



# *Hello From Japan!* Evaluation Report

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Prepared for: The Children's Museum of Manhattan (CMOM)

Prepared by: ***BLiP research***

September, 2015

# Evaluating *Hello From Japan*

- The Children's Museum of Manhattan (CMOM) is developing a new exhibition model.
- Aimed at further fostering a sense of “global citizenship” amongst children and families the model will integrate museum displays with a wide range of cultural programming and hands-on activities.
- In order to examine the program's efficacy, evaluation is necessary.
- Evaluation can take many forms, but as one of the desired outcomes of this first effort is the creation of a model for best practices in developing and disseminating future integrated program exhibits, CMOM has chosen to focus on uncovering which aspects of this cultural programming model best engage participants:
  - How well they deliver quality information and ideas
  - If this delivery arrives in an accessible, appropriate, and actionable manner
  - How/if the varied—and specific—programs deepen the experience of cultural connection
  - How/if this engagement influences visitors' interest/behavior beyond the museum
  - How any potential issues can be remediated prior to future exhibit/program development

# BLiP Research

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- In the interest of meeting these evaluative needs CMOM has asked *BLiP Research*—a New York-based research firm specializing in children, education, media, and technology—to propose a research protocol.
- This report presents the findings from *BLiP*'s multi-faceted research as connected to CMOM's recent exhibit *Hello From Japan*.

# Objectives

- This research project will have a number of interrelated objectives all of which will examine the impact of the exhibit and programming on visitors and families.
- We will seek to answer the following in the below four categories:

<b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>▪ What do participants understand to be the core content of the exhibit/programs?</li> <li>▪ What role do the various program aspects play in impacting comprehension?</li> <li>▪ What are the barriers to comprehension?</li> </ul>
<b>APPEAL</b>	<ul style="list-style-type: none"> <li>▪ Do participants find the exhibit/programs appealing?</li> <li>▪ Do they find the forms of communication clear, compelling, accessible, and appropriate?</li> <li>▪ What are the favored/least favored elements among the exhibits and programs offered?</li> </ul>
<b>EFFICACY</b>	<ul style="list-style-type: none"> <li>▪ What is the role of the exhibits and programs separately and together in fostering internal, child-to-child, and/or child-to-adult conversations about/responses to notions of global citizenship?</li> <li>▪ What is the role of the exhibits and programs separately and/or together in influencing or impacting upon visitors' connection to cultures beyond their own?</li> <li>▪ What are the equities and liabilities of specific exhibits and programs in achieving these outcomes?</li> <li>▪ What are the best practices in using exhibits and/or programs to fashion the ideal impact on children's and families' notions of global citizenship?</li> </ul>
<b>BEHAVIOR</b>	<ul style="list-style-type: none"> <li>▪ What are the consequences for notions of global citizenship of attendance at the exhibit/program?</li> <li>▪ In what ways does this manifest itself following exposure to the exhibit and/or programs?</li> <li>▪ Do attendees further distribute their knowledge/understanding to others? How/is it received?</li> </ul>

# Design

- **BLiP research** utilized a 4-phase research protocol.

Phase #	Methodology	Description
1 <i>Exploratory</i>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze program/exhibit itinerary and extant research</li> <li>▪ Examine expectations and concerns with museum staff</li> </ul>
2 <i>Qualitative Insight</i>	<ul style="list-style-type: none"> <li>- Program Observation</li> <li>- Mini FGIs</li> <li>- Program Product Collection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observing children and caregivers in the exhibition and programs</li> <li>▪ Small onsite focus group interviews immediately subsequent to attendance</li> <li>▪ Collection of images and transcription of intent re: products created by children and families in museum exhibit programs and workshops</li> </ul>
3 <i>Quantitative Testing</i>	<ul style="list-style-type: none"> <li>- Post-Participation Surveys</li> <li>- Attendance tracking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brief, verbal iPad-based surveys given separately to exhibit visitors and to program participants</li> <li>▪ Analysis of attendance records at exhibit overall and specific programs</li> </ul>
4 <i>Qualitative Reflection</i>	<ul style="list-style-type: none"> <li>- Post-Participation IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ In-depth follow up interviews with a select group of exhibit/program attendees</li> </ul>

# Goals of the 4-Phase Approach

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1. **Exploratory:** Provides context; sets the key terms and points of interest/concern for subsequent phases. Defines research questions.
2. **Qualitative Insight:** Lets us view the program in action; allows us to explore trends, ideas, and hypotheses, actively and situationally.
3. **Quantitative Testing:** Affords us the opportunity to scientifically test our hypotheses; segments findings into categories. Creates clear and targeted answers.
4. **Qualitative Reflection:** Recontextualizes our findings within the context of behavior; dimensionalizes key results. Provides a 360° portrait.

