

“Healthy Minutes”

Impact of Iowa Public Television’s
Healthy Minutes Interstitials on
Preschool Children

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Introduction

Some of the very best educational and appealing television can be found in the short public service announcements or interstitials that air between children's programs. The *Healthy Minutes* interstitials developed by Iowa Public Television (IPTV) have the ability to enhance learning, extend knowledge and teach important health-related messages. It is important to evaluate the extent to which these messages attract young children's attention; the degree to which the interstitials support children's comprehension of the actual messages as well as the degree to which children are able to transfer these messages to novel contexts (e.g., generalization of these messages) and the extent that young children rate these messages as appealing (or not). The purpose of this evaluation is to examine the educational potential of IPTV's *Healthy Minutes* interstitial messages. Specifically, we took a four-pronged approach to evaluate attention, appeal, and comprehension. Did children attend to the interstitials, did they understand the messages contained in these interstitials, were they able to translate the interstitial-specific messages to novel contexts, and did they like the interstitials? Specific program objectives that were evaluated included:

- **Objective 1:** Evaluate children's **attention** to Healthy Minutes interstitial messages in a laboratory setting (eye tracking study)
- **Objective 2:** Evaluate children's **comprehension** of Healthy Minutes interstitial messages in an authentic setting (field study)
- **Objective 3:** Evaluate children's **appeal** of Healthy Minutes interstitial messages in an authentic setting (field study)

Method

Research Designs

We used 2 designs: an observational design to study attention and a quasi-experimental design to evaluate the effectiveness and appeal of the interstitials. The observational study involved individually tracking children's attention to each of the 5 interstitials. In this context, we were able to determine how long children spent attending to the interstitials using parameters that estimate the degree of cognitive processing evoked while attending. We combined this information with the effectiveness and appeal information collected as part of the quasi-experimental design.

An experimental design is one in which children are randomly assigned to different groups, the groups receive different manipulations (e.g., some view Healthy Minutes and others view another set of interstitials), and then we evaluate differences in outcome measures. Because we randomly assigned classrooms to groups (rather than individuals), we adopted a quasi-experimental framework. The major disadvantage of this design is that the original groupings (by classroom) may have differed from one another in substantial or meaningful ways. Therefore, we have less confidence that the manipulation caused the changes in the outcomes. Instead, there may have been differences in the groups that resulted in the changes (e.g., different instructors, curricula, or ability levels of the children). We did attempt to reduce this problem by recruiting children from child care centers with demographically similar families. We also collected detailed information from each family to evaluate any initial differences. If there were none, we have begun to establish that the differences between groups are truly a result of the manipulation and not any initial group differences. Next, we examine the extent of the changes in the outcome variables. For instance, if we find the same pattern of results across all outcomes favoring our manipulation, our confidence in the effectiveness of the manipulation is further enhanced.



Stimuli

Five Healthy Minutes interstitials were included in this evaluation: Supermarket Safari, Indoor Adventure, Breakfast Artist, Pick A Better Snack, and Washing Hands. These messages varied in length from 38 seconds to almost 2 minutes. For the observational design, children viewed 3 of the 5 interstitials with 3-second breaks in between.

For the quasi-experimental design, we found non-health-related messages that matched in length to Healthy Minutes (<http://www.hww.ca/media.asp?mcid=3>). These alternate interstitials have aired only in Canada (i.e., no children in this sample would have any prior exposure to these interstitials) and contained messages about different animals (e.g., monarch butterflies). To simulate an authentic viewing situation, we edited episodes of Clifford the Big Red Dog so that they contained three of the five interstitials along with two PBS kids interstitials and an introduction to the Clifford episode. The interstitials and the order of the interstitials changed from episode to episode such that a child would view each interstitial up to 3 times in one week (or 6 times over the 2-week period of viewing). In addition, each interstitial occupied each of three positions: the first position, the second position, and the third position (e.g., first position refers to children viewing that interstitial first before the remaining two in the video). The first and second positions came before the Clifford episode and the third position followed the episode.

Participants

In total, 116 preschool children attending child care centers located in the downtown areas of two mid-size cities and one large metropolitan area participated in both studies: 8 children in the observational (eye tracking study) and 108 children in the quasi-experiment (field study). Fifty-eight percent of the participants were boys and 42% were girls. Five of the children in the field study, equally spread across the two viewing conditions, had identified disabilities (e.g., autism, language delays). Anecdotal reports from child care center directors indicated that most children were from middle- to upper-middle-class families with professional backgrounds (e.g., lawyers, doctors, corporate managers and executives). Table 1 breaks down the participants by study, child's group and gender.

Table 1. Participant Sample Size

	Actual Number of Children		
	Eye Track Study	Field Study: Animal Messages	Field Study: Healthy Minutes
Boys	4	33	30
Girls	4	27	18
TOTAL	8	60	48



Measures

Individual interviews were conducted with each child. For the eye track study, these interviews were completed immediately after viewing; for the field study, these interviews were completed after the two-week viewing session ended. Constructs measured included attention; comprehension along two dimensions: (1) central versus incidental story content and (2) near and far transfer of the skills featured in the episodes; and appeal.

Attention.

We used an infrared eye-tracking camera to measure pupil diameter and point of gaze related to a visual display system. Recorded data include time, x and y eye position coordinates, and pupil diameter. Eye position coordinates correlate to specific areas on the surface being viewed. The parameters of eye tracking used in these analyses were percent time child spent fixating the screen and average duration of fixation to the screen.

Central vs. Incidental Content.

Central content refers to the primary message or narrative of the interstitial. Incidental content refers to superficial elements that are unnecessary to the main message.

Near and Far Transfer Items.

Near and far transfer questions require the child to apply the messages contained in the interstitials to other tasks that vary along a continuum from identical to the original interstitial to novel situations unrelated to the original interstitial. Each of the interstitials was analyzed for its message and tasks were developed to analyze children's abilities to internalize the message and transfer that to various other novel tasks.

Appeal.

Appeal items involved asking children to estimate how much they liked Dan Wardell and what he taught them. In addition, children were asked to

estimate how much they liked each of the 5 interstitial messages, to select their favorite message, and to select their least favorite message. After the estimation questions, children were asked why they liked or disliked someone or a particular message.

Analytic Strategy

For the eye tracking study, we computed simple descriptives to describe the percent time spent fixating an interstitial and the average fixation durations accompanying these fixations.

For the field study, we computed repeated measures ANOVA models to answer questions about the overall effect of the interstitials on the comprehension outcomes. We also examined individual questions to highlight children's understanding of key content (e.g., the meaning of healthy). Prior to conducting the repeated measures ANOVAs, it was necessary to create composite outcome variables. These composite variables were formed by summing total scores for each outcome across each interstitial (e.g., a central content composite score was calculated for Supermarket Safari, Breakfast Artist, Pick A Better Snack, and Washing Hands). Because the number of possible points for each composite varied (due to the number of questions and partial or full credit codes), we converted the composites from total scores to proportions.

Once this data reduction was completed, we began initial examinations of the data. Repeated measures ANOVAs involve the examination of mean differences according to different factors. Factors are formed according to the unique and mutually exclusive categories such as gender. For these analyses, the factors were viewing (Healthy Minutes, Animal Messages), gender (boy, girl) and possible prior/concurrent exposure (yes, no).¹ We also included one

¹ The Healthy Minutes interstitials were already airing in one of the research locations. We included a factor to account for this possible exposure. If differences were found for those who had access to the interstitials outside of

within-subjects factor: clip viewed (there were 5 clips). A within-subjects factor indicates that each child, regardless of the between-subjects factors, saw and then answered questions about each of the 5 clips. In the first set of analyses, we found no significant differences related to possible prior/concurrent exposure, so this factor was removed from further analysis.

We also examined children's performance on the central and incidental comprehension items using a paired-sample t-test to determine whether children performed differently on these items. If children receive higher central content scores when compared with incidental content scores for the same interstitials, then the particular interstitials are effective at portraying the important content.

The individual item analyses involved ANOVA models with group (Healthy Minutes, Animal Messages) and gender (boys, girls) factors. These particular items were analyzed individually as they were key or interesting questions separate from the composite outcomes described above.

Appeal outcomes were evaluated using chi-square analyses to evaluate gender, age level, and prior exposure differences. When significant, these differences are presented. If not significant, simple percentages have been presented to describe the outcomes.

their child care centers, then we would expect differences on this factor. If no differences were found, then we could remove this factor from further analysis.

Results

Objective 1:

Evaluate children's attention to *Healthy Minutes* interstitial messages in a laboratory setting (eye tracking study)

Attention

We evaluated children's visual attention to each of the Healthy Minutes' interstitials. To accomplish this objective, children were brought to our eye tracking laboratory at the University of Pennsylvania. Eye tracking involves using an infrared camera to track the child's attention to screen.

Which of the 5 interstitial messages were attended to for the greatest percentage of time?

We examined the percentage of time that children fixated, or attended to, each of the 5 interstitial messages. Although children spent a great deal of time scanning the interstitials, we were most interested in how long they spent fixated on particular points of interest. Scanning refers to a general examination of the screen, without settling on any one point long enough to process media content. Fixations, in contrast, last at least .2 seconds allowing enough time for a child to process the particular content fixated. See Figure 1. Breakfast Artist was fixated for the longest amount of time, followed by Supermarket Safari, Washing Hands, and Pick a Better Snack. Indoor Adventure was fixated the least amount of time.

