben, Gabby, Oliver, and / or Clementine) Can you tell me a little bit more about why you liked X?
 - *Probes / Follow-up Strategy:* If kids have different favorites, try and get each to explain why they chose the favorite they did. Note how / why kids resonate with certain characters and what kinds of similarities exist between the characters and the kids that chose them as favorites.

- Who remembers Brad? [*Show of hands*]. Do you remember what kinds of things Brad had with him? [*Refer back to point in animation with Brad, if necessary, and allow kids to talk about the tools Brad had*]. Why do you think he had all of the special tools that he did?
 - *Probes / Follow-up Strategy:* Similar to the previous question, attempt to see if language used to describe Brad’s tools (e.g., Energy Desensitizing Glove) and the concept of Brad (and the others) as a video game player is easily understood. Do they use the same terminology to describe the tools? If not, do they understand the concept, regardless?

- What did you learn about where the kids were? What kind of place was it? [*Estimate how many kids knew it was a desert setting, and then ask those who knew:*] What makes you think they were in a desert?
 - *Probes / Follow-up Strategy:* Note, if possible, if kids made this inference based on what the characters said about where they were, if the graphics were a hint, if the theme of “no water” was a clue, or if it was some or all of the above. What triggers them to identify this climate?

- Where would you want to see the kids go to next?
 - *Probes / Follow-up Strategy:* If kids have trouble answering this, probe about different types of settings and see if this encourages discussion.

- Do you guys remember the part with the statue? [*After chorus of yeses, ask:*] Does anybody remember what the statue was called? [*Estimate how many kids remembered “Sphinx”*] Who can tell me a little bit about what the sphinx [*or statue, depending on if kids know*] does in this show?

- Did you like how the show looked? [*Refer back to screen and point out the background*].

- *Probes / Follow-up Strategy:* Ask if they liked how the screen looks and ask: “If you were making this show, what would you make the screen look like?”
- Let’s imagine that you were trapped in a video game, like the kids in the show. I’d like everyone to think for a moment about what that might be like. *[If need be, remind them that the kids were trapped in a video game, and give kids a few moments to think].* What do you think it would be like to be stuck in a video game?
 - *Probes / Follow-up Strategy:* Allow kids to think and discuss. After a thorough amount of discussion, and only if needed to get kids talking, determine whether or not kids would think it would be fun or not fun to be trapped in a video game.
- I want you to pretend that you are a character in this show *except* for Brad. *[Return to animation if necessary].* Let’s say that you were in this video game with the other characters, and you saw Brad getting ready to drink all the water. What would you have said to him? *[Round robin discussion; again, call on those who may not have said much].* Why would you have said that to Brad?
 - *Probes / Follow-up Strategy:* Determine how kids define the problem that occurred.
- What problem, do you think, do the kids have to fix? *[Allow kids to discuss the lack of water.]* Why is this a problem? How would you fix it? *[Round robin discussion]*
- What other kinds of problems would you like for the kids to try and solve? *[Round robin discussion]*
- What do you think they should all learn from their experience? *[Round robin discussion].* Why do you think it’s important that they learn that? What did you learn from the show?

Part III: Closing Discussion

Time allotted: 15 minutes

- Let’s pretend that you saw this show on TV. What did you like about the show? What didn’t you like about the show? *[counter-balance the negative / affirmative ordering of the question for each group]*

- *Probes / Follow-up Strategy:* If possible, gather data based on responses from the above question, about such topics as: Would they want to watch the next episode and see what happens? Does it seem that they would want to watch it again? Would they tell their friends about it? If possible, see if kids who like the show also like video games.
- What didn't you like about the show? Don't worry, you won't hurt my feelings.
 - *Probe / Follow-up Strategy:* Gather an understanding about what, specifically, kids didn't like about the show. Go back to any previous comments that may have hinted at aspects of the show they didn't like.
- This show doesn't have a name yet. I'm going to pass out a piece of paper with four different possible names for the show. I'd like you to think quietly to yourself about which name you like best. [*Hand out the pages to each child; randomize the order of the show names with each group*]:
 - Raise your hand if you like the name: LOOPHOLE [*Record*]
 - Raise your hand if you like the name: LOOP-D-LOOP [*Record*]
 - Raise your hand if you like the name: LOOPY [*Record*]
 - Raise your hand if you like the name: IN THE LOOP [*Record*]
- What if there was a website about this show? How many of you would go to the website? [*Record show of hands*]
- What kinds of things would you expect to find on a website for this show?
 - *Probes / Follow-up Strategy:* [*Allow kids time to think and discuss **prior** to asking the following probes.*]
 - What would you like to find out more about?
 - What would you like to do on a site like this?
 - What kinds of games would you want to play?
 - If you had a chance to send in something to the site, what would that be?
- Do you talk about the environment in school? What kinds of things do you talk about? Do you watch and TV shows or DVDs about the environment in school? *If yes:* What shows or DVDs have you watched at school? Do you watch TV shows or DVDs about the environment at home? *If yes:* What shows or DVDs have you watched at home?

[*End recording.*]

OK, great! Thank you for coming in and giving me your thoughts and ideas. You were all very helpful. Please stay seated, until I call your name. When I do, you can come up to where I am and I'll give you your gift card. *[Make sure kids remain seated until called; and be sure their parent / guardian is there to pick them up before allowing them to leave the facility.]*