

**BNP Bear Activity Manual
Exploratory Research Report
POR-427-06**

Prepared by:
InQuest Consumer Insights & Planning, Ltd.

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Ce rapport est également disponible en français sur demande.

Background

- Banff National Park (BNP) needed to evaluate its Bear Guardian Adventure Manual, a 20-page booklet with activities for children of all ages.
- The booklet was developed for families visiting BNP and the activities designed to teach children and their parents about safe and minimum impact enjoyment of park wildlife, especially bears, in the mountain national parks.
- The Manual will be distributed via Park interpreters in and outside the park, and is available via PDF form on the Parks Canada website.
- Feedback from children and their parents was required before reprinting the 2007 edition. The Social Science Unit of Parks Canada's Western & Northern Service Centre (WNOSC) managed this contracted research project on behalf of BNP.
- This document outlines the learning from the commissioned research.

Research Objectives

- The overall goal of the focus groups was to provide the authors of this manual with some direct feedback from children and their parents about the format of and the content in this publication.
- Specific research objectives were to explore:
 - Interest in content and activities with key age and gender groups
 - Perceived relevance from parents' point of view
- This feedback will be used to fine-tune the manual as required.

Methodology & Sample

- To best meet research objectives and manage available resources, a total of 4 group sessions with children/parents were conducted on Saturday, March 17, 2007. The groups were held on a Saturday to encourage participation and leverage children's daytime alertness / engagement levels.
- For each group session, a total of 8 participants/ participant groups were recruited, assuming 6-8 to show.
- Two groups comprised child and parent, and two groups comprised children only
- Specific group breaks were as follows:
 - Group 1: grade 3 girls & parent (x8)
 - Group 2: grade 3 boy & parent (x7)
 - Approximately 1.5 hours total each
 - Group 3: grade 6 girls (x8)
 - Group 4: grade 6 boys (x8)
 - Approximately 1 hour each

Methodology & Sample (cont'd)

Additional respondent criteria included the following:

- Creative/articulate
- Separated by gender and by grade: grades 3 & 6
- Including parents of those in grade 3
- Try for a mix of regions/schools
- Live in Calgary/have lived for 3+ years
- Have visited a nature area, a provincial park, or a national park in the past two years, or intend to visit one in the next two years.

Approved screener & discussion guides are appended to this report.

Qualitative Caveat

- Qualitative research is an effective tool for developing hypotheses and insights on marketing and consumer issues. This kind of learning, however, is intended to be directional and not definitive. Its purpose is to offer hypotheses and a context from which to enhance the quality of the decision making for the Banff National Park Bear Activity Manual team.
- Due to specific sampling, size and recruitment, results of this research are not meant to represent any specific population or group.
- Throughout this report '*quotes in italics*' indicate respondent verbatims.

Executive Summary: Key Learning and Insights

Overall Insights and Key Learning

What interests kids most are things that are relevant to them and their world. The kids we talked to had a lot of animals/pets or at minimum love animals. Bears and other local wildlife, in general, are interesting.

- Pictures are key to drawing kids into an activity – without pictures, they are likely to skip the activity altogether. Pictures need to be age-appropriate. The use of colour on the inside pages would likely enhance appeal – visually, the book lacks interest / looks more like a colouring book.
- The flow was not always ‘obvious’. This forces kids to work harder than they want to – the ideas are not in the ‘right’ order/flow for them to easily digest the information.
- The amount of information in this book was overwhelming for some, creating something that looked more like school than fun. In this kids (and parents) assume they would be in the park and therefore on a ‘day off’. They do not want to be doing more school ‘work’ – they do this day in/out. They want to play first, learn second, therefore it is important to make activities ‘fun’ to do while learning, versus learning activity with pictures/colouring.

Insights & Key Learning – by Gender

There were some gender differences, mostly based on preferred learning styles, however differences found were more likely to be age-related.

- On the whole, girls seemed more interested in doing the activities in the book than the boys – possibly because a lot of the activities felt like ‘school’ (and girls were more likely to like these types of activities).
- Boys in particular wanted more than ‘common sense’ or basic learning – they found more interesting, ‘new’ trivia appealing (e.g. blond-haired bears rather than ‘what a healthy bear eats’).
- Boys liked very detailed drawings – e.g. the ‘map’ of Banff. They were also more likely to appreciate the more realistic drawings than the more stylized / ‘cartoonish’ ones.

Insights & Key Learning - by Age

Most of the differences found were based on age / level of development and maturity, rather than gender.

- Kids recognize the 'kid fingerprint' of the beaver - Rocky the Beaver/mascot told them this book is for young kids. The older kids were beyond the 'mascot' age and wanted to have a more 'adult' look. Cartoon characters on the front/back cover also say 'young kid fingerprint', not age-appropriate for older kids, and were dismissed by the older kids (boys especially) as not relevant to them.
- For younger kids, there was an expectation that Rocky would be seen throughout as 'guide' to activities.
- Currently, the all black and white look felt more like a colouring book. This is appealing to younger kids and those who like to colour, but was offputting to older and those who don't like colouring.
- Grade 6 (boys especially) was the upper age limit; some kids were beyond it before then. However, it should be noted that the activity book might be looked at if/when older kids were very bored, or for use with family/younger sibling participation.
- There seems to be a real need for 2 versions of this book to address the 2 age groups. The current format, including both younger and older elements on one pages did not appear to address either age groups well.

Insights & Key Learning - Parents

Interestingly, the parents of the younger kids had similar reactions to the Manual as their kids, on the whole: some too much like school work, some good as family activities. A good thing to keep kids occupied and providing some new learning, overall.

- Parents were generally positive towards the Manual. They seemed to find the book potentially useful, however it was seen as being more for in the car vs. hiking around
- *'Good for both parent and children' – 'they learn and so do the parents'*
- *'Nice to have something they would know' (something relevant to their lives)*
 - *'the bear at the Calgary zoo'*
 - *'not just exploring Banff, exploring Calgary too'*
- *'Our kids are all in grade 3...they don't want to do fill in the blanks, because it's too much like school. Connect the dots and mazes, that they find fun'*

Executive Summary: Conclusions & Implications

The Banff National Park Bear Activity Manual participation and learning could be optimized by isolating age groups/activities. Consideration should be given to producing two different books (within one cover).

- The BNP Bear Activity Manual, as is, is generally assumed to be for younger kids. Visual cues including colour and use of a cartoon mascot support this perception. Inside, however, many of the activities were seen as daunting and not age-appropriate for younger kids.
- By grade 6, both girls and boys were much less interested in the Manual because of the appearance of the mascot and because many of the activities were seen as not age appropriate for this older group.
- Overall, there was little lively interest by any kids, e.g. - jumping up and down to try, to get, etc, as is often seen in other cases where interest is very high. The Manual elicited mostly polite acquiescence...for all genders / grades. It is possible that in trying to appeal to all in one book, the Manual is not appealing to any - being neither fish nor fowl.

Some Thoughtstarters

“I think there should be an adult version and a kid version’

- Given the wide age range, and that few looked at the back page, consideration should be given to making two books in one –e.g. The back cover might be the front cover for the older target, without a mascot and with older-aged activities like reading, word search (harder), mazes (harder), fill in blanks, detailed colouring, etc., inside. The front cover could include the mascot, and inside pages would include more colouring and easier activities –e.g. dot to dot, easier mazes & easier word search.
 - Consider the idea of a graphic novel with more mature graphics on one side, including challenging learning activities, and a mascot-guided fun activity tour on the other for younger kids, including less reading-related activities on the other.
 - By splitting the book in two, older kids could go to the younger side –e.g. dot to dot - if they found it too hard on ‘their’ side. Kids could pick and choose activities/sides based on their own levels and interest.

There is a need to engage kids during their own/free time in a way that is relevant, motivating, and most importantly -fun! There is an opportunity to create a more engaging Activity Manual by making it less like school-learning and by including more fun activities that also just happen to be educational.

- Parents and kids agreed: the Manual needs to be more fun and less like school work.
- Favourites had universal appeal and should be included for both younger and older readers. Many did the dot to dot, word search, maze and colouring activity – regardless of age or gender.
- Consideration should be given the level of development and amount / type of information desired/ability to process by age. If activities are not perceived to be age appropriate, –e.g. if it's too hard /too challenging (reading, quizzes, math) or if it's too easy (for little kids, boring, no/ not enough challenge), kids won't 'like' it, and likely won't engage.