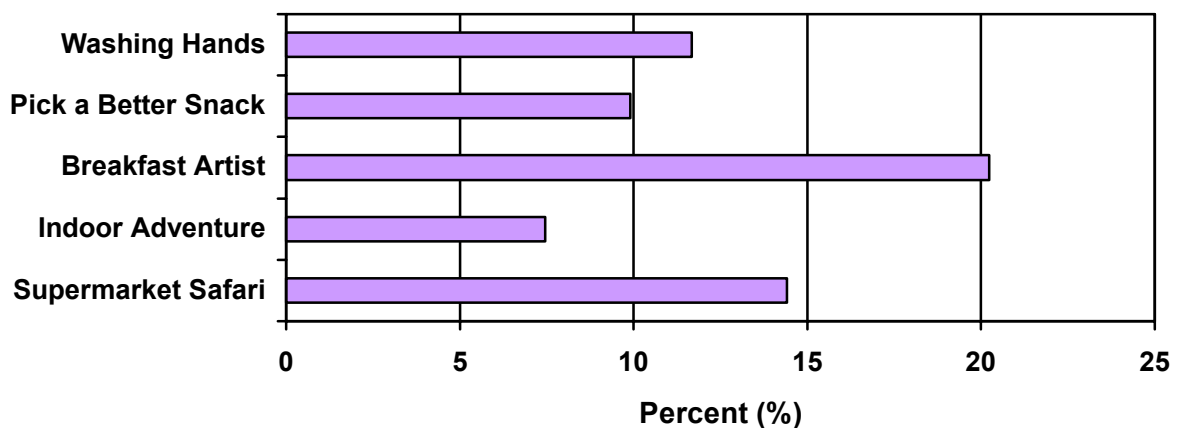


Figure 1. Percent (%) Time Fixated Each Interstitial

Which of the 5 interstitial messages did children exert the greatest amount of cognitive processing?

We evaluated the level or depth of processing that occurred while the child was fixating particular messages, referred to as the average fixation duration. When a child is fixating the content (as described above), he or she will fixate on a particular spot onscreen before moving to other areas of the screen. The amount of time spent fixating a particular spot is called an average fixation duration (AFD) and reflects the amount of cognitive processing that occurs during a particular fixation. Typically, longer AFDs are associated with deeper processing attempts and more difficult content; that is, children will spend more time during a fixation processing particular content if that content is more cognitively challenging. AFDs were longest for Supermarket Safari, followed by Pick a Better Snack, Washing Hands, and Breakfast Artist. Finally, AFDs were shortest for Indoor Adventure. These results are nearly equal to the percent time fixated described above.

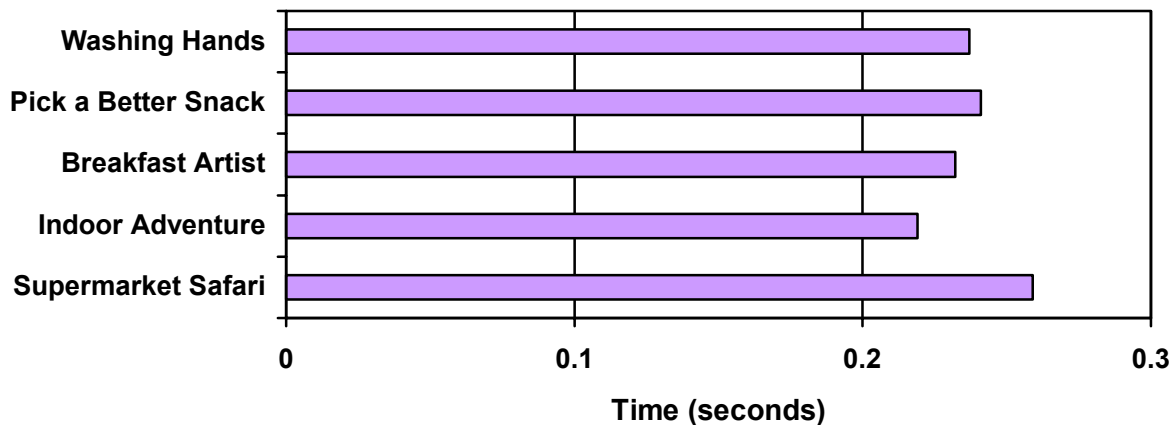


Figure 2. Average Amount of Time (seconds) Spent Fixating a Particular Location Onscreen

Attention Conclusion

Children spent the most time fixating content found in Breakfast Artist and Supermarket Safari. Their AFDs were also longer for these two interstitials suggesting that they may have found the content interesting, entertaining, and cognitively challenging – all important considerations when developing content for preschool audiences. Washing Hands and Pick A Better Snack evoked an average amount of time and AFD. These two interstitials were most likely still engaging and cognitively challenging; however, they were not as strong as Breakfast Artist or Supermarket Safari. In contrast, the children spent the least amount of time fixating Indoor Adventure. Their AFDs were also the shortest for Indoor Adventure. These findings can be interpreted in two ways. The content may have been less interesting and easier to process. Conversely, the content may have been difficult to understand or less engaging. The comprehension and appeal results (discussed next) will help to understand these attention differences.



Objective 2:

Evaluate children's comprehension of *Healthy Minutes* interstitial messages in an authentic setting.

Central Content

Central content questions involved asking children to identify the central themes or messages of each interstitial, content necessary to understand each interstitial narrative. Sample questions included “tell me why you should eat fruits and vegetables every day”, “tell me what healthy means”, or “what is breakfast?” We did not develop any central content questions for Indoor Adventure.

There was a main effect for child’s group such that those who viewed Healthy Minutes’ interstitials scored higher on central content questions when compared with those who viewed animal messages (i.e., 89% correct compared with 64% correct).² See Figure 3. We also found an interaction effect between the interstitial viewed and the child’s group.³ All children in the Healthy Minutes’ group outperformed their counterparts who viewed the Animal Messages. There were significant differences in the magnitude of this difference. The largest difference was found for the Breakfast Artist. See Figure 4.

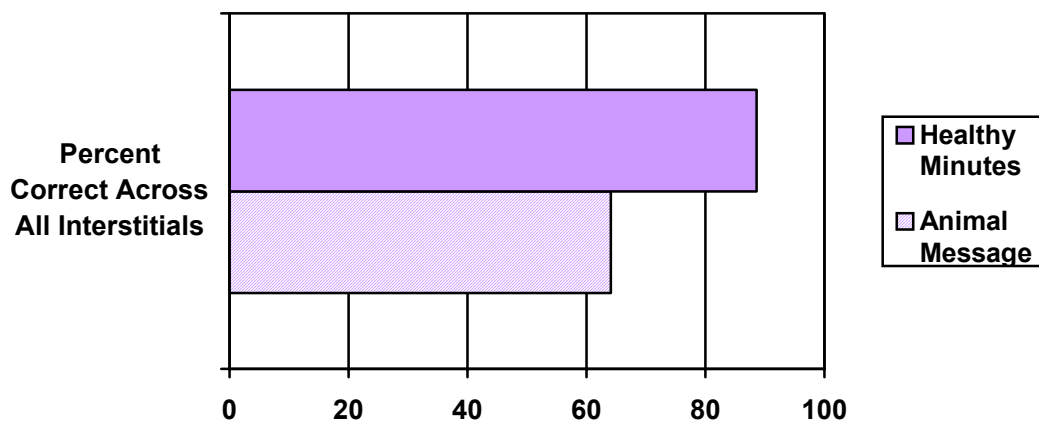


Figure 3. Central Content Scores by Child's Group Averaged Across All Interstitials (% Correct)

² $F(1, 101) = 41.93, p < .00, \eta^2 = .29$

³ $F(3, 99) = 14.56, p < .00, \eta^2 = .31$

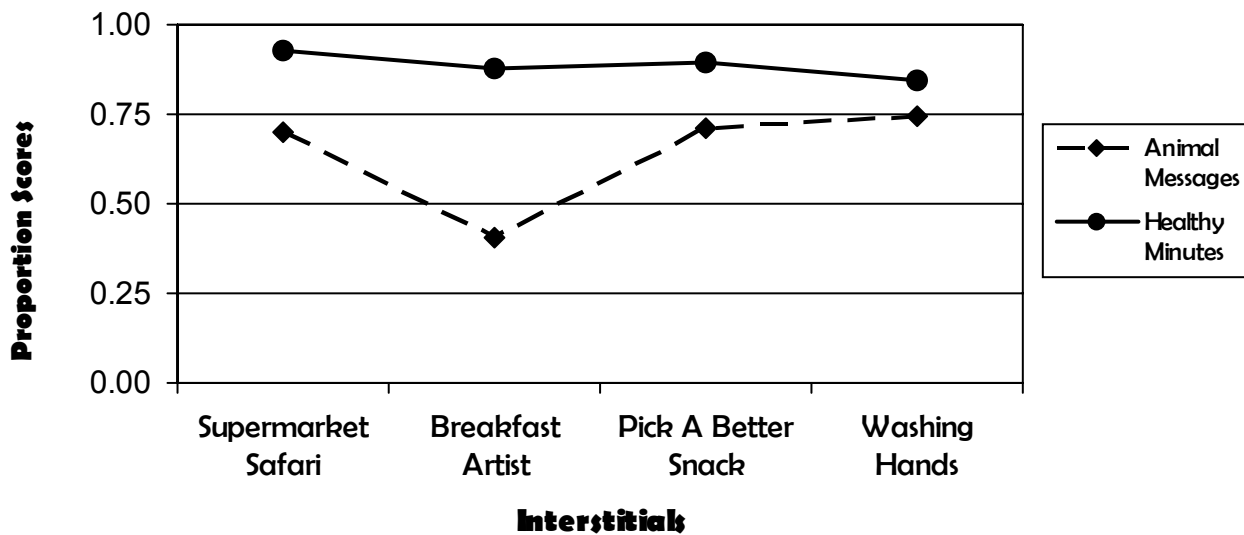


Figure 4. Central Content Scores by Child's Group for Each Interstitial (Proportion Correct)

Incidental Content

Incidental content questions involved questions about extraneous auditory or visual elements that were irrelevant to the plot or interstitial story line.

Questions were specific to the interstitials viewed; that is, incidental questions were generated for each of the 5 Healthy Minutes interstitials and each of the 5 animal interstitials. Sample questions included “tell me what color was the sweatshirt that Dan was wearing when he told you about eating fruits and vegetables every day”, “was Dan inside a school or on the playground when he was picking a better snack?”, “what kinds of animals were swimming with the sea turtles?”, or “what color was the polar bear’s fur?”

There was an interaction effect between the interstitial viewed and the child’s group indicating that incidental content performance varied by which group and which interstitial was assessed.⁴ See Figure 6.

