

READ

# FUTBOL MUNDIAL

Interviews with 4th and 5th Grade Students

June 2008



# Methodology

**Who?** 4th & 5th grade students

**What?** Interviews with students regarding the magazine, Read Fútbol Mundial and Reading.

**Where?** Leewood Elementary. Miami, Florida

**When?** May 30th, 2008

# Qualitative Research

The focus group methodology provides an unparalleled opportunity for spontaneous and unstructured consumer input because it gathers individuals together to discuss specific topics as such ideas are generated which in turn trigger other ideas which create a “group dynamic.”

This group dynamic is the purpose of conducting a focus group.

The findings of a focus group serve as an indicator of consumer or prospects attitudes and behaviors.

# Qualitative Research

## Primary Objectives

To access and understand the opinions of the magazine, unveil likes and dislikes and the reasons why, gain insights into what content the students are interested in, gain insight as to what promotions and special events motivate these students, understand what motivates students to read and why, access how much they read and what they read and in what types of environments they are more conducive to reading and with whom; along with some demographic information.

**Executive Findings  
&  
Key summary points**

# Executive Summary

- Read Fútbol Mundial **motivates** students to read individually, with friends and with family.
- Read Fútbol Mundial **educates** both students and parents.
- Read Fútbol Mundial is a tool which **bridges the gap** between cultures.
- Read Fútbol Mundial **empowers** students to get involved in sports.



# Key summary points

- Students enjoy reading with friends and family.
- Students like to read about sports.
- Reading makes students “feel” smart.
- Reading provides knowledge; and that is powerful among peers.
- Reading transcends race and culture; as such unifies.
- Reading can be “*done*” anywhere and anytime; therefore no barriers or obstacles.
- Reading is free; as such “*affordable*” for everyone.\*

\* applicable in some cases.



# Detailed Findings

# Overall First Impression

- Students stated that when they received the magazine they were excited about it and began to read it / look through it immediately.
- The main motivating factors were:
  - Interest in soccer
  - Interest in Pele
  - Interest in the promotion
  - The calendar
  - The games
  - Interest in the exclusive content

## Overall First Impression

Some comments made by the 4th and 5th grade students:

*“I couldn’t wait to read it because I love to play soccer and I like to follow the sport and really know about what is happening. I can let my dad know about it - I guess I like to let my dad know that I know too. And when I do it feels like we’re friends and I like that.” fifth grade boy*

*“I knew that it would be a great magazine because it had Pele on the cover - he is awesome; a legend and I wanted to show my dad as he is a Pele fan and that makes me one too!” fourth grade girl*

*“I like that there is a magazine especially designed for kids - just like me and it’s about soccer!” fifth grade girl*

*“As I flipped through the magazine I was interested in all of the pages - it has a lot of different and interesting things to read and it has games !!! - I love to play games and now there is a magazine that has sports AND games - that’s cool!” fourth grade boy*



## Overall First Impression

Some comments made by the 4th and 5th grade students:

*“I was excited because it has iron man prizes and that you could win something if you read a lot; which is something I love to do; especially with my brother and my mom.” fourth grade boy*

*“Wow - they have iron man prizes - that’s awesome! I always like to get prizes!” fourth grade boy*

*“I liked the calendar page because it had facts and it also challenged you with questions - and some were hard, but I eventually figured most of them out..that was fun!” fourth grade girl*

*“Me and my friend would sit next to each other and read one side of the page and then talk about what we read; it was fun! I also like doing this with my mom.” fifth grade girl*



## Comments about the Cover

Students when asked about their opinion of the cover; most commented that they liked:

- the picture of the soccer player
- the colors
- Pele reading the magazine
- the promotion to win prizes
- the word “Read”



## Comments about the Cover

Some comments made by the 4th and 5th grade students:

*“The soccer player looks really cool.” fourth grade boy*

*“I like that the magazine has a lot of colors - that caught my eye.” fifth grade girl*

*“When I saw Pele and that he has this magazine in his hands I “had to” read it and I knew it would be great ..and it is!” fifth grade boy*

*“I liked that you can win Iron man prizes and more prizes if you read a lot I think reading is important...at least to me, my close friends and my family!” fourth grade boy*

*“ What caught my attention first was the word “Read. And I thought it must be so interesting that I should want to read it, so I did and it was very interesting - it’s not just about sports - so even my sister who doesn’t play soccer will like it because she will like the games and the calendar - but I don’t want to share mine - I will get her a magazine of her own and then we can talk about it.” fourth grade boy*

  
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# Comments about the Content

Students when asked to select which pages and/or sections they prefer from the magazine; many stated *“most or all.”*

- Pages and/or sections most preferred were respectively:
  - The page titled, “Did you know” (specifically, the facts with the dates and the questions.)
  - The page titled. Games (specifically, the word find and the photo item search )
  - The page titled, Calendar (specifically, daily activities recommended, minutes reading log and fast facts )
  - The Cover (specifically, the picture of the soccer player, the colors, Pele with the magazine, the promotion to win and the word “Read” were most mentioned. )
  - The page titled, “About Pele” and the inside cover (specifically, Pele with the children, the t-shirts and the word “Read”).)



# Suggestions

- Some students recommended the following:

## **The calendar:**

- Make the calendar page as an insert / tear out so they can hang it up.
- Have a “blank” area on the calendar to write on.

## **The games:**

- Include others like: Sudoku, comics and crossword puzzles.
- Add another page of games.

## **The promotion:**

- Explain the promotion briefly on the front cover then provide the details on another page.
- Offer a promotion that appeals to both genders.

# Suggestions

- Some 4th and 5th grade students recommended the following:

## **Pin ups:**

- Include a two page spread insert / tear out with a picture of a soccer player and/or soccer team - featuring also female players and teams - so they can hang it up.

## **“Did you know”:**

- Include statistics of current popular soccer players as well as Pele.
- Include short bios of current popular soccer players.

## **Language:**

- Publish the magazine in both English and Spanish.

## **Environment:**

- Have content and promotions targeted to environmental issues.

# Magazine Reading Habits and Behavior

- Most students read a magazine a few times per week.
- Most read a few pages or sections at a time; rather than cover to cover in one “sitting.”
- Magazines can be read most anywhere; with most citing home, free time at school, while traveling (car, plane, bus) and at a library.
- Some share their magazines while others “covet” theirs.
- While some may not share their magazine; many do read them with others - a friend or family member; mainly with mom, dad and a sibling.

# Marketing

- We asked students what influenced them to buy a specific magazine and most stated that they were motivated if a well known and respected sport player endorsed the magazine.



*“Pele is endorsing Read Fútbol Mundial - that’s why I wanted to read it- and most of my friends did because of this as well.” fifth grade boy*

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