Some Thoughtstarters

'It'd be better with colour' 'would be more welcoming, would want to make it read it more'

- There was an interesting assumption – by both kids and parents - that Calgarians are already aware of 'basic' bear facts. Even when presented with new facts, some kids noted they would continue to behave inappropriately towards bears because of their allure. By including little-known facts and trivia about bears that might interest kids, it is possible that the overall appeal of the information would be enhanced which could result in better learning and retention as well as possibly reframing current assumptions about bear & human interactions. Kids like to tell/teach others interesting information only they know!
- The use of colour and graphics on the inside pages (e.g. for activities not deemed 'colouring') would likely enhance the appeal of the Manual overall and entice more kids to look at/try an activity or to read a story.
- The use of photography/more realistic pictures could enhance visual appeal, especially for older kids.

Additional Thoughtstarters: Simple Edits

Kids get activity books from many sources and consideration should be given to examining other books for reference, including commercially-driven/purchased ones as they may be more likely to have found appealing activities and methods. Some simple edits could help enhance the appeal of the current manual, including:

- One story per manual is likely sufficient for many kids.
- Revise the text in the rest of the manual so it appears less 'wordy' – consider using more visuals to help tell the story, rather than to highlight it. Kids like a good 'mix of facts and puzzles'
- Ensure each page has at least one obvious activity to do – otherwise kids will skip it.
- Kids will linger longer on a page if there are more activities on it – and less writing.
- Most kids who like to colour like to choose their own colours.
- Including 'silly' things in 'What's Wrong with this Picture', and putting the 'facts' in a call-out might make it less confusing.
- Make the dot to dot a little less obvious.
- 'Fire Bears Need It' is confusing – goes against 'conventional wisdom' and requires a different approach to be effective.
- Consider changing the 'Bear Care Swear' from a pledge to a certificate they can fill out (perhaps with family) and put on their wall.
- Kids aren't reading to get the word search words. Consider revising.
- Kids like the idea of a scavenger hunt, but it is not presented in an appealing way on p. 4. Use a callout or other visual way to let them know this is a fun activity, not work.

Additional Thoughtstarters: *Ideas for Better Understanding*

It's a kid's job to learn. They learn by doing and learn better by doing something they enjoy. Trust that the knowledge will sink in while the kids are doing a relevant activity that is pleasurable, rather than feeling they have to do school work on their 'day off'.

- Getting kids to engage with the booklet will encourage learning – try introducing more games and activities that are linked to the story in a fun way – e.g. adding fun by incorporating visual interest and/or obstacles for the bear on his way to finding bearberries.
- Rather than a plain maze with text on the side, consider incorporating the learning into the activity in a fun and engaging way.
- Ideally the manual should increase its visual appeal, and therefore increase the likelihood of engagement (and therefore learning) overall.

Additional Thoughtstarters: Ideas for Better Understanding

Simple changes could encourage stronger interaction, e.g.:

- Adding colour and real photography to enhance visual appeal - including areas around colouring activities (e.g. background, titles, etc).
- For the younger kids, using Rocky the Beaver as a guide / teacher of key concepts. A consistent guide will help them know where to look for key information.
- Make use of call-outs: add kid-friendly (i.e. short/brief) bits of trivia that might appeal to kids and make them look smart / be successful if they share that information with others (e.g. some black bears are blond).
- Focus on the fun activity first, then include key learning points. If they aren't interested in the activity page initially, they won't get to the learning at all.
- In general, kids - particularly older ones - don't like things that are 'preachy'. This should be taken into account for activities / learning aimed at kids.
- Including activities that can be done with someone else could increase engagement and help to crystallize learning. Consideration should be given to instructing kids to quiz their family and friends (with the added benefit of making them feel smart); or ask them to find a friend or relative to work on a puzzle / game with them - this would encourage socialization and possibly increase the opportunity for discussion about the information provided.

Sommaire Directif:
Les Instruments D'Apprentissage et Leur Distinctions

Vues D'ensemble

Ce qui intéresse le plus la jeunesse ce sont les choses qui les concernent et qui viennent de leur vécu. Les jeunes que nous avons interrogés aviaient pour la plupart des animaux à la maison, les autres disaient aimer les animaux en général. Les ours et autres animaux de la forêt semblaient les intéresser généralement.

- Les images attiraient leur attention plus que les activités. Sans cet approt ils s'en désintéressaient. Mais l'emploi de couleurs a l'intérieur les attireraient beaucoup plus visuellement sans qu'ils puissent les comparer à un cahier à colorier.
- L'habileté à suivre l'histoire n'était pas toujours évidente. Cette difficulté forçait les enfants à perdre l'intérêt - les idées confuses compliquant leur compréhension.
- La somme d'information dans ce livre dépassait la capacité de quelques-uns, ce livre leur apparaissant plus comme un devoir d'écolier qu'un divertissement. Ces jeunes (et parents) admettaient préférer être dans un parc durant une journée de congé. Ils veulent plutôt voir ce divertissement comme un jeu et non comme un travail scolaire. Les enfants désirent s'amuser d'abord et apprendre ensuite. Il est dès lors important de rendre l'apprentissage amusant en comparaison avec une activité d'apprentissage scolaire, avec images et coloriage.

Indicateurs de Perception et Leurs Distinctions: Selon le Sexe

Il y avait des différences selon le sexe surtout basées sur le procédé d'apprentissage préféré. Toutefois ces différences se démarquaient plutôt selon l'âge.

- Dans l'ensemble, les filles étaient plus intéressées dans les activités tandis que les garçons y voyaient un autre travail scolaire. Les filles aimaient particulièrement les activités.
- Les garçons, par ailleurs voulaient plus qu'une réalité bien connue ou un apprentissage de base. Il ont apprécié d'apprendre un fait nouveau, (les ours au poil brun pâle) qu'à leur nourriture.
- Les garçons ont aimé les dessins de cartes géographiques de Banff et ceux plus réalistes, beaucoup plus que ceux stylisés ou caricaturals.

Indicateurs de perception et leurs distinctions: selon l'age.

Les plus grandes différences apparaissent selon l'âge, le niveau de développement et la maturité, plutôt que par le sexe.

- Les jeunes reconnaissent bien 'l'empreinte' du castor - Rocky le castor comme une mascotte leur indiquait bien que ce livre s'adressait aux plus jeunes. Les plus âgés avaient dépassé le stage des mascottes et désiraient un personnage plus intéressant. Les dessins des couvertures s'identifiaient plus au niveau plus jeune mais n'intéressaient pas les plus âgés, surtout les garçons.
- Les plus jeunes s'attendaient à voir Rocky la mascotte les guider dans toutes leurs activités. Actuellement, l'absence de couleurs faisait plus ressembler à un livre à colorier, ce qui plaisait aux plus jeunes et ceux qui aiment colorier mais n'intéressait pas les autres, surtout les plus vieux.
- Les écoliers de 6e année, surtout les garçons, étaient déjà trop vieux. Cependant, il est bon d'ajouter que les activités peuvent être améliorées si/ quand les plus âgés les trouvent ennuyantes et pourraient être plus intéressantes pour les plus jeunes avec la participation des parents.
- Il apparaît qu'il y aurait un réel besoin de deux versions s'adressant aux deux groupes d'âge. En utilisant le format actuel, y incluant des éléments pour les deux groupes sur les mêmes pages ne semble s'adresser ni à l'un ni à l'autre des groupes en particulier.

Indicateurs de perception et leurs distinctions: les parents

Il est intéressant de noter que les parents du groupe des jeunes avaient des réactions similaires dans l'ensemble. Les uns les comparaient à une activité scolaire, les autres y voyaient une activité familiale, une bonne façon de garder les enfants occupés et comme moyen d'apprentissage.