⁴ $F(4, 101) = 16.39, p < .00, \eta^2 = .39$

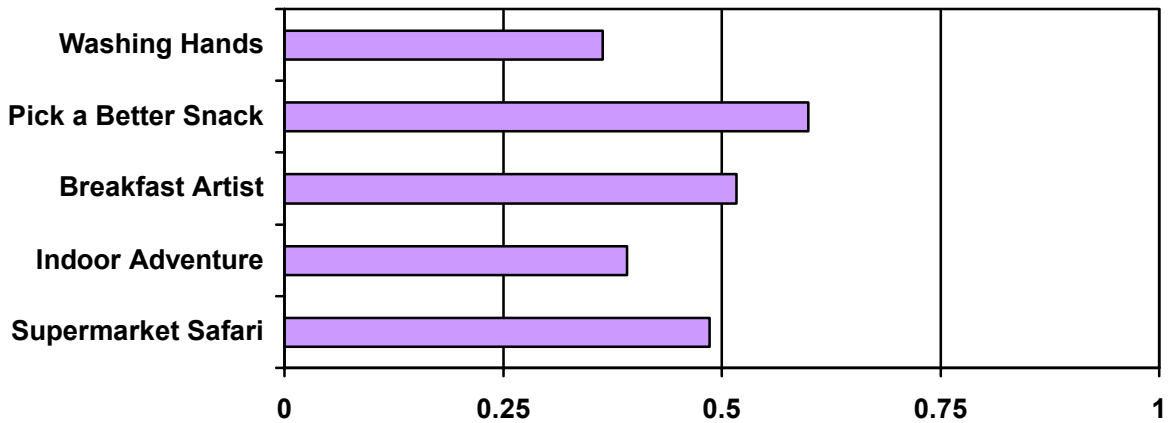


Figure 5. Incidental Content Scores for Each Interstitial (Proportion Correct)

Those in the Healthy Minutes group identified more incidental content for Supermarket Safari and Pick a Better Snack when compared with the animal messages group. The results were reversed for Indoor Adventure and Breakfast Artist; that is, those in the animal messages group outperformed those in the Healthy Minutes group. Finally, performance was nearly equal for Washing Hands. There was also a main effect of interstitial viewed: incidental content was highest for Pick a Better Snack, followed by Breakfast Artist, Supermarket Safari, Indoor Adventure, and Washing Hands. See Figure 5.

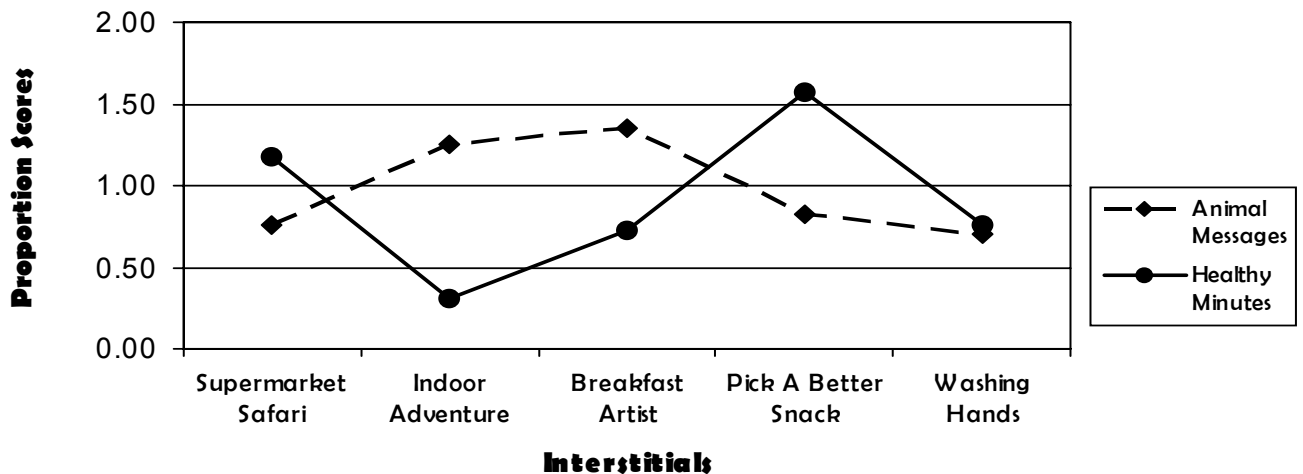


Figure 6. Incidental Content Scores by Child's Group for Each Interstitial (Proportion Correct)

Central Content vs. Incidental Content

We compared performance on central and incidental content across each of the 4 interstitials where both constructs were measured. This analysis evaluated how effective an interstitial was in displaying central content; that is, if the same children received higher scores on the central content questions when compared with the incidental content questions for the same interstitial, then that particular interstitial was more carefully constructed and able to impart the central themes. Further, children were probably more engaged by the central interstitial theme and less distracted by irrelevant content.

To compare performance, we conducted paired-samples t-tests by group for Supermarket Safari, Breakfast Artist, Pick A Better Snack, and Washing Hands. For those children in the animal messages viewing group, central content scores were significantly higher for Breakfast Artist only. There were no significant differences for Supermarket Safari, Pick A Better Snack, or Washing Hands. For those children in the Healthy Minutes viewing group, central content scores were significantly higher for Breakfast Artist, Pick A Better Snack, and Washing Hands. There were no significant differences for Supermarket Safari. See Figure 7.

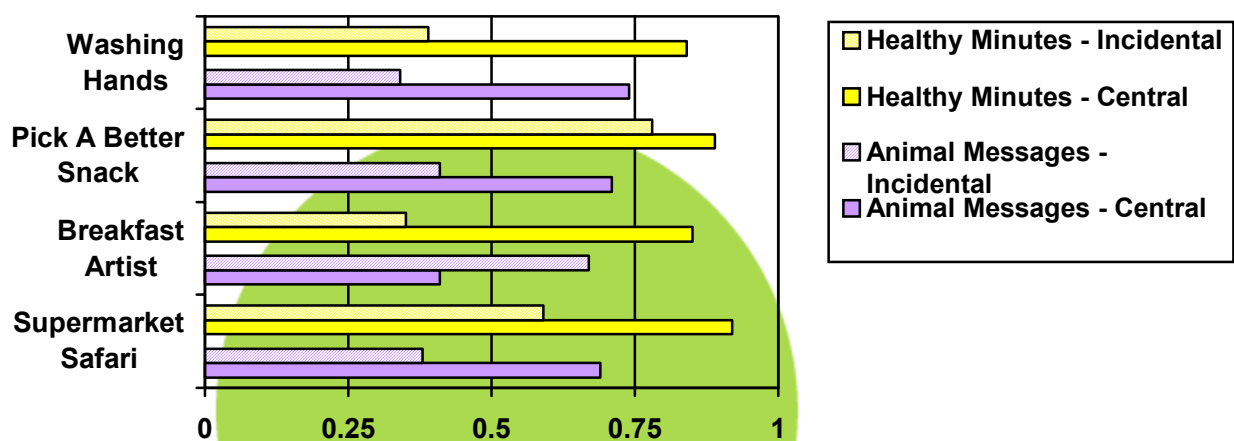


Figure 7. Comparison of Central and Incidental Scores Across Interstitials and Group

Near Transfer

Near transfer questions involved children answering questions about activities or ideas posed by Dan in each interstitial. For those children in the Healthy Minutes group, the questions were typically phrased “When Dan was talking about eating a healthy breakfast, he told you to eat certain foods. Did he tell you to eat whole wheat toast as a part of your healthy breakfast?” whereas for those children in the animal interstitial group, the questions were asked generically “Is whole wheat toast part of a healthy breakfast?” All interstitials had near transfer questions.

For near transfer, there was a 3-way interaction among a child’s group, gender, and the interstitials viewed.⁵ Interactions indicated that performance across the group varies depending on the interstitial. Understanding the nature of these differences is best illustrated through graphs. Figure 7 contains both boys and girls split by group across each interstitial. In all cases, those who viewed Healthy Minutes outperformed their counterparts who viewed the animal messages. Girls who viewed Healthy Minutes tended to score higher than boys who viewed Healthy Minutes, except for Supermarket Safari. One of the near transfer questions for Indoor Adventure asked children to choose which of two activities was healthier for their body...video games or dancing to music. Boys who viewed animal messages were much more likely to pick the video games when compared with girls, perhaps reflecting their greater affinity for video games. However, those boys who did see Healthy Minutes successfully identified dancing as healthier, suggesting that this particular interstitial has the potential to substantially alter boys’ perceptions of video games as a ‘healthy’ choice.

⁵ $F(4, 101) = 5.99, p < .00, \eta^2 = .19$



As with central content, there was a significant main effect of child's group such that those who viewed Healthy Minutes could perform significantly more near transfer tasks (across all interstitials) when compared with those who viewed animal messages (i.e., 84% vs. 64%).⁶

