# Background

**Number of respondents:** 5 preschool teachers

**Teaching experience distribution:** 3 - 6 years

**Child age range:** Primarily concentrated between 3 and 6 years old.Child age range: Primarily concentrated between 3 and 6 years old.

**Sample characteristics:** The respondents are all experienced Chinese kindergarten teachers, and they can represent the actual on-the-ground teaching situation.

# Quantitative Results

# Qualitative Results

**Theme 1: Diet Problems**

* **Quotes**
  + “偏食，有很多幼儿不爱吃蔬菜，还有偏食，只喜欢吃某类菜。” (西瓜)
  + “有些挑食，孩子只吃自己喜欢的，有一些抗拒。” (刘莹艳)
* **Implication**The game should address picky eating and vegetable aversion through engaging tasks.

**Theme 2: Teaching Challenges**

* **Quotes** 
  + “他们注意力有限，容易分散……过后忘记了。” (西瓜)
  + “幼儿注意力不集中，课堂纪律有限，知识点不容易记住。” (刘莹艳)
* **Implication**  
  The prototype should use visual and interactive gameplay to sustain attention and improve memory.

**Theme 3: Preferred Educational Approaches**

* **Quotes**
  + “绘画图片、视频、儿歌等三种方式。” (西瓜)
  + “图片、视频、绘本、游戏，比如互动问答。” (刘莹艳)
* **Implication**   
  Effective methods are picture books, videos, and games that combine storytelling with interaction.

**Theme 4: Game Preferences**

* **Quotes 引用**:
  + “喜欢玩画面颜色鲜艳的电子游戏，比如可爱角色和简单小游戏。” (西瓜)
  + “喜欢模拟扮演类的游戏……色彩鲜艳、操作简单。” (刘莹艳)
* **Implication**  
  The interface should be simple, colorful, and reward-based.

**Theme 5: Classroom Acceptance**

* **Quotes** 
  + “愿意使用，因为通过游戏……更好地让幼儿参与到健康教育中。” (西瓜)
  + “愿意，因为这样可以让幼儿在玩乐中真正学到健康教育内容。” (刘莹艳)
* **Implication**   
  Teachers are willing to adopt the game, indicating strong feasibility for classroom use.

**Theme 6: Social and Cooperative Value**

* **Quotes**
  + “有社交和合作的意义，比如双人协作模式……” (西瓜)
  + “有社交合作意义，可以设置多人一起收集健康食物。” (刘莹艳)
* **Implication**  
  Cooperative gameplay should be included to strengthen teamwork and learning.

**Summary**

**Across all four questionnaires, teachers emphasized the same key points:**

* Diet problems such as picky eating and sweets preference are serious.
* Short attention spans and boring content are major barriers in teaching.
* Children prefer simple, colorful, and reward-driven games.
* Teachers are willing to use educational games in classrooms.
* Cooperative features can boost interaction and health awareness.

# Discussion / Design Implications

**Linking Findings to Design**

The quantitative findings revealed that picky eating (100%), preference for sweets (100%), and dislike of vegetables (80%) are the most critical dietary problems among children. The qualitative responses further emphasized that children’s short attention spans and lack of interest make it difficult to deliver traditional health education effectively.

**Core Design Requirements**

Based on these results, the game design should directly target dietary issues by embedding tasks such as collecting vegetables and fruits, identifying unhealthy foods, and rewarding balanced food choices. The prototype must also sustain engagement through bright visuals, simple controls, and reward mechanisms, which align with the children’s strong preference for colorful and easy-to-play games.

**Implications for Classroom Us**

All teachers expressed willingness to use educational games in class, indicating strong feasibility for integration into real teaching contexts. To support this, the prototype should remain simple to operate so teachers can guide children without additional complexity. Cooperative features, such as group play to complete tasks, can also strengthen teamwork and peer interaction, which are important for social learning in classrooms.

**Theoretical Connections**

This design approach reflects principles of **gamification** (e.g., rewards, challenges, cooperation) and **collaborative learning theory**, which emphasizes shared goals and teamwork. By combining educational content with interactive play, the prototype not only addresses the practical challenges teachers face but also creates a more engaging and socially meaningful learning experience for children.