- Les parents avaient généralement une réaction positive pour le manuel. Ils trouvaient les informations intéressantes et instructives mais plus durant un voyage en auto que lors d'une randonnée.
- *'Bon pour apprendre et s'informer, parents et enfants'*
- *'Intéressant pour de la documentation'* (se rapportant à leur environnement)
 - *'L'ours au zoo de Calgary.'*
 - *'Non seulement explorer Baff mais aussi Calgary.'*
- *'Nos jeunes sont en 3e année. Ils n'aiment pas remplir les espaces...C'est trop École, mais ils adorent les points à points et les labyrinthes, qu'ils trouvent amusants.'*

Sommaire directif: Conclusion et Implications

Le "Banff National Park Bear Activity Manual" pourrait améliorer la participation et les activités ludiques en optimisant le rapport groupe d'âges / activités. Considérant ces deux groupes, il serait intéressant de diviser le livre en deux parties, sous la même couverture.

- Tel que présenté actuellement, il s'adresse aux plus jeunes. Des allusions visuelles et activités guidées par "Rocky le castor" activeraient leur intérêt. Cependant certaines autres activités sont intimidantes et non appropriées pour ce groupe d'âge.
- Pour les plus âgés tous (garçons et filles) étaient moins intéressés à cause de la mascotte qu'ils trouvaient dépassé et qui leur paraissait enfantin. Certaines activités étaient trop faciles et non appropriées à leur groupe.
- Dans l'ensemble, la réaction a été plutôt tiède, sans grand éclat, comparée à d'autres expériences. Le manuel recevait des remarques polies, par les deux groupes et les deux sexes. En essayant de plaire à tous il s'avère ne plaire particulièrement à aucun.

Quelques Considerations

'Je pense qu'il devrait y avoir deux versions , plus âgée/ plus jeune.'

- Vu le grand écart d'âge, et que peu de personnes regardent l'endos d'un manuel, il serait à considérer d'imprimer une deuxième partie, celle-ci s'adressant aux plus âgés avec un endos plus attirant pour ce groupe, sans mascotte, avec des activités plus à leur niveau: lecture, mots à chercher plus avancés, de même pour les labyrinthes, les espaces à remplir, des dessins plus colorés à l'intérieur. Pour les plus jeunes, la page frontispice peut inclure la mascotte. Cette première partie serait plus à la portée du plus bas niveau d'âge: coloriages, jeux faciles: points à points, labyrinthes, mots recherchés.
 - Considérez l'idée d'une histoire avec graphiques représentations, plus élaborée et en couleur pour la deuxième partie, la mascotte comme guide des activités dans la première partie dédiée aux jeunes.
 - En divisant le manuel, les jeunes pourraient se partager les activités et les lectures selon leurs capacités et leur intérêt.

Il est important d'attirer les jeunes vers de nouvelles connaissances, de les instruire tout en les amusant, les motivant en leur fournissant un matériel divertissant, leur faisant oublier le sérieux de l'apprentissage.

- Parents et enfants sont d'accord. Le manuel devrait être plus amusant, le faisant paraître moins comme un devoir scolaire.
- Les favoris ayant un attrait universel doivent être inclus dans les deux versions. Plusieurs ont quand même fait les activités ludiques: point à point, recherche de mots, labyrinthes et coloriages sans égard à l'âge ou au sexe.
- On devrait considérer les difficultés des jeux proposés selon le développement des enfants, leur habileté à décoder et les textes et les jeux/ le tout selon l'âge et la maturité. Si les activités ne sont pas appropriées à l'âge, par exemple trop difficiles, trop compliqués (lecture, quiz, math) ou trop faciles, (...pour les plus jeunes... ennuyants!) sans grand défi, ils s'en détacheront très vite et même les ignoreront.

Autres Recommandations

'Le manuel serait plus intéressant en étant plus coloré, attrayant et attirerait notre attention plus facilement vers les textes proposés.'

- Il était intéressant que parents et enfants assumaient que tout Calgary connaissaient déjà toutes les informations se rapportant aux ours, leurs habitudes. Même après avoir pris connaissance de nouvelles informations, ils gardaient quand même une certaine condescendance envers les ours à cause de leur comportement. En incluant des anecdotes et des nouveaux faits intéressants et réels sur les ours, les enfants, toujours curieux de nature, apprendraient et retiendraient beaucoup mieux. Cet ajout permettrait de changer leur attitude vis à vis l'interaction animal/humain. Les enfants adorent parler de nouvelles connaissances et aiment bien se valoriser en partageant ces informations.
- L'emploi de couleurs et de graphiques à l'intérieur du cahier (e.g. les activités qui n'ont pas à être coloriées) rehaussera l'apparence du manuel dans son ensemble et attirera davantage d'enfants à regarder / faire l'activité ou lire l'histoire.
- L'emploi de couleurs et dessins à l'intérieur, (pour les activités, non à colorier) rehausserait l'apparence du manuel et susciterait davantage l'intérêt des plus âgés.

Revisions et Ajouts Supplémentaires: Révisions faciles, réalisables.

Les jeunes achètent ou reçoivent des cahiers d'activités de différentes sources. Il serait intéressant d'examiner les publications commerciales et autres, comme références. Elles ont déjà une très bonne idée des activités s'adressant aux jeunes et leur méthode effective. Quelques révisions très simples peuvent améliorer la présentation du manuel et le rendre plus intéressant, incluant:

- Une seule histoire par manuel semble suffisant pour la plupart des jeunes.
- Réviser les textes dans le reste du manuel pour les rendre plus simples, moins longs et compliqués. Pensez à inclure des images et autres pour aider à la compréhension de l'histoire plutôt que de souligner les passages intéressants. Les jeunes apprécient un bon mélange d'information/ de jeux et casse-têtes.
- Assurez-vous que chaque page ait au moins une activité, sinon les jeunes l'ignoreront.
- Les jeunes s'intéresseront plus à une page contenant des activités... et moins d'écriture.
- La plupart des jeunes qui aiment colorier préfèrent choisir leurs propres couleurs.
- En incluant des choses comiques, même ridicules dans ("trouver les erreurs") l'illustration, et en mettant les informations visées pouvant être faites en questions orales, le tout serait moins confus.
- Rendre les points à point un peu moins évidents.
- 'Fire Bears Need It' est confus et va à l'encontre du bon sens conventionnel et exige une approche différente pour être effective.
- Considérez changer le 'Bear Care Swear' d'une promesse à un certificat que les jeunes pourraient compléter (peut-être avec l'aide de la famille). Ils pourraient l'exposer sur un mur.
- Les enfants ne font pas la lecture du texte avant de rechercher 'les mots cachés'. Considérez en faire une révision.
- Les enfants adorent l'idée d'une chasse au trésor, mais la présentation de la page 4 ne les a pas intéressés. Recourez à un questionnaire oral ou autres moyens visuels afin de leur présenter une activité d'information de façon amusante sans suggérer un travail scolaire.

Considérations Additionnelles: *Des idées pour une meilleure compréhension*

Les enfants doivent apprendre. Ils apprennent par exercices, mais beaucoup plus par des exercices qu'ils aiment, des exercices amusants. Il est établi que la connaissance est mieux intégrée en relevant d'un exercice plaisant au lieu de sembler être un autre travail scolaire pendant leurs loisirs.

- Le genre de manuel proposé encouragera l'apprentissage, en y introduisant plus de jeux et d'activités qui se rapportent à l'histoire présentée, la rendant plus amusante et plaisante en y incorporant des intérêts visuels et / ou en introduisant des obstacles pour l'ours à la recherche de ses fruits préférés.
- Au lieu d'un labyrinthe très ordinaire, avec texte sur le côté, considérez incorporer les connaissances d'une façon moins sérieuse et plus attirante pour les jeunes.
- Idéalement, le manuel devrait augmenter son apparence visuelle et de ce fait, la probabilité d'un meilleur attrait (et ainsi la probabilité de l'apprentissage) vers le matériel proposé.