⁶ $F(1, 101) = 22.70, p < .00, \eta^2 = .19$



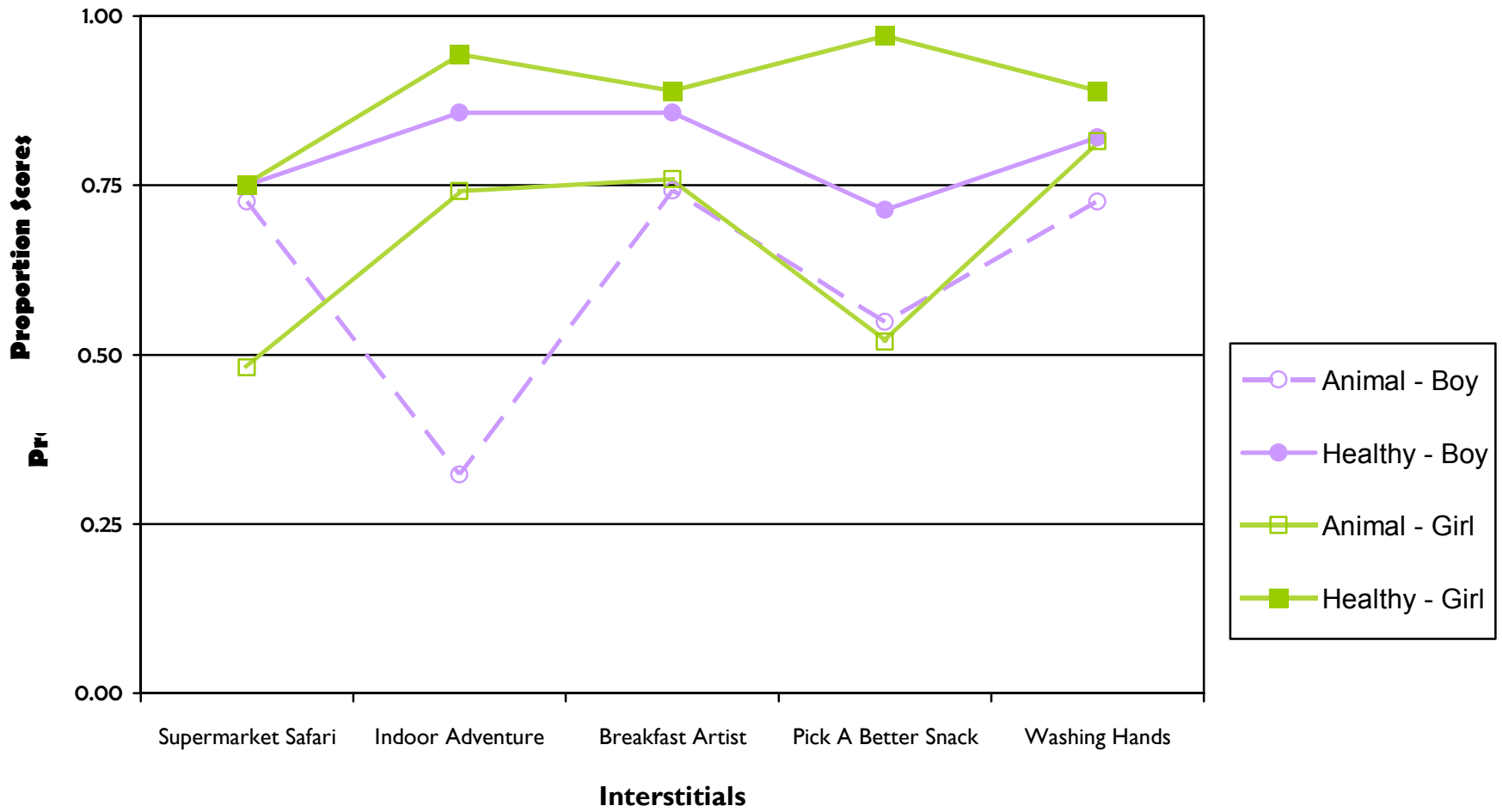


Figure 7. Near Transfer Scores by Child's Group and Gender for Each Interstitial (Proportion Scores)

Far Transfer

Far transfer questions were modeled after the near transfer questions. The main difference was that they contained foods, activities, or other information not found in the original interstitials. The corresponding far transfer question for the near transfer identified above was “here is a picture of a lollipop. Is a lollipop part of a healthy breakfast?” No far transfer questions were developed for the washing hands interstitial.

The purpose of these kinds of questions was to determine whether children were able to generalize their understanding of the actual messages to unrelated or novel contexts. Transfer of learning involves 1) comprehension of the initial material, 2) formation of a mental representation of that material, and 3) a determination that the learned content is applicable to the novel context. Obtaining transfer of learning is a strong indication that the material presented in the interstitials is both appropriate and effective for the target audience.

For far transfer, there was also a 3-way interaction among a child’s group, gender, and the interstitials viewed.⁷ Figure 9 illustrates both boys and girls split by group across each interstitial. In all cases, those who viewed Healthy Minutes outperformed their counterparts who viewed the animal messages. Girls who viewed Healthy Minutes tended to score higher than boys who viewed Healthy Minutes, except for Indoor Adventure questions. However, differences were only significant for Supermarket Safari and Pick a Better Snack. For Breakfast Artist, there were no significant differences between those who viewed Healthy Minutes and those who viewed animal messages, suggesting that children may have already possessed this knowledge prior to the project. Our questions included asking children to choose whether certain foods were healthy: a lollipop, eggs, apples or apple juice, and cookies.

⁷ $F(3, 99) = 3.77, p < .02, \eta^2 = .10$

A two-way interaction between a child's group and each interstitial suggests that the magnitude of differences varies across each interstitial (Figure 8).⁸ Supermarket Safari, Indoor Adventure, and Pick a Better Snack resulted in larger near transfer differences while the differences for Breakfast Artist were minimal.

Significant main effects for a child's group and gender were also found. All children who viewed Healthy Minutes could perform significantly more far transfer tasks (across all interstitials) when compared with those who viewed animal messages (i.e., 77% vs. 54%).⁹ Girls also tended to significantly outperform boys (i.e., 69% vs. 62%) although this difference was less pronounced. See Figure 8.

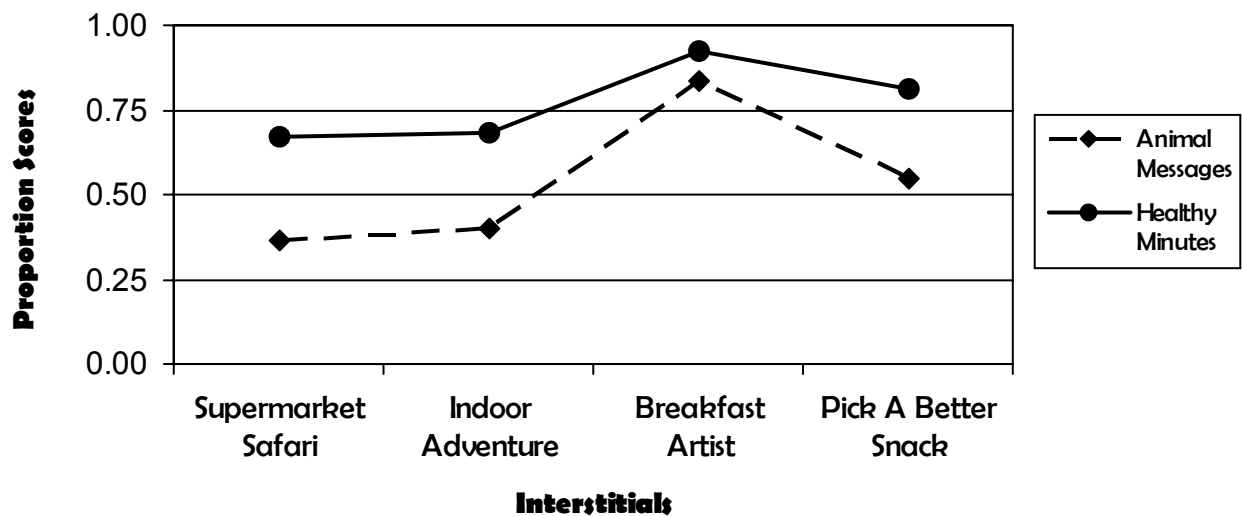


Figure 8. Far Transfer Scores by Child's Group for Each Interstitial (Proportion Correct)

⁸ $F(3, 99) = 7.23, p < .00, \eta^2 = .18$

⁹ $F(1, 101) = 22.70, p < .00, \eta^2 = .19$

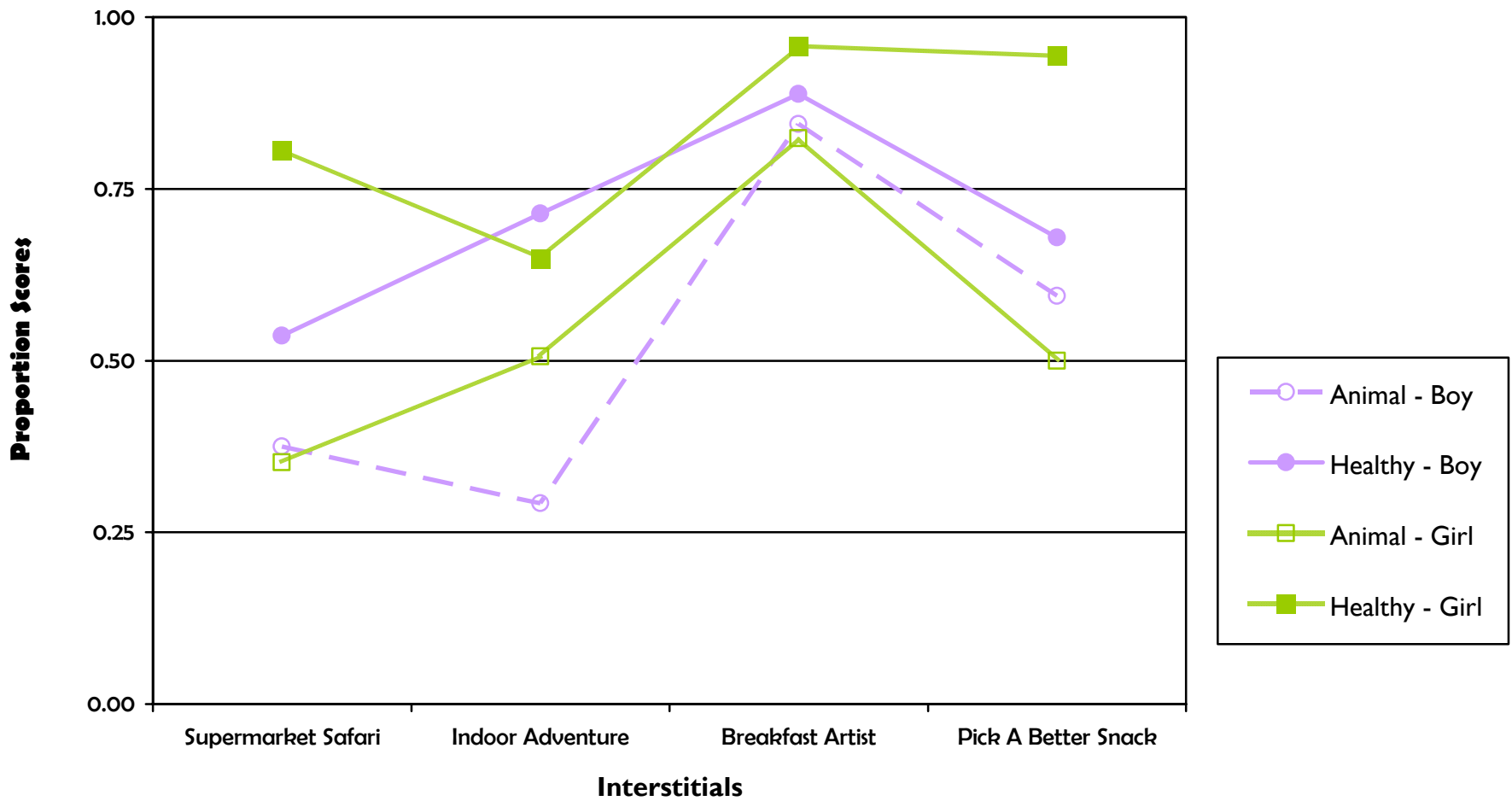


Figure 9. Far Transfer Scores by Child's Group and Gender for Each Interstitial (Proportion Scores)