# Child/Parent On-Site FGI Guideline

## Kids Discussion Guide

- Disclosure re: research process
- Age of child
- What was your main reason for visiting CMOM's Japan Program?
- What parts of the Japan program did you visit today?
  - What were your favorites? What made these your favorites?
- What were the parts that surprised you the most—that had the most unexpected, odd, or interesting information?
- What do you think were the main lessons you learned from visiting?
- Did you talk about what you saw here with anyone while you were visiting?
- If you were going to try to find out more about something you discovered here, how would you do it?
- What is this Japan program trying to do? If you had to tell a friend what it was all about, what the idea of it was, what would you say?
- Why do you think CMOM would create a program like this?
- Do you think CMOM met those goals you described?
- If I told you that one of the goals was to help you see similarities and differences between American cultures and other cultures, would you say that it met that goal for you?
  - Why/Why not?
  - What parts best helped you to learn that?
- If you were going to try to find out more about something you discovered or learned here, how do you think you would do it?
- How did you know where to go and what to visit?
- What changes would you make in the way information/themes was presented?

## Japan Program Parent Discussion Guide

- Disclosure re: research process
- Age of child
- What was your main reason for visiting CMOM's Japan Program?
- What parts of the Japan program did you visit today?
  - What were your favorites? Your child's favorites?
  - What made these your favorites?
- What were the parts that surprised you and your kids the most—that had the most unexpected, odd, or interesting information?
- What do you think were the main lessons your child learned from visiting?
- What impact, if any, do you think this visit had on your child's interest in learning about Japanese culture? How did it foster this interest?
  - In learning about other cultures in general? How did it foster this interest?
- If your child were going to try to find out more about something s/he discovered here, how do you think s/he would do it?
- What did you feel were the least effective/least favorite parts?
- What would you say were the main themes of the Japan program?
- Why would CMOM create this? What are they trying to accomplish?
- Do you think it succeeded in meeting these goals?
  - Which goals did it best meet? Which did it not really achieve?
- If I told you that one of the goals was to help kids see similarities and differences between American cultures and other cultures, would you say that it met that goal?
  - Why/Why not? What parts best helped your child to learn that?
- How did you know where to go and what to visit?
- What changes would you make in the way information/themes was presented?

# Qualitative Observation Instrument

EXHIBIT	Physical engagement (Note behavior)	Comprehension (engage with narrative elements, read text)	Verbal comments	Shinto Shrine			
World/Japan Map				Juingu-Uji Bridge			
Aerial Video				Grove of Trees			
Dress Kawaii Store				Wooden Tori Gateway			
Make Your Own Kawaii Mascot				Dragon Water Fountain			
Kawaii Artifacts				Kimono Dress up			
Photo Booth				Bamboo Crawl Through Forest			
Katakana Writing				Wishing Tree			
Karaoke				Wishing Tree			
Bento Joy Restaurant				Fortune Telling Wall			
Japanese Construction pick-up truck				Landscape Walls			
Robots of Japan							

Additional Program Elements			
	Physical engagement (Note behavior)	Comprehension (engage with narrative elements, read text)	Verbal comments
Story Time			
Drop In Activity			
Guest Artist Demo			
Other		8	



# Quantitative Survey Instrument

## Japan Survey

Your Zip Code: \_\_\_\_\_

1. How old are you? (Answer for one child.)
 

<input type="checkbox"/> 5 or under	<input type="checkbox"/> 9
<input type="checkbox"/> 6	<input type="checkbox"/> 10
<input type="checkbox"/> 7	<input type="checkbox"/> 11
<input type="checkbox"/> 8	<input type="checkbox"/> 12
2. What is your gender?
 

<input type="checkbox"/> Boy
<input type="checkbox"/> Girl
3. How many times have you been to CMOM's Japan program?
 

<input type="checkbox"/> 1	<input type="checkbox"/> 3
<input type="checkbox"/> 2	<input type="checkbox"/> More than 3
4. How do you rate your experience of CMOM's Japan program overall?
 