Considérations Additionelles: *Des idées pour une meilleure compréhension*

De simples changements pourraient encourager une meilleure interaction, e. g.:

- En ajoutant de la couleur et de vraies photos pour rehausser l'apparence visuelle, incluant les espaces entourant les activités, e.g. l'arrière-plan, les titres, etc.
- Pour les plus jeunes, en utilisant "Rocky the Beaver" comme guide/instructeur des concepts fondamentaux. La présence d'un guide continu, toujours présent, les aideront à comprendre et assimiler l'information.
- Trouvez des questionnaires proches de leur possibilité (courts/brefs) qui les intéresseraient et les feraient paraître intelligents/ou dégourdis s'ils peuvent partager les connaissances avec d'autres. e.g. (Les ours au pelage brun pâle.)
- Concentrez d'abord sur les activités tout en y introduisant le matériel didactique dont vous désirez l'apprentissage. Si les enfants ne sont pas attirés en premier lieu par l'activité, ils ne s'occuperont pas de l'apprentissage.
- En général les jeunes, principalement les plus vieux, n'aiment pas les éléments "prêcheurs", "sermonneurs". Cette composante devrait être prise en considération dans les activités/apprentissages pour les jeunes.
- En y incluant des activités à partager avec d'autres, ces dernières peuvent augmenter la participation et aideraient à cristalliser les apprentissages. On peut également considérer des instructions pour encourager les enfants à questionner parents et amis, (des exercices qui les valorisent dans leur vie d'enfant) leur demander de partager les casse-tête/ jeux et activités avec eux. Cela encourage l'interaction sociale et augmente l'opportunité de discussions sur les informations fournies.

Summary of Detailed Learning

Kids (and parents) were asked to indicate which pages stood out by placing heart-shaped stickers on the pages they particularly liked and 'minus'-shaped stickers on the pages they did not like.

There was discussion of the Manual overall, as well as specific pages, followed by kids engaging in the pages/activities of their choice.

Pages with Most Appeal: Younger Kids

Six of the more effective pages for younger kids included (in no particular order):

- Colouring Animals/Bear: Kids like animals, and they coloured the animals they liked best, including the bears on p. 11, 3 and 9.
- Colouring Humans: Not all kids like to colour, but colouring activities were strong with these younger kids (e.g. p. 7).
- Dot to dot: Kids like this activity, it is something most younger kids can do competently. Younger kids have variable reading skills. Dot to dot activities do not require strong reading skills. Creating something (e.g. a picture) from a bunch of numbers (e.g. 'nothing') is fun for kids (p. 13).
- Maze activity: Young kids are familiar with, and like to do mazes. Mazes do not require high reading skills but can be challenging. This particular maze was a bit challenging for some of the younger children, but most persevered and completed it (p. 3).
- Word Search activity: Kids like and are familiar with word search activities. Many kids tried this one, but none completed it. (p. 9)
- My Favourite Memory: A couple of kids completed this activity. This kind of activity is good for kids with imagination and for kids who like to journal. (p. 19)

Pages with Most Appeal: Older Kids

Six of the more effective pages for older kids included (in no particular order):

- Maze activity: Many older kids tried the maze activity. It was easier for older kids, but not too easy for most (p. 3).
- Word search activity: Kids like this kind of activity (as well as cross words puzzles for older kids). This was a difficult one, however, and not all finished (p. 9).
- Differences between bears was interesting to older kids in particular. They enjoyed the trivia and learning about different footprints (p. 16).
- Many older kids enjoyed reading the Skokie story and understood the message. The relevance of the Calgary Zoo enhanced its appeal (p.18).
- The dot to dot activity was completed by most older kids. It was too easy for them, however (p. 13).
- Older kids like quizzes and some liked/completed the Top 10 Trail Tips quiz on p. 7.

Pages with Least Appeal Overall:

For the most part, some kids liked some pages. The pages that were least appealing were those that did not appear to have fun any activities.

- Page 6 was not appealing on the whole. It had too much reading, involved mostly rules to follow, and had no fun activity to do.
- Page 15 was often dismissed because the activity was too easy, and the mascot not relevant for older kids and the activity confusing for younger kids. This page felt too much like school.
- Page 17 was confusing to kids, which makes them feel incompetent, and therefore was not liked for the most part.
- The back page (p. 20) was rarely looked at. There was no expectation of fun on that page.

On the whole, the cover generated polite interest, rather than genuine excitement. It is mildly appealing, particularly so for younger kids. Rocky the Beaver implies there will be fun activities inside.



- The cover provides important information, and a young kid 'fingerprint' (A 'fingerprint' is an identifying pattern target groups recognize as being for a particular brand, category, etc):
- What to expect - a typical activity book: *'about bears & Rocky the beaver', 'about things in the woods', 'mazes and stuff', 'activities', 'hoping a mix between facts and puzzles'*
- Who it's for- younger kids: *'anyone could do it, except 2 year olds', 'Yea, sure, it's good for attracting younger kids, but it's sort of childish'*
- Who it's not for - older kids: *'if it wasn't for the beaver/animals, I would have given it a thumbs up', doesn't obviously look fun / interesting for older kids.*

Cover

This page elicited somewhat neutral reactions. For some, the animals/plants were interesting. For many, particularly younger kids, the quiz was a turn-off. On the whole, this page was not seen as being 'fun'.



- For the most part, this page was seen as providing little to engage kids:
- *'interesting that it's about the park that you're in'*
- *'The plants' (were appealing to some)*
- *'there's nothing really to do, just read a question and look at the pictures'*
- *'so so'*
- *looked 'boring'*
- *'just reading'*
- *'nothing really fun to do on the page'*

The maze was the main attraction on this page, generating a lot of positive interest with both kids and parents. Interestingly, this was one of the activities many of the kids did. It was seen as quite difficult for some, and a couple did the activity together. Little reading was done, however. For some, the colouring activity was fun.



- *'sometimes they can be very tricky'*
- *'challenging' (positive)*
- *'maze is...fun to do something'*
- *'sometimes I make my own mazes'*
- *'I like games'*
- *'It's always fun to do a game in the book'*
- *'I get drawn in by the maze' (then most move on)*
- *'medium for me'*

This page received mixed reviews. On the one hand, the animals and learning about them was interesting, and some liked the idea of being able to colour. On the other hand, the activity at the top of the page was viewed as a distraction from the fun, not appealing - too much like school.



- 'I like it because of the facts and animals...like to be able to check what you have' – a few liked this
- Many liked that it talks about animals / not the work - but not all: 'I like fill in the blanks, they're fun to do'
- Interesting to be 'able to learn about the animals and you might get to see them' – relevant.
- 'it's great for little kids who like colouring'
- Not as interesting 'because it has that distraction at the top'...
- '...top part is sort of like school'...'If you're in Banff or wherever, it's like away from school – why do school work?'

Page 4

This page was generally well liked. Kids really like animals of all types. Learning about animals they might encounter was appealing. The realistic look of the animals made this page (and previous) somewhat more appealing to older kids. The colouring activity was appealing to some, but not all.



- *'Animals are cool'*
- *'Looks really interesting when they talk about the animals'*
- *'I like colouring'*
- *'I don't really like to colour, but I like animals'*
- *'I would like to colour this page, but I wouldn't really read it'*

This page was not appealing to most of the kids we talked to. There was no obvious fun activity to do, with the exception of colouring.



- *'you can read and learn things in this one, and I kind of like the wilderness picture'*
- *'I find it boring'*
- *'it's kind of boring just to read it'*
- *'because there's nothing really to do but colour and read'*
- *'just a list', not interesting*

This page was met with mixed reactions. For some, the idea of a 'top 10 list' is fun and interesting, and it provided 'something to do'. For some, there was new information (e.g. 4-6 for hiking, singing) however not all, would actually follow this advice. For others, the colouring activity would be enjoyable. For those who do not like to colour, or reading/writing activities, this page was not relevant.



- Activity is more appealing than *'just talking about hiking'*
- *'I put a minus because you have to fill in things, and nothing to do but colour'*
- *'kind of boring to read'*
- *'It's talking about singing songs and clapping your hands, who's going to walk down doing that... Usually use a bear bell'*
- *'I like this one because it kind of gives you information on what you should bring.'*
- *'I learned that groups of 4-6 people, that's new to me, but I don't really agree with it'*
- *'you already know this stuff', 'common sense'*
- *I don't like it...because it's too much writing'*

While providing interesting information for both kids and parents, as an activity, this page was not very appealing. Some children spontaneously enhanced the idea by tracing their own hand inside the paw, creating a more permanent visual comparison.