Composite Outcomes Conclusions

Across central, near, and far transfer outcomes, those children who viewed Healthy Minutes messages outperformed their classmates who viewed animal messages. There were differences in performance across interstitials and gender as well. Central content understanding for those who viewed Healthy Minutes was fairly even across each of the 4 interstitials assessed. Incidental content scores varied by group and interstitial viewed. Those who viewed Healthy Minutes scored higher on Supermarket Safari and Pick A Better Snack while those who viewed animal messages scored higher on Indoor Adventure and Breakfast Artist. There were no differences on Washing Hands. When comparing children's performance on central versus incidental content, those who viewed Healthy Minutes interstitials were more likely to score higher on central content questions when compared with the incidental content questions. In contrast, children who viewed animal messages only scored higher on central content for one of the interstitials. This suggests that viewing Healthy Minutes has a focusing effect and that these particular interstitials are designed in such a way to promote children's understanding of the important, or central, themes.

Near transfer task scores for girls were highest for Indoor Adventure and Pick a Better Snack. In contrast, scores for boys were highest for Indoor Adventure and Washing Hands. Finally, transferring learned program specific content to novel contexts also differed by gender. Girls scored highest on Breakfast Artist and Pick A Better Snack while boys scored highest on Breakfast Artist and lowest on Indoor Adventure and Pick A Better Snack. Interestingly, our question for Indoor Adventure asked children to choose the healthier activity: playing video games or dancing to music. Boys more often chose video games suggesting a particular affinity toward this medium. If children understood the specific content in the interstitials, then they would perform well on the near transfer tasks. Further, if this information was presented clearly, then children would be able to transfer this specific knowledge to novel contexts. For the most part, children who viewed the Healthy Minutes

interstitials were able to perform well on the specific program content (i.e., near transfer). Transfer of learning to a novel context was most effective for Breakfast Artist. Performance did decline for Pick A Better Snack, Indoor Adventure, and Supermarket Safari. Evaluating these interstitials more closely would be important to determine why children were less successful at transferring knowledge to a novel context (Note. The declines in performance were not substantial; that is, proportion scores started at .92 for Breakfast Artist, declined to .78 for Pick A Better Snack, and further declined for Indoor Adventure, .68; and Supermarket Safari, .63).



Individual Item Analysis

We analyzed nine different individual questions that seemed particularly important or interesting to examine outside of the composite variables (i.e., central content, incidental content, near transfer, far transfer) analyzed above.

Supermarket Safari.

- Tell me why you should eat fruits and vegetables every day?

Seventy-three percent of children who viewed Healthy Minutes and 73% of the girls (in general) responded correctly more often than viewers of the animal messages (48%) and boys (49%).

- Tell me what healthy means?

Fifty-eight percent of those who viewed Healthy Minutes were able to provide an accurate definition of 'healthy' while only 22% of those children who viewed the animal messages were able to do so. There were no gender differences.

Indoor Adventure.

- Which is healthier – playing video games or dancing to music?

Children who viewed Healthy Minutes and girls (in general) responded correctly more often than viewers of the animal messages and boys. That is, 88% of Healthy Minutes viewers vs. 53% of animal messages viewers and 82% of girls vs. 58% of boys picked dancing.

Breakfast Artist.

- Why should you eat a healthy breakfast?

Children who viewed Healthy Minutes responded correctly more often than viewers of the animal messages (i.e., 79% vs. 45%). There were no gender differences.

Washing Hands.

- How do germs get on your hands?

Nearly 75% of the children were able to identify how germs got on their hands. There were no differences by group or gender.

- How do you get germs off your hands?

More girls than boys were able to report that washing one's hands with water (7% vs. 2%) or soap and water (93% vs. 82%) was most effective in removing germs from their hands. There were no differences associated with viewing Healthy Minutes.

- What song should you sing when you wash your hands?

Eighty-seven percent of the children who watched the Healthy Minutes interstitials knew that they should sing the ABCs while washing their hands while only 15% of those who viewed the animal messages knew this.

- Should you sneeze into the air or into a tissue?

Seventy-eight percent of the children knew that it was best to sneeze into a tissue. There were no gender or group differences.

- Should you cough into the air or into a tissue?

Ninety-four percent of the children who viewed Healthy Minutes were able to state that they should cough into their elbows compared with 73% of the children who viewed the animal messages. There were no gender differences.

Individual Item Analysis Conclusion

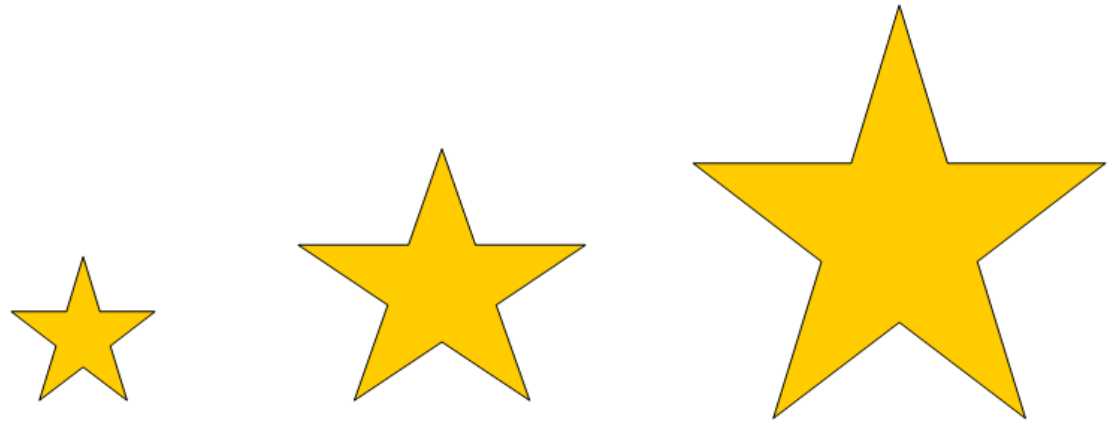
We analyzed these particular items because each item assessed important content. Healthy Minutes were especially helpful in teaching children what healthy meant, why they should eat fruits and vegetables or a healthy breakfast, that dancing is healthier than playing video games, and that a child should cough into his/her elbow and not the air. Healthy Minutes also taught children that singing the ABCs while washing their hands would help them in this process. It's not clear whether the children actually changed their behavior as a result of this knowledge. Most of the children already knew that they should sneeze into a tissue, and how germs got on or off their hands.



Objective 3:
Evaluate appeal of *Healthy Minutes* interstitial messages
in an authentic setting.

The character and message appeal interviews are based on a subsample of children who were assigned to the Healthy Minutes group. There were 42 children who completed the interview (i.e., 6 children did not complete the interview due to unavailability at the post-test). We also examined whether there were any gender, age, or prior exposure differences. These differences are noted when significant.

Children were asked to rate both character and individual message appeal using a three-point star scale. They were shown a stimulus picture of Dan Wardell and each of the 5 messages and were asked “using the stars, can you point to how much you like...?” The children were instructed to answer by pointing to one of the following three stars that represented how they felt about Dan or the specific message.



Children were further instructed that each of the stars were interpreted in the following way:

- 1 = they *really don't like* the character/message *at all*
- 2 = they thought the character/message *was just okay*
- 3 = they *really liked* the character/message *a lot*

Dan Wardell

Identification of Dan

Forty-two percent of the children were able to identify Dan Wardell by name. There were no gender, age, or prior exposure differences.

How much do you like Dan?

Seventy-six percent of the children liked Dan a lot; 10% thought Dan was just okay; and 15% did not like Dan at all. There were no gender, age, or prior exposure differences.

Why? Why Not?

Most children reported liking Dan because he was happy, nice or funny (31%), or they “just liked him” (17%). Others mentioned that he spoke about being healthy (10%), that he was on the TV (7%), or that he was smart (2%). Seventeen percent did not respond to this question and 17% responded that they did not like Dan.

Would you like to be Dan’s friend?

Sixty-one percent of the children would like to be Dan’s friend. Children who were exposed to Dan Wardell outside of the research study (71.4%; children from Iowa) were more likely to want to be Dan’s friend when compared with children who did not have any prior exposure to Dan (38.5%).¹⁰ There were no gender or age differences.

Why? Why Not?

Most children wanted to be Dan’s friend because Dan was nice, funny, or cool (29%). They also just liked him (19%), liked that he was on TV (7%), liked that

¹⁰ $\chi^2 = 4.06, p < .05$ (df=1, n=41)

he ate vegetables or cereal (5%), or that he exercised (2%). Some of the children did not want to be Dan's friend because he looked angry (2%); he was strange (2%), he does or has too much (5%), or because they just did not want to be his friend (10%). Nineteen percent did not provide a response.

What would you do if Dan came to your house?

The majority of the children wanted to play with Dan if he came to their house (48%). When questioned further, 15% said they would like to play active games (e.g., running, freeze tag, flips) whereas 28% said they would rather play quiet games (e.g., board games). The remainder of the comments were fairly idiosyncratic: "tell my parents" (5%); "put him back in the TV" (5%); "let him in or show him the house" (10%). Fifteen percent did not provide a response.