- Some found it interesting to know size of bear paw, but many didn't 'get' the point of the activity. Putting your hand on a bear paw is just not that much fun, parents agreed:
- *'you can't ignore something like this – but activity is not great, put your hand on this, then what?'*
- *'I find it boring'*
- *'Like that it's visual, something I would show other people'*
- Q&A format is confusing for some:
- *'I like it because on the side it has a joke and I like jokes'*
- *'the joke is not funny'*

This page was generally very appealing, primarily because of the word search activity. While not all like word searches, it was one of the most tried activities in the book. Kids generally admitted they would not necessarily read the whole text, rather seeking only the highlighted words. Interestingly, although many tried the activity, it was quite difficult for some, and only a few actually completed it.



- *'It's fun to do' (word search)*
- *'I like it because of the word search and you can colour the bears at the bottom...I take my mom's word search books'*
- *'I do these with my dad all the time in the newspaper'*
- *'me and my mom's friend used to do them together - they're fun to do with a buddy'*
- *'I like to do word searches, by myself'*
- *'I like it because I like to do word searches...and tells you some places where bears would be...I might read it'*
- *'I like to find stuff'*
- *'I wouldn't read it, just look at the highlights.'*
- *'just look at bold words'*
- *'I don't like word searches'*

In general, kids like 'What's Wrong with this Picture' activities. This particular activity however may not be what is typically expected – kids may be more used to/think it's more fun to find strange objects not fitting the surroundings than looking for inappropriate behaviour in a drawing. For some -parents included- the message was confusing (why are people on the road?) Good to colour, but seen as too easy, more for younger kids.



- *'I like this type of activity, but because it's so easy, it's not challenging', (not fun)*
- *'I like finding things, need to make it more challenging...put a hat where it's not supposed to be'.*
- *'I like it because there's animals and wilderness'*
- *'It's cool to colour it because there's lots of different details'*
- *'Not a lot of people would be interested to go outside their cars to look at bear'*

Page 10

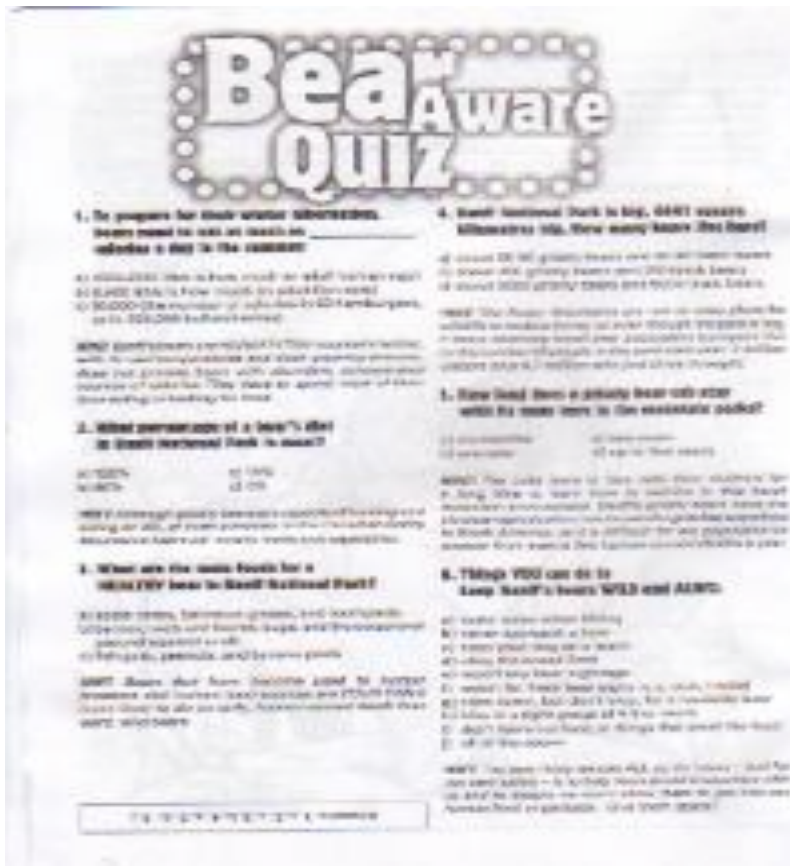
The illustration on this page was appealing. Many coloured it. For some, there was too much writing/too many words, and they would not read. Older kids seemed more inclined to read/skim this page. Despite new learning, some admitted they would not act as advised – would still watch bears because they are so intriguing.



- *'Telling you stuff about the bear is interesting.'*
- *'I thought it would be okay to be 30 feet away and just watch, but it says here you're not supposed to'*
- *'I keep on doing it because the bear is so cute...I like the bear more than what they're saying, so I'm going to go for the bear'*
- *'You know what do to when you encounter a bear'*
- *'...you already know you shouldn't slow down to look at a bear...'kind of common sense'*
- *'I put a minus because it just shows a bear and you can read'*
- *'I put a minus because you just have to read...if you don't like to colour it's a bad page'*

Page 11

Although a few kids – perhaps more older ones - were interested in this page because they like quizzes, for the most part it was not seen as very interesting. This was primarily due to the lack of visual interest and to the quantity of words – too much reading for an activity. For some, getting the answers was not clear, seemed too much like work.



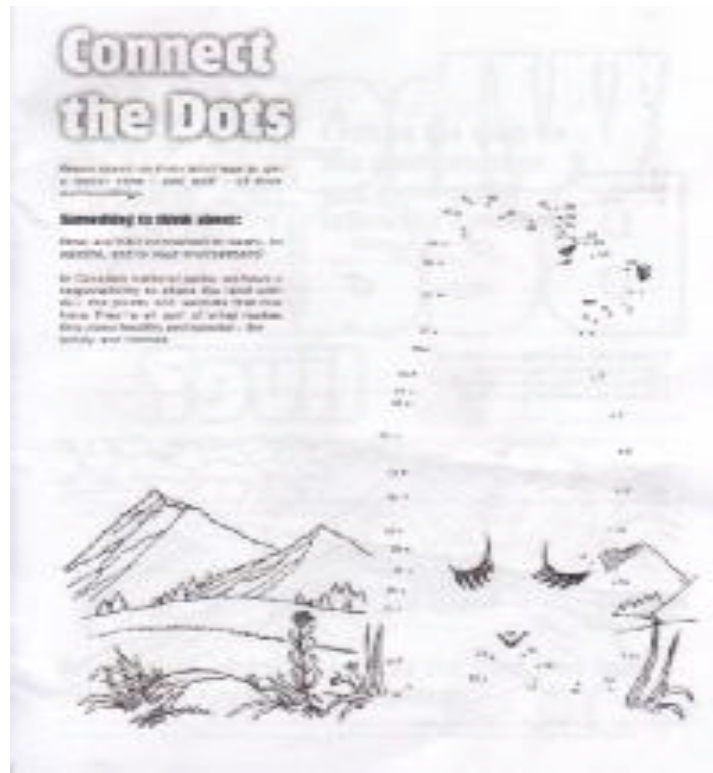
- *'Quizzes are fun to do'*
- *'I love quizzes...you can have a quiz show with your family''*

- *'You can learn things from this page'*
- *'Maybe learn some new things'*

- *'Nothing to do'*
- *'Too much reading'*
- *'There's really nothing to do but read'*
- *"I'm not really into quizzes'*

- *'How do you know if the answer's wrong or right'*

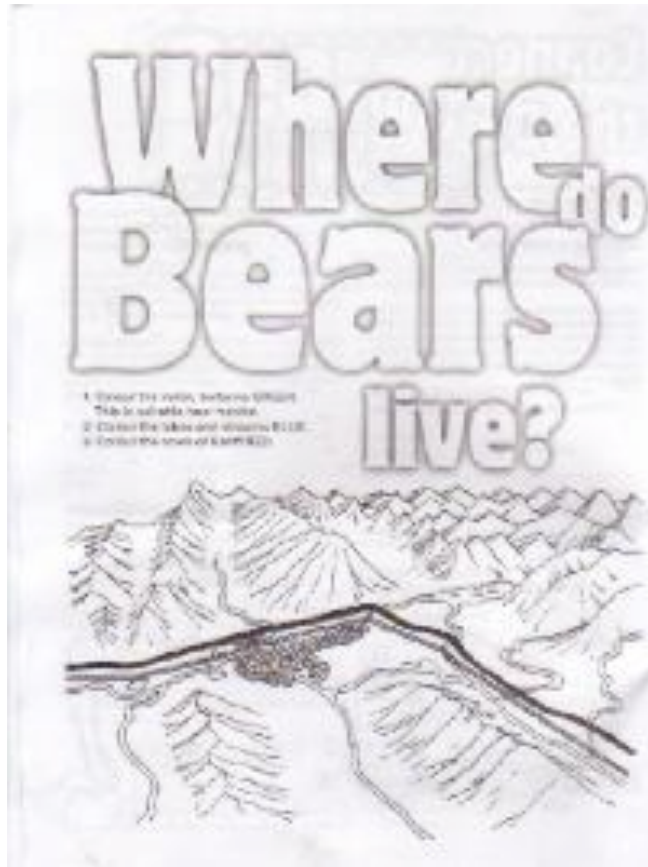
Dot to dots are popular with kids – although not universal. This page was a favourite among kids, and many did the activity. For the most part, however, it was seen as much too easy, even for the younger kids – not necessary to connect the dots to see the figure! Some older kids have moved beyond dot to dots.



Page 13

- *'I love dot to dots'*
- *'I liked it because it's an activity you can do and it can form something'*
- *'You can make stuff with it'*
- *'You can already see the shape that it is'...*
- *'Seriously...this one is too easy'*
- *'I like the complex types (of dot to dots)'*
- *'As you're growing up you're always doing dot to dots' (no longer appealing)*
- *'I put a minus because I'm not really that good at doing these...sometimes I can't find the number'*

Reactions to this page were mixed. It was liked by some as a colouring activity – with or without colour direction (most kids didn't like being told what colours to use). For some, perhaps more boys, there was a genuine regard for the complexity of detail and more mature execution of the drawing of Banff. Not everyone likes to colour, however – for these kids, there was nothing really to do. The activity on the next page was not obviously linked for the most part.



'colouring activity is good, but already know where bears live'.

'I liked the big letters you can colour

'like the detail – little town, road, highway'

'I like it because there's a lot of detail – roads, train track, little town' ... 'it's cool to look at'

'it's cool because you can look for different things that you like in the pictures'

'when you look at something you say 'wow' because the person who made the book did a really good job on it'

'I like stuff that tells you what you're supposed to colour it – you have to try and find out where the stuff is'

'maybe you don't want to colour it grey'

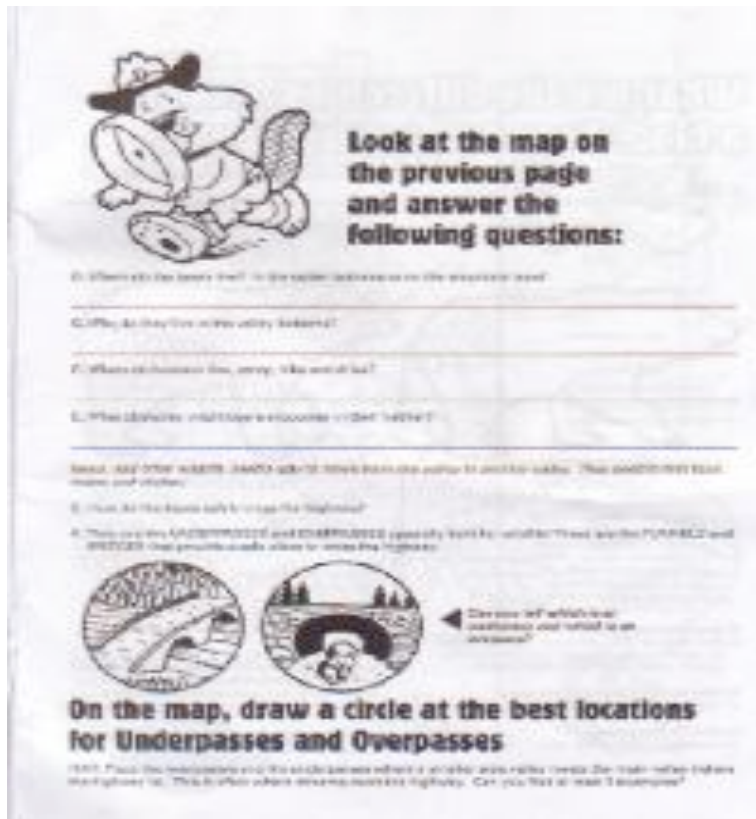
'I didn't like the colouring part...gives you instructions, kids usually like to pick their own colours'

'Your eye gets drawn to it, but so little else...it's kind of clear to know what the picture is, you don't need to colour it in to know'

'really boring'

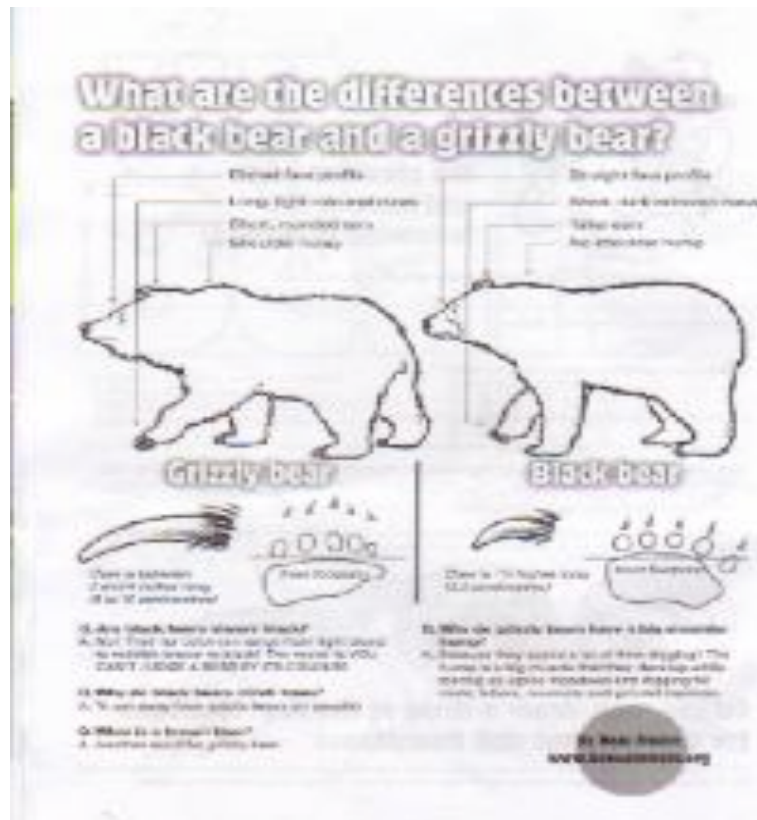
'I like the mountains, but don't want to colour it'

This page was a bit confusing: Rocky the Beaver appeals more to younger kids, however the activity is perhaps geared more for older ones. Younger kids were not interested in the activity, and older kids, for the most part, dismissed this page because of Rocky. For those who were interested (particularly older kids), the over/under pass activity was not challenging, therefore boring, with no new information. On the whole, this page felt too much like school work.



- *'You can kind of learn something from here...."you think this..."?'*
- *'too easy/" so obvious' – can you tell which is under/over pass*
- *'just another dumb activity'*
- *'I don't like it because all you do is read the questions and write down what it is...It's not fun because all it is is filling in things and you do that every day almost and it gets sort of annoying and boring'*
- *'It just asks you questions'*
- *'I put a minus because usually all we do is questions every day...in math, we just had a math quiz on Thursday, and every page was almost like this'*

Reactions to this page were mixed. Some were rewarded by new learning about how to tell the difference between types of bears and some unknown bear trivia. Others were not at all interested because they didn't get past the volume of words (too many words/too much reading) and/or they were not into colouring activities.



- 'If you encounter a bear 'you can tell the difference between a black bear and a grizzly bear, and tell which is which'
- 'Being able to tell the difference is good' (makes them feel smarter / more competent)
- 'I think this is pretty useful'. "I didn't know most of it'
- 'I wouldn't be able to tell (before) from just their footprint'
- 'It looks like, if anything, you want to be attacked by a black bear than a grizzly bear'
- 'I knew that (black bears) were reddish brown sometimes, but I didn't know that they could also be blond'
- 'I thought it was okay, but too much colouring'
- 'boring'
- 'it's nothing..there's nothing to do'
- 'you just read and see what's different'

For some, this page might appeal as a potential colouring activity (choosing their own colours). For the most part, however, there was little interest in reading this page. Furthermore, while the title was intriguing for some because of the assumption that fire is generally a bad thing, it was difficult (too much work) for kids to find the answer, resulting in lack of interest overall. The flow of this page detracts from the message.