Does Dan teach you?

Eighty-three percent of the children reported that Dan taught them information. There were significant age differences.¹¹ Five-year-olds (100%) reported more teaching than four-year-olds (92%) who, in turn, reported more teaching than three-year-olds (61.5%). There were no gender or prior exposure differences.

What does Dan teach you?

Children were most likely to report that Dan taught them about healthy foods (24%). They also mentioned exercise (13%); playing less active games (11%); washing hands (11%); and choosing breakfast (4%). Using your imagination, having fun, playing on the computer, and singing the ABCs were each mentioned once. Twenty-seven percent did not provide a response.

¹¹ $\chi^2 = 6.27, p < .05$ (df=1, n=41)

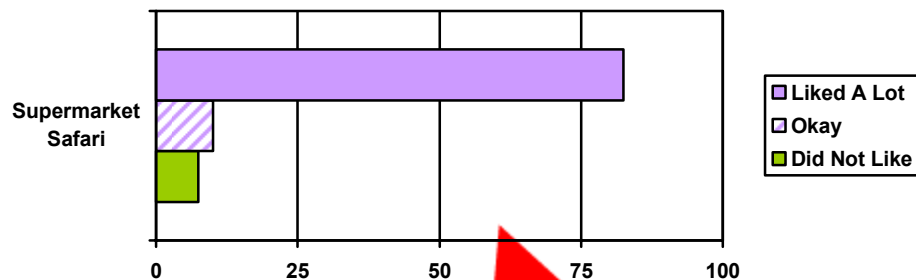
Anything else that you want to say about Dan?

Other comments about Dan included that he plays (7%), he likes healthy foods (5%), he is funny (7%), he hides secrets (2%), he does adventures with jungle stuff (2%), he exercises (5%), he washes his hands (2%), and he is nice (2%). Most children did not provide any additional information (63%).

Message Appeal

How much do you like Supermarket Safari?

There were no gender, age, or prior exposure differences.



What did you really like about Supermarket Safari?

Most children reported liking the main message of Supermarket Safari – eating healthy or choosing fruits and vegetables (32%). Many children reported that watching this clip was fun (12%), that they liked Dan (5%), or they liked that Dan used binoculars to find food (7%). Some children commented that they liked the Clifford video that aired with this interstitial (7%). Twenty-four percent did not provide a response.

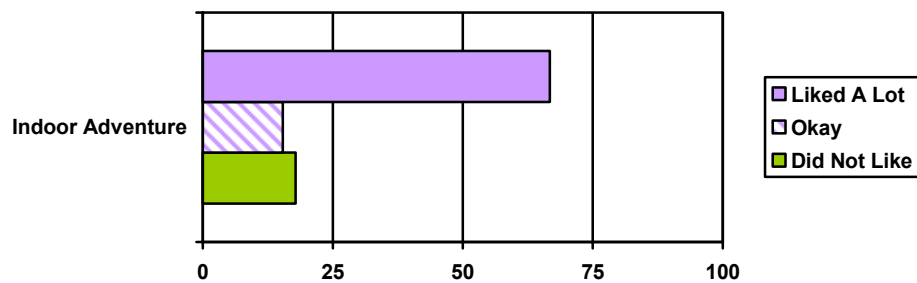
What didn't you like about Supermarket Safari?

Only 39% reported not liking particular aspects of this message. Sixty-one percent reported liking everything or, conversely, that there was nothing they did not like about the message. Ten percent reported not liking specific fruits

or vegetables (i.e., cucumbers, apples). Some reported that they did not like the viewing situation at school (5%; e.g., could not see the TV). The remaining reasons for disliking Supermarket Safari were fairly idiosyncratic and listed only once: Dan had a teddy bear; when Dan spits; when Dan had to pay; the kids laughing; when the video ended.

How much did you like Indoor Adventure?

There were no gender, age, or prior exposure differences.



What did you really like about Indoor Adventure?

Children really liked how this message displayed and discussed exercise (especially dancing; 35%). They also liked that it was funny (7%) and that there was an ‘adventure course’ (7%). The remaining responses related to Indoor Adventure included using your imagination (5%), when Dan opened the door (5%), when he sang (2%), stuck his tongue out (2%), or fell down (2%). Some children again reported liking Clifford (5%). Nineteen percent did not provide a response.

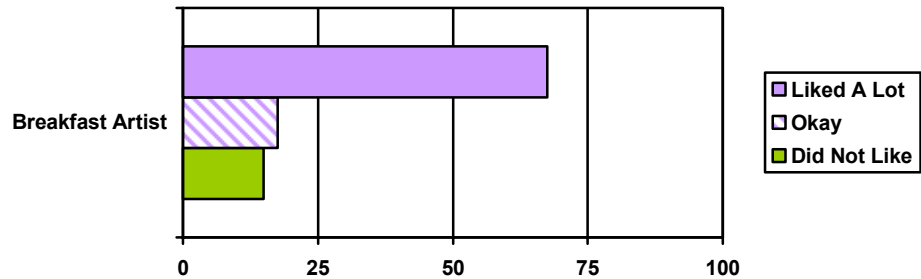
What didn't you like about Indoor Adventure?

As with Supermarket Safari, the majority of children (79%) reported liking Indoor Adventure and did not have anything negative to say. When negative comments were given, children were most likely to say that they did not like the way Dan exercised or used the hula hoop (4%), opened the door (9%), what he was eating (2%), or how the kids laughed (2%). Two percent

again complained that they could not see the TV during the video viewing sessions.

How much do you like Breakfast Artist?

There were no gender, age, or prior exposure differences.



What did you really like about Breakfast Artist?

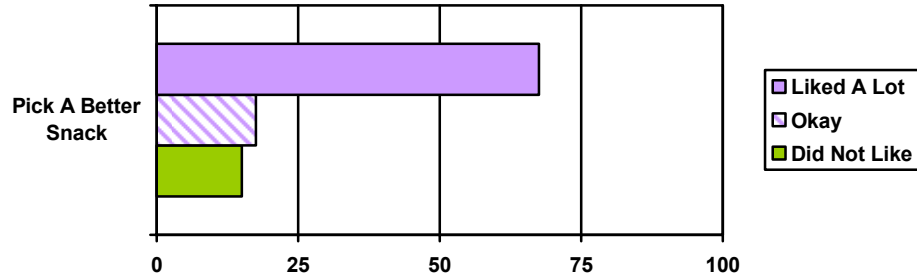
Most children reported liking how Dan discussed cereal and other specific foods (26%) as well as his comments about choosing or eating a healthy breakfast (21%). The remainder of the responses were fairly idiosyncratic and reported by one or two children: generally liked the interstitial (5%), thought it was fun or silly (5%), liked Dan's funny face (5%), liked Dan (2%), liked Dan singing (2%), liked that Dan washed his hands (2%), liked the milk (2%), liked Dan falling down and dancing (2%), and liked the refrigerator (2%). Nineteen percent did not provide a response.

What didn't you like about Breakfast Artist?

Seventy-four percent of the children liked everything about the Breakfast Artist. For those who did provide reasons for not liking this message, only 2 responses were mentioned more than once: the food looked 'gross' or 'strange' (5%) or the food choices were unappealing (5%). Other responses, mentioned once, included the 'dong, dong, dong', Dan drank from a bottle, Dan did not do enough, the kids were laughing, and Dan looking outside the window.

How much did you like Pick a Better Snack?

There were no gender, age, or prior exposure differences.



What did you really like about Pick a Better Snack?

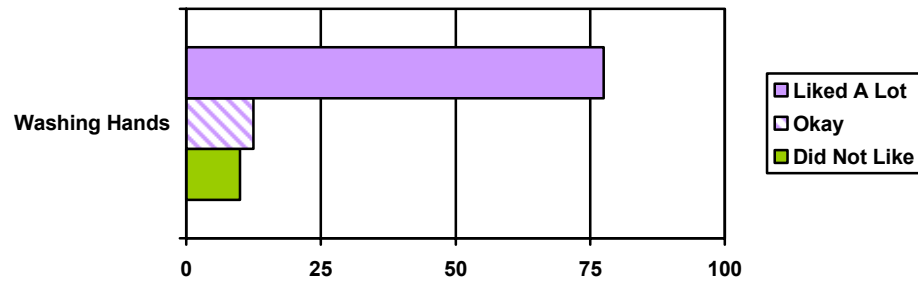
Most of the children reported liking specific foods mentioned in the interstitial (27%) or playing the farm and garden (pick a better snack) game (14%). Nine percent also identified eating a healthy snack as something they really liked about this interstitial. Seven percent liked it generally and 7% reported liking something specific about Dan (e.g., his hair, his shirt, his funny face). Thirty percent did not provide a response.

What didn't you like about Pick a Better Snack?

The majority of children had no negative comments about Pick A Better Snack (72%). For those who did, the most often mentioned comments were about disliking specific foods (12%; e.g., pears, carrots, apples), the kids laughing (2%), Dan opening his cape (2%), the game (2%), and Dan 'acting like a girl' (2%).

How much did you like Washing Hands?

There were no gender, age, or prior exposure differences.



What did you really like about Washing Hands?

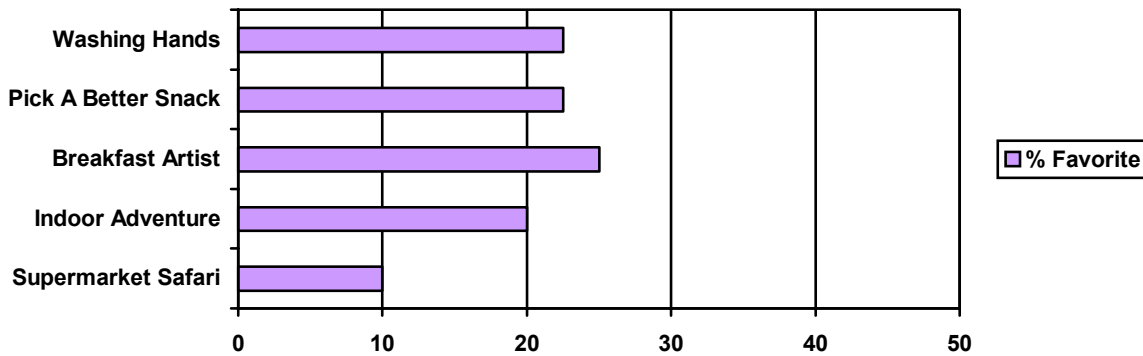
Most children reported liking when Dan sang his ABCs (32%) or, generally, washing hands (20%). Some children thought it was 'cool' when Dan was able to shrink himself (9%) or how the germs made noises on Dan's hands (5%). Fourteen percent did not provide a response.

What didn't you like about Washing Hands?

Seventy-nine percent liked everything about this interstitial. For those who provided some negative feedback, the answers were fairly idiosyncratic: the child does not like to wash his/her hands (5%) or get germs on his/her hands (5%), the kids laughing in the background (2%), or Dan opening the door by himself (2%).



What was your favorite Healthy Minutes message?

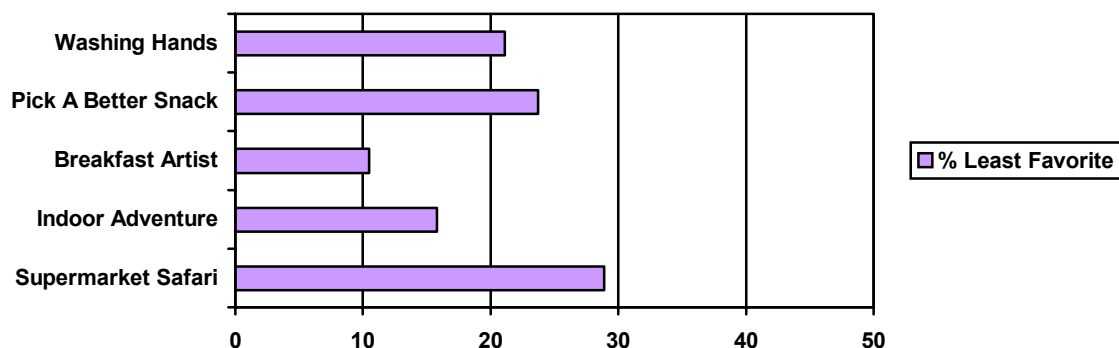


Favorite messages also varied by a child’s age. Three-year-olds preferred Breakfast Artist (30.8%) and Pick A Better Snack (30.8%), followed by Supermarket Safari (23%). Indoor Adventure (7.7%) and Washing Hands (7.7%) were chosen the least. Four-year-olds selected Washing Hands as their favorite (33.3%), followed by Breakfast Artist (25%), Pick A Better Snack (20.8%), Indoor Adventure (16.7%), and Supermarket Safari (4.2%). All five-year-olds selected Indoor Adventure as their favorite (100%). There were no gender or prior exposure differences.

Why was this your favorite message?

Children were most likely to report something favorable about Dan (38%) including when he sang the ABCs (14%), how he looked or moved around the video (14%), being silly (8%), and using his imagination (2%). They also reported liking some of the central themes of each of the videos: discussion of fruits and vegetables or healthy snacks (14%), pouring cereal and milk to make a healthy breakfast (12%), exercising (5%), and creating an adventure course (2%). Ten percent did not provide a response.

What was your least favorite Healthy Minutes message?



There were no gender, age, or prior exposure differences.

Why was this your least favorite message?

Fifty-five percent of the children liked everything about the Healthy Minutes messages. For those who did provide negative responses, children were most likely to say “I just didn’t like this one as much as the others” (13%). Other responses included that it was too silly (5%), or it mentioned ‘eat, eat, eat’ (5%), unappealing foods (3%), and opening the door by himself (3%).



Appeal Conclusion

Although only 42% of the children knew Dan's name, over $\frac{3}{4}$ reported liking him a lot and 61% wanted to be friends with him. The percentage was almost twice as high for children in Iowa who had probably been exposed to Dan outside the study context (i.e., 71% vs. 39%). Nearly half said they would play with Dan if he came over to their house, with 15% wanting to play active games and 28% preferring quiet games. For the most part, children liked Dan because he was nice or funny. About 10% mentioned liking him because he spoke about being healthy. These same reasons were further echoed in why the children wanted to be friends with him.

We explored Dan's teaching behavior to identify what children believed he had taught them. Eighty-three percent of the children believed that Dan had taught them. Three-year-olds were less likely than 4- or 5-year olds to report being taught by Dan (i.e., 62% vs. 92% vs. 100%). Most (63%) of the responses were related to one of the 5 interstitial themes, with children mentioning healthy foods twice as often as exercise and washing hands. Choosing a healthy breakfast was the least likely to be mentioned.

Children were overwhelmingly positive when questioned about each of the 5 interstitial messages. Supermarket Safari received the highest appeal scores, with 83% reporting they liked it a lot. Washing Hands and Breakfast Artist were next, at 78% and 73% of the children who liked it a lot. Pick A Better Snack was fourth, 68% liked it a lot. Indoor Adventure was liked the least, although 67% of the children said they liked it a lot. These high appeal ratings were confirmed by additional questioning regarding what children liked or disliked about each interstitial. Close to 80% of the children reported only positive comments about Washing Hands and Indoor Adventure. Seventy-four percent and 72% of the children had only positive comments about Breakfast Artist and Pick A Better Snack, respectively. Supermarket Safari had the fewest children reporting only positive comments – a still high 61%.

Reasons for liking the interstitials tended to center in one of two areas: the central theme (e.g., I liked it because it told me about eating healthy snacks) or various characteristics of Dan (e.g., he's nice, silly, or fun; he danced or used his imagination). These reasons suggest that children were learning and remembering the health-related messages and that they liked these messages.

Conclusions

Healthy Minutes were successful in teaching children important health-related information as evidenced by 3 sources. That is, children performed well on central, near, and far transfer tasks. They also reported that Dan taught them important health-related information and that they liked various interstitials because these messages were about this health-related information.

There were some gender differences and some differences across interstitials. Specifically, three of the five interstitials contained healthy eating information. By repeating the same content across multiple formats and contexts, children's performance may have been stronger on these interstitials than those for Indoor Adventure and Washing Hands. Performance on Supermarket Safari (which also contained healthy food messages) was significantly lower than the other healthy food messages. In addition to health messages, much time is spent in children's everyday lives on learning the appropriate way to wash hands. Teachers will carefully explain, model, monitor, and repeatedly enforce hand washing. This may explain why children in both viewing groups did similarly on the outcome measures.

When examining all three kinds of outcomes (i.e., attention, comprehension, and appeal), there are particular patterns associated with each of the interstitials. Children spent the most time attending to and processing the Breakfast Artist interstitial. This attention translated into strong performances on both the near and far transfer tasks. Supermarket Safari was next. It evoked high levels of attention and children's performance on central content was high. Children also received high scores on the incidental content; however, their near and far transfer scores were lower when compared with other interstitials. Perhaps this interstitial had too much extraneous content that pulled children's focus away from important content, resulting in the

lower near and far transfer scores. Attention and comprehension performance was roughly in the middle for Washing Hands. In addition, these 3 interstitials (i.e., Breakfast Artist, Supermarket Safari, Washing Hands) received the highest appeal scores.

Children spent the least amount of time attending to Pick A Better Snack and Indoor Adventure. Comprehension scores for Pick A Better Snack were inconsistent; that is, central content and far transfer scores were high while near transfer scores were low. Incidental scores were also highest for this interstitial. Central content, incidental content and far transfer scores were lowest and near transfer scores were highest for Indoor Adventure. These inconsistencies suggest that these two interstitials may not have been as successful as the other 3 messages. In fact, children liked these 2 messages the least.

Recommendations

The differences in child performance across each interstitial provide insight into how well each was constructed and how future interstitials might be developed. The gender differences suggest that boys and girls paid differential attention to the interstitials resulting in higher or lower comprehension scores, depending on the task. Careful attention should be paid to the ways in which future Healthy Minutes interstitials are constructed. I would suggest storyboarding the ideas and then asking boys and girls what they think.

The increased attention and higher comprehension scores associated with Breakfast Artist, Supermarket Safari, and Washing Hands are partly due to children enjoying these particular interstitials. It would make sense to fashion future interstitials after these three, but with careful attention to a balance between central and incidental content to ensure that children learn the relevant content and spend less time attending to the incidental content.

Pick A Better Snack and Indoor Adventure were liked the least (although children still liked these messages). Comprehension scores were inconsistent as well. I would suggest examining these two interstitials carefully. Perhaps the content is less well-organized or contains more extraneous information. Children did report that they disliked specific food mentioned in Pick A Better Snack. Most of the negative comments about Indoor Adventure were idiosyncratic and mentioned only once.

Overall, children who viewed the Healthy Minutes interstitials knew more than their counterparts who did not view. They liked Dan and enjoyed learning the messages found in each of the interstitials. For the most part, the messages were well designed and capable of conveying important health-related information. The next step would be to see whether this knowledge translates into behavior change...a fundamentally more difficult task to accomplish. But, increasing preschoolers' health knowledge via 6 viewings of each message is a great first step.

Appendix I: Children's Comments

Dan Wardell

What did children like about Dan Wardell?

- He's really funny. He eats food. He does silly things. He does fun stuff and makes your body strong. He tells you how to like fruits and vegetables. He's so funny; he fell down when he was doing something. He shows everybody how to get healthy and strong. He puts fruit on his cereal. He's smart. I like him, he washes hands when sneezes because of the germs. I don't know, he was nice. He's just so funny. He fell down, and then we laughed. He did a funny dance.

What did children dislike about Dan Wardell?

- Because he does funny things but not really funny things. Because he's really funny. Because he looks so weird. Looked funny, talked funny. Because he does too much stuff in one day.

Why did children want to be Dan's friend?

- He does silly things. He's nice. He likes fruits and vegetables. He does silly stuff and I do silly stuff. He's so nice and he fall down. He's the funniest of all. I could exercise with him. He's so cool. He eats all of his cereal. Because I like when he falls down a lot.

What reasons did children have for not wanting to be Dan's friend?