- *'It doesn't make sense, why do bears need fire?' (answer not readily available, moved on)*
- *'...Beaver bubble implies random tip' (not clear it's the response to the headline question.)*

Kids love a good story. For some kids, particularly the younger ones, the amount of reading required was too daunting. For others (particularly older kids), the story was read or skimmed. The references to the Calgary Zoo made it more relevant. For those who read the story, the message was understood. Parents liked this page as well - in part because of the local reference/relevance.



- *'I love reading',*
- *'I like reading books, I read novels, I like stories because sometimes you can learn things'*
- *'I like stories'*
- *'I always like to read stories'*
- *'...The one thing (activity) I would really consider doing' (grade 6 boy)*
- *'Maybe interesting to see him at the zoo'*

- *'too much reading',*
- *'I don't really like reading'...'tells about bears and I already know about bears'*
- *'I think it's okay, but after a while I'd get bored of reading it, just set it down and not read it any more' (maybe about half)*
- *'...Not really interesting, but something to do'*

Younger kids, and perhaps those who like to journal, were more likely to enjoy this page than older kids. For some, the drawing activity appealed, and some did the activity during the session. However, the writing activity on the bottom was not liked by all. The number of lines / expectations of too much writing required and having to choose only one favourite memory was daunting for some. Parents liked that they could tear off the page as keepsake.

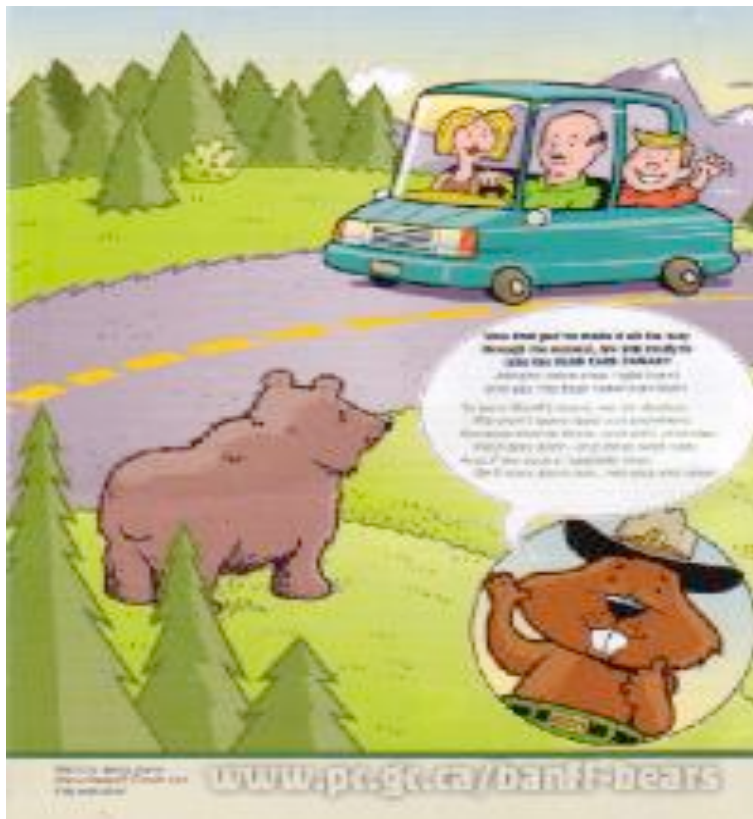


- *'I like the idea of saving favourite memories'*
- *'I like to colour and draw'*

- *'it's not that fun'*
- *'too childish..it has the beaver, so I don't want to do it'*
- *'I don't like drawing and I don't like writing'*
- *'if I were to do that, I wouldn't do it in this book' (maybe journal)*

- *'I'm not really into drawing after an activity and then writing what I did'*
- *'don't like all these dotted lines – too many, 'I don't think a kid would write that much'*

Most skipped/did not look at the back page. When asked, none would take the 'Bear Care Swear', with the exception of one parent who saw it as similar to Scouting pledges. When probed, the imagery did not 'fit' with the main message - e.g. not safe to have open windows/staring at bears, implies car is going too fast through the park. When asked, a few might go to the website, however there was little enthusiasm for it, and none had been - expectations are that it would be more of an adult site.



- *'They're totally going against what they said, getting close to bears and waving at them'*
- *'I mean you see streaks on there, and that means that they're going fast'*
- *'I wouldn't read this...just going to say, "I hope you enjoyed...bla bla bla'*
- *'I'm not saying the oath!''because the beaver's saying it' (too young)*

Back Page

Appendix

Appendix 1: Approved Screener

Appendix 2: Discussion Guide Groups 1&2 (Grade 3 girls/boys and parents)

Appendix 3: Discussion Guide Groups 3 &4 (Grade 6 girls/boys)

BNP Child /Parent Calgary Recruitment Screener:

Good afternoon/evening, I'm _____ from _____, a marketing research firm. May I speak to the male or female head of the household? **RE-INTRODUCE IF NECESSARY**

Today/tonight we are conducting a short study about consumer products to recruit children and /or their parents to attend focus groups.

A. How long have you lived in the Calgary area? (DO NOT READ)

- 1. 3 years or more CONTINUE
- 2. Less than 3 years THANK & RELEASE

B. Are there any children in your household who are in Grades 3 through 6?

- 1. Yes **PROBE WITH:** Could you tell me which grades and whether they are a boy or a girl?
- 2. No **THANK & RELEASE**

<u>Grade</u>	<u>Gender (Male/Female)</u>
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____

**GRADE 3 QUALIFIES FOR GROUPS 1 & 2
WATCH GENDER QUOTAS - GO TO Q. 3a**

**GRADE 6 QUALIFIES FOR GROUPS 3& 4
WATCH GENDER QUOTAS - GO TO Q. 4a**

WATCH QUOTAS IF NONE OF THE CHILDREN MEET THE QUALIFICATIONS – THANK & RELEASE

NOTE: IF MORE THAN ONE CHILD QUALIFIES, FOCUS ON THE ONE THAT MEETS THE QUOTA REQUIREMENTS

3a. Most kids and adults find focus groups to be very interesting and I can assure you that there will be no element of sales or sales promotion in the session. Several different groups are being conducted for this project, so I'd like to ask you some questions so I can place you and your child in the correct group, if I may. Should you and your child qualify, would you both be available to attend a group discussion during the day in Calgary on Saturday, March 17?

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(IF YES, PROCEED / IF NO, THANK AND RELEASE)

3b, Have you or your child (REFERS TO THE QUALIFYING CHILD) ever attended a focus group, taste test or a one to one discussion for which you have received a sum of money?

No - **GO TO Q.5** Yes **CONTINUE**

3c. When did you or they last attend one of these discussions? **THANK & RELEASE if in past 6 MO. FOR EITHER**

3d. How many focus groups, taste tests or one to one discussions have you or your child attended in the past 5 years? **THANK & RELEASE IF MORE THAN 5 FOR EITHER**

3e. Would you please tell me what topics were discussed? _____

THANK & RELEASE IF ANY NATURE PARK-RELATED TOPICS

3f. Have you or your child been invited to another of these groups discussions, taste test or interviews in the near future? Yes **THANK & RELEASE IF EITHER**

No **CONTINUE TO Q. 5 IF NEITHER**

4a. Most kids find focus groups to be very interesting and I can assure you that there will be no element of sales or sales promotion in the session. Several different groups are being conducted for this project, so I'd like to ask you some questions so I can place your child in the correct group, if I may. Should your child qualify, would they be available to attend a group discussion during the day in Calgary on Saturday, March 17?

(IF YES, PROCEED / IF NO, THANK AND RELEASE)

4b, Has your child (REFERS TO THE QUALIFYING CHILD) ever attended a focus group, taste test or a one to one discussion for which they have received a sum of money?

No - **GO TO Q.5** Yes **CONTINUE**

4c. When did they last attend one of these discussions? **THANK & RELEASE if in past 6 MO.**

4d. How many focus groups, taste tests or one to one discussions has your child attended in the past 5 years? **THANK & RELEASE IF MORE THAN 5**

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4e. Would you please tell me what topics were discussed? _____

THANK & RELEASE IF ANY NATURE PARK- RELATED TOPICS

4f. Has your child been invited to another of these groups discussions, taste test or interviews in the near future? () Yes **THANK & RELEASE**

() No **CONTINUE**

5. Which nature area, provincial park or national parks, *if any*, have you and your family visited in the past two years? (RECORD)

None/have not visited any in past 2 years **WATCH QUOTAS**

6. Which nature area, provincial park or national parks, *if any*, do you and your family plan to visit in the next two years? (RECORD)

None/have no plans to visit any in next 2 years **WATCH QUOTAS**

NB: MUST SAY THEY HAVE OR PLAN TO VISIT IN THE PAST/NEXT 2 YEARS TO QUALIFY. IF NONE FOR BOTH Q. 5 & 6, THANK AND RELEASE

7. And finally, please tell me how well each of the following statements describes your son/daughter in grade (from A). Use a 1 to 5 scale where 5 means it describes him/her very well and 1 means it does not at all describe him/her.

READ

		<u>Does not at all</u> <u>Describe</u>			<u>Describes</u> <u>Very well</u>	
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
a.	Enjoys participating in class discussions	1	2	3	4	5
b.	Works well individually, without much direction	1	2	3	4	5
c.	Interacts well with new people	1	2	3	4	5

Q 7a,b & c MUST ALL BE RATED A 4 OR 5, OTHERWISE THANK & RELEASE.

FOR GROUPS 1 & 2 ONLY (GRADE 3 KIDS WITH PARENTS) ASK:

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8. Sometimes participants are asked to read materials, write out their answers to a questionnaire or watch TV commercials during the discussion. Is there any reason why you could not participate?

Yes 1 **THANK & RELEASE**

No 2 **CONTINUE**

We'd like to invite you, your son/daughter in grade (from A), as well as their other parent, if available, to participate in a group discussion on parks and related activities with other children and parents from the area. The discussion will focus on their opinions and they will be asked to review and do activities in an activity booklet. The discussion overall will take approximately 1.5 hours and will be led by a professional moderator.

In addition, all proceedings will be strictly confidential, however some marketing professionals may be observing the discussion through a one way mirror and/or video monitor and the session will be taped for research/business purposes only. You will be asked to sign a consent form for yourself and your child to be taped as part of the participation requirement (consent is primarily for taping and to ensure confidentiality).

Your family would be given an honorarium of \$95, assuming at least one parent and your child participates. With your permission, may we invite her/him to attend? Would you and their other parent also be available to attend?

- 1. Yes **INVITE TO APPROPRIATE GROUP 1 or 2**
 - 2. No **THANK & RELEASE**
-

FOR GROUPS 3 & 4: (GRADE 6 KIDS)

We'd like to invite your son/daughter in grade (from A), to participate in a group discussion on parks and related activities with other children from the area. The discussion will focus on their opinions and they will be asked to review and do activities in an activity booklet. The discussion overall will take approximately one hour and will be led by a professional moderator.

In addition, all proceedings will be strictly confidential, however some marketing professionals may be observing the discussion through a one way mirror and/or video monitor and the session will be taped for research/business purposes only. You will be asked to sign a consent form for yourself and your child to be taped as part of the participation requirement (consent is primarily for taping and to ensure confidentiality).

Your child would be given an honorarium of \$75. With your permission, may we invite her/him to attend?

- 1. Yes **INVITE TO APPROPRIATE GROUP 3 or 4**
 - 2. No **THANK & RELEASE**
-

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READ CHECKLIST TO RESPONDENT BEFORE HANGING UP

[] Please bring along a GOVERNMENT-ISSUED photo ID card to prove your identity. Please note that if you do not bring photo ID, you will not be allowed to participate.

[] Our sessions do start on time. Please try to arrive 5-10 minutes before your child's session is scheduled to start so you are ready. If you are late, you may not get paid.

() Please remind parents in Groups 1 & 2 that there will not be babysitting services available - they should not bring another child with them to the session.

() Please remind parents in Groups 3 & 4 that they will be required to stay at least 15 minutes after the start time and to return at least 15 minutes before the scheduled end - however they are welcome to stay the whole time, please bring a book or something to do while waiting.

() Please remind parents in Groups 1 & 2 that there will be some reading involved - remind them to bring their glasses, if necessary.

() CONFIRMATION CALL NUMBER:

**RECRUIT 8 FOR 6 TO SHOW FOR EACH GROUP
SCHEDULE AND TIMES:**

Saturday, March 17, 2007				
11-12:30	12:30-2	2-3pm	3-4pm	All groups will be held at: PFI Research Suite 500 703 6th Ave. S.W. Calgary
Grade 3 girls & Parent/s	Grade 3 boys & Parent/s	Grade 6 girls	Grade 6 boys	

Introduction/Warm Up:

- Moderator introduction, process, no right/wrong, honesty, etc.
- Kids introduce themselves, household composition, what they like to do for fun

Initial Reactions:

The children would be given the Activity books without opening:

- See/hear initial reactions: e.g. note body language, verbalization and other behaviours/reactions.
- Probe/note: level of interest overall,
- Would they like to look inside?
- Does it look easy, difficult, fun, interesting?

- While the children are discussing the books, parents would also be reviewing the books in the waiting room, identifying key/relevant areas.

Children would be asked to briefly review the book, take a look inside

- See/hear initial reactions: e.g. note body language, verbalization and other behaviours/reactions.
- Children would discuss their reactions, initial/overall likes and dislikes, relevance, confusing elements, etc.
- These would be discussed, probing for reasons why, relevance and for:

The children would be instructed to go through the books more thoroughly and identify specific pages/activities they like/don't like, and then to do the activities they find interesting.

- While the kids are working on their 'assignments', the parents, as a group, would discuss their reactions to the book: e.g. expectations, fit for their kids, communication, fit with BNP, etc.

The children would then come back to the table, with parents, and talk about which activities they did, why/why they didn't do certain things, etc

- These would be discussed, probing for reasons why, relevance and for age/gender appropriateness, etc.
- Parental interest/reactions and feedback would be probed as well
- Page-specific probes on what they took away / learned including:

Page 2: the raven, trembling aspen and sweetvetch

Page 3: the bear

Page 4 and 5: various animals

Page 6: new news? Would they enforce? Why/not?

Page 9: Did they read the paragraph? Just searched for the words in bold?

Page 11: Did you read this page? Why, why not? New news?

Page 12: Were the hints helpful in coming up with the correct answer?

Page 13: New news? Re: connection to bears, wildlife and your environment?

Page 14 and 15: Any problems with animals and humans trying to live in the same valley?

Page 16: Can they tell the difference between a black bear and a grizzly bear from this?

Page 17: How does fire help bears?

Page 18: Any lessons to be learned from his story?

Page 20: Did you take the Bear Care Swear? Will you tell others how to also act as good bear guardians?

Overall learning goals:

- What, if anything, specific have they learned? (open-ended – listen for E.g. What to do next time see a bear on the road? E.g. Why watching roadside bears is bad for the bears? Why bears are often by roadsides?)
- Have they had fun doing the activities/were they interesting?
- Why/not?

Introduction/Warm Up:

- Moderator introduction, process, no right/wrong, honesty, etc.
- Kids introduce themselves, household composition, what they like to do for fun

Initial Reactions:

The children would be given the Activity books without opening:

- See/hear initial reactions: e.g. note body language, verbalization and other behaviours/reactions.
- Probe/note: level of interest overall,
- Would they like to look inside?
- Does it look easy, difficult, fun, interesting?

Children would be asked to briefly review the book, take a look inside

- See/hear initial reactions: e.g. note body language, verbalization and other behaviours/reactions.
- Children would discuss their reactions, initial/overall likes and dislikes, relevance, confusing elements, etc.
- These would be discussed, probing for reasons why, relevance and for:

The children would be instructed to go through the books more thoroughly and identify specific pages/activities they like/don't like, and then to do the activities they find interesting.

The children would then talk about which activities they did, why/why they didn't do certain things, etc

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