- Because he is only on TV. H's too funny. Cause I've seen him on TV before, he's too silly, because when he was getting ready for breakfast he said, "hey look at me, I'm a healthy breakfast". Because he looks so angry. Because I don't want to. Because he's strange and only watch him on the TV. Because he's too big. Because he's in the TV. Because he has too much. Because he has CBS kids.

What would children do if Dan came over to their house?

- Share my toys and let him see my microscope and telescope. Be his friend. He can play while I help my mom cook dinner, then he can eat dinner with us. Take a beanbag chair and take it upstairs and bang my head on it. I would start my flips and play freeze tag. I would play with him, I'd play hide and go seek with him. Play with him, hula hoops. Show him around my house and my real pet would be a little scared. Put him back in the TV. I would play with him, my racecar track and my race cars. He'd play with me, with Rescue Heroes. He can't get out of the movie. Play whack-a-mole game.

What do children think that Dan teaches them?

- Learn about fruits and vegetables all the time. To eat healthy stuff. How to do like the songs. Teach me how to play and have fun. Teaches about washing your hands before eating your food. How to exercise my body. He teaches me how to get your body moving. To play. About breakfast. How to have fun. To eat good vegetables. Tells you to eat, grow stronger, and eat some more food. He teaches me stuff like computers. To run around in the house. How to sing ABC's. To eat healthy snacks. To get up and wash your hands. To do fun stuff like play video games. Before you eat, you have to wash your hands. To use my imagination. Eating healthy food. To eat fruits and vegetables. Not to have germs all over your hands, get healthy snacks. To get up and moving, he gets you healthy snacks.

What else did children want to tell us about Dan?

- Dan shows me how to be nice. That you always have to wash your hands. I think that he is a good artist of riding his play time when he is showing his dinner. One time he was very funny and watching it and singing a funny song, I liked all the things about Dan. Inside he uses the hula hoop. He's kind of funny. He likes to play in the house. Dan goes to the food place and get vegetables. He was going on an adventure with his jungle stuff and I don't think he can do that cause I can't do that, he was doing a song, then he fell

down, that's bad cause he might crack his head open. I liked when he counted the vegetables and ate the banana and the monkey wanted it. I like him because he's funny, he danced, and funny music (disco music and rock and roll)

Supermarket Safari

What did children like about the Supermarket Safari video?

- Dan. I liked it when he had the binoculars, like when he was pretending the ocean. Because he gets fruits and vegetables. He was eating a banana and everyone said he's a monkey. I liked about all of it because it makes me so good cause I always like the silly stuff cause he's really good at finding stuff. I liked the part where he used the binoculars to find fruits and vegetables. I liked when he went on the safari. I liked it when he showed us the food. I liked it when he was picking out the fruits and vegetables. Because he gets eggplants, and apples, and carrots. I like the carrots. The apples and the grapes. Before he looked for fruits and vegetables he had to look for the right colors.

What did children dislike about the Supermarket Safari video?

- When he was going out the supermarket cause I wanted him to pick out more fruits and vegetables. What bothered me is that he had to pay for it. I don't like pears. I don't like cucumbers. I like pears and apples, but that's it.

Indoor Adventures

What did children like about the Indoor Adventures video?

- Because he woke up and said "let's get our bodies moving". When he was dancing, it was funny, when he was done dancing, he just fell down. When he made an adventure course. The adventure course. I liked the part where we could pretend playing a game called Adventure and sometimes I play at home. It was funny when he put his hand on his head and fell down. I liked it when he was dancing funny. Somebody's knocking on the door and he would get it and he would let them. When he uses his imagination. When he was being funny and pretending to run inside. I liked it when he was doing some funny dances on the radio, like chicken, that was funny. Moving around. Doing exercise. He played and run in the house singing. Get up and get your feet moving, liked his dancing. When he danced he put his hand over his head and fell backward and fell down. The adventure course, I liked the house.

What did children dislike about the Indoor Adventures video?

- When he like, danced to music and quacked like a duck, that was funny. When he was using the hula hoop. What bothered me is that he was eating. When he said, 'I'm not talking about TV'. I didn't like him dancing and moving his body.

Be a Breakfast Artist

What did children like about the Breakfast Artist video?

- Eating a healthy breakfast. It was funny, I liked it a lot. He making his funny cereal. When he said, "hey look at me, I'm a healthy breakfast". He said, "hey look at me, I'm a healthy breakfast". It was the breakfast part cause I like the he didn't make it with candy, he made it with fruit. Made cereal and poured milk and made two eyes with bananas, strawberries for nose, and three raisins for a mouth. I liked it when he made the funny face. I liked it when he put fruit on his cereal. It's funny when he makes the face and says, 'hey look at me, I'm a healthy breakfast'. I liked him when he pours his cereal himself. The cereal and the milk, I like his shirt. The cereal and milk, liked getting fruit. I like the Cheerios. When he was singing, when he was doing the fruits and vegetables, and he was making his own snack, and I'm gonna try to do that. The big strawberry nose. He put cereal in a bowl, then banana eyes, strawberry nose, raisin mouth, and shook it like it was talking. Funny that he shook it and it was talking to him, but it was really Dan.

What did children dislike about the Breakfast Artist video?

- I didn't like the part when he was just standing there doing nothing. The breakfast part and his holding the breakfast part makes me a little freak out. What bothered me is that he was about to eat it and it looked so gross. I don't like pears. I didn't like when he put strawberries on it.

Pick a Better Snack

What did children like about the Better Snack video?

- Eating a healthy snack. Playing game called "pick a better snack".
Awesome, I liked everything. Dan showing the kids that the food. I like the video they ate the snacks of gummy worms and carrots and characters of the video. When they were choosing a better snack. I liked it when I get it right. When, on the second one, when I picked the apple was a better snack and the carrot was a healthy snack. I liked it - all the parts. I liked the carrot. I liked it when he were playing a game he said it comes from farms or gardens. The carrot, liked clapping. The apples, it was funny. When he said he was actually picking those guys a snack, pick a better choice. Because I like when he did this because he showed some gummy worms and apples. He asked if a candy bad came from a farm or garden (funny). The carrot and the chocolate bar.

What did children dislike about the Better Snack video?

- The part that bothered me in the video is the silly part, was when he opened cape and showed everyone that that was better, to do the questions of the characters that wrote the drawing of him. The part of the beginning. When they started the game. I didn't like the candy bar. I don't like to eat carrots. Yes, like when he was, I love the gummy worms, but I don't actually like apples. He acted like a girl.

Washing Hands

What did children like about the Wash Hands video?

- Washing your hands. When he sang the ABC's. I liked it when the funguses on his hands and germs were going pu pu pu. Him going out the bathroom door. Sing ABC's. Everything. That he sang his ABC's funny. When he washed his hands. The ABC part was really funny, everyone laughed. I liked the part he was about to wash his hands. I liked it when he sang his ABC's, that was funny. He was going to get soap (then motioned with her hands pointing like he did). When he sang the ABC's. When he washed his hands. When the germs did blah blah blah (made noises), that was funny. I liked when he washed his hands with the soap. I watched him sing his ABC's. When he snapped his fingers and got real small. He clicked his fingers and turned little, and did ABC's funny. Washing your hands, and moving around, and eating, and healthy breakfast.

What did children dislike about the Wash Hands video?

- When he had germs on his hands. I didn't like the ABC part because I didn't want those guys to laugh because I just couldn't hear. When he sneezed and the germs were walking. What bothered me is that I didn't like it when he dried it off. I don't like to wash my hands and that's it. When he was like, he actually was singing it, very funny, and I had the hiccups.

Favorite Video

For children who picked Supermarket Safari as their favorite video, what were their reasons?

- Because he was picking fruits and vegetables to make your body strong.
Cause I liked it, he was talking

For children who picked Indoor Adventures as their favorite video, what were their reasons?

- It's really funny. Because he was being silly, when he danced and fell down. Because it's funny, I liked it when he put the floaty on him, and when rode his horse, and when he danced funny. Because he uses his imagination. Because my friends and I liked it when he was dancing to the music. Because I really liked it, I like the dancing. When he went in the kitchen he always eats an apple. He ran and tripped.

For children who picked Breakfast Artist as their favorite video, what were their reasons?

- Because I was eating cereal and I was eating strawberry cereal with milk and make a happy face. Because he said, 'look at me, I'm having a healthy breakfast'. Because I like to pour milk by myself, too, I like him to pour his cereal and his milk. Because I do like cereal. Because I like it! He did the funny face. Smiley face. Because it was silly, I like milk.

For children who picked Better Snack as their favorite video, what were their reasons?

- Because I like carrots. Because I like the eating part because he's a great teacher of picking a better snack. Because he was picking a better snack, when they were eating. Because, I like when he covered them up. Because I liked the snacks. Because they are great.

For children who picked Wash Hands as their favorite video, what were their reasons?

- Because he sings the ABC's really funny. That he sings his ABC's funny. I really liked the part where he said ABCD. At the end he said WXYZ, that's funny, it's so funny I can't believe my head. When he sang the ABC's and fell down. Because he sang ABC's funny.

Least Favorite Video

For children who picked Supermarket Safari as their least favorite video, what were their reasons?

- Because he eats them everyday, I didn't really like it, but I did really like it. Because it doesn't look really good. Because I like the others.

For children who picked Indoor Adventures as their least favorite video, what were their reasons?

- Because he was doing all this music and falling down, I liked everything. Because it annoys me. I didn't like it! I still like it a lot, but not as much as the other ones, it was still funny

For children who picked Breakfast Artist as their least favorite video, what were their reasons?

- Washing hands and pick a better snack are very fun. Because I love eating a healthy breakfast.

For children who picked Better Snack as their least favorite video, what were their reasons?

- That's because he said candy bar instead of carrot. Because it's not that fun, I didn't like it when he said pick a better snack. Because I like all of the videos, when he said the candy bar wasn't the best snack. Like when he was doing the apples, yes, but I do like gummy worms. I like this one a lot though, those ones are a little bit funnier than this one

For children who picked Wash Hands as their least favorite video, what were their reasons?

- Because I like him to wash his hands with soap, I don't like him to open the door himself. I liked some of it, the ABC's. I liked it but not as much as the other ones. Because it was a little silly.