<input type="checkbox"/> Poor
<input type="checkbox"/> Fair
<input type="checkbox"/> Good
<input type="checkbox"/> Great
<input type="checkbox"/> Excellent
5. What portions of the CMOM Japan program have you visited? (Mark all that apply)
 

<input type="checkbox"/> Hello from Japan! Exhibit
<input type="checkbox"/> Story Time
<input type="checkbox"/> Drop In CMOM Activities (which one) _____
<input type="checkbox"/> Special Guest Performances/Workshops (which one) _____
6. On a scale of 1-5, please rate how well the Japan program accomplished each of these goals  
(1=Poorly 2=Fairly Well 3=Moderately Well 4=Very Well 5=Extremely Well)
 

<input type="checkbox"/> Exploring the similarities in Japanese and American cultures
<input type="checkbox"/> Exploring the differences in Japanese and American cultures
<input type="checkbox"/> Providing a memorable experience with Japanese culture
<input type="checkbox"/> Providing a jumping off point for further exploration of world cultures
<input type="checkbox"/> Demonstrating that the world's cultures are interconnected
<input type="checkbox"/> Delivering a fresh image of Japanese culture
<input type="checkbox"/> Encouraging a conversation between kids and parents about world cultures
<input type="checkbox"/> Pointing out issues in the distribution of the world's limited resources
7. Please rate each of these statements about the Japan program on a scale of 1-5  
(1=Strongly Disagree 2=Somewhat Disagree 3=Don't Agree or Disagree 4=Somewhat Agree 5=Strongly Agree)
 

<input type="checkbox"/> I learned a lot of new information
<input type="checkbox"/> I discovered something surprising about Japan or Japanese culture
<input type="checkbox"/> I'm more interested in learning about Japan or Japanese culture
<input type="checkbox"/> An assumption I had about Japan or Japanese culture was challenged
<input type="checkbox"/> An assumption I had about America or American culture was challenged
8. After visiting CMOM's Japan program, what do you think is the likelihood that you will want to explore further some aspect of Japanese or other global culture?
 

<input type="checkbox"/> Not at all
<input type="checkbox"/> Low
<input type="checkbox"/> Moderate
<input type="checkbox"/> High
<input type="checkbox"/> Very High
9. If you were to further explore some aspect of Japanese or another global culture, how would you be most likely to do that? (Mark all that apply.)
 

<input type="checkbox"/> Read a book
<input type="checkbox"/> Look something up on the internet
<input type="checkbox"/> Talk to someone who knows more than I do about the subject
<input type="checkbox"/> Attend a performance or cultural event
<input type="checkbox"/> Other _____

# Follow-Up IDI Guide

## Follow-Up IDI

Hi, my name is \_\_\_\_\_ and I'm calling to talk to you about the Japan program you recently visited at the Children's Museum of Manhattan.

### Questions for the Child Attendee:

- What was that exhibit all about?
- Do you remember what parts you visited?
  - Exhibit
  - Drop In Programs
  - Story Time
  - Special Guest Artist
- Since you visited, have you thought about what you saw or experienced there at all?
  - In what ways?
  - How did it come up?
- Have you talked with anyone about it? Did you tell any friends about it?
  - Who did you talk about it with?
  - What did you tell them?
- Did you tell anyone to go to visit as well?
  - Who?
  - Do you know if they went?
    - Did you talk about it with them after they went?
    - What did they think of it?
- Since you visited, have you come across anything that reminds you of what you saw?
  - At school?
  - On TV?
  - In a book?
  - In a magazine?
  - On the internet?
  - In a game?
  - Anywhere else?
- IF SO: What was it?
  - How did you come across it?
    - Did you find it on your own?
    - Did someone else help you?
      - \* If so, who?
  - Did you come across it by accident or did you try to find it on purpose?
- If you had to tell me about the three most interesting things you learned while visiting, what would they be?

*Thanks for talking to me. Now I need to talk to the grown up that took you to the exhibit. Is that person or your mom/dad/caregiver there? Great.*



### Questions for the Adult Attendee:

I just need to ask you a few questions about your child's behavior since they visited the Children's Museum of Manhattan for the Japan program.

- Do you remember what parts of the Japan program you visited at CMOM?
  - Exhibit
  - Drop In Programs
  - Story Time
  - Special Guest Artist
- Since you attended, has the child with whom you attended mentioned any portion of the program?
  - In what ways?
  - What was their recall, mention, or discussion about?
  - What was the context in which it came up?
- Have you spoken with anyone about the program?
  - Who did you tell?
  - What did you tell them?
- Have you or your child recommended that anyone attend?
  - To who?
  - Do you know if they attended?
  - Did you or the child you were with talk about it with them?
    - What did you talk about?
    - Do you know what their opinion was after attending?
- Since you visited the Japan program, have you or the child you attended with sought out anything even minimally related to Japan or Japanese culture?
  - This could be as simple as something you picked up at the gift shop following your visit. Or it could be something from a book, on TV, the Internet, at school, etc.
  - If SO: What was it? How did the engagement take place?
- Since you saw the exhibit, has the child you attended with displayed any further interest in Japan or Japanese culture? This could include ANY aspect of Japanese culture.
- IF SO: How did this interest or seeking out manifest itself
  - Did they find it on their own?
  - Did someone help else them find it?
    - If so, who?

Thanks so much for your time. This has been very helpful.

# Summary of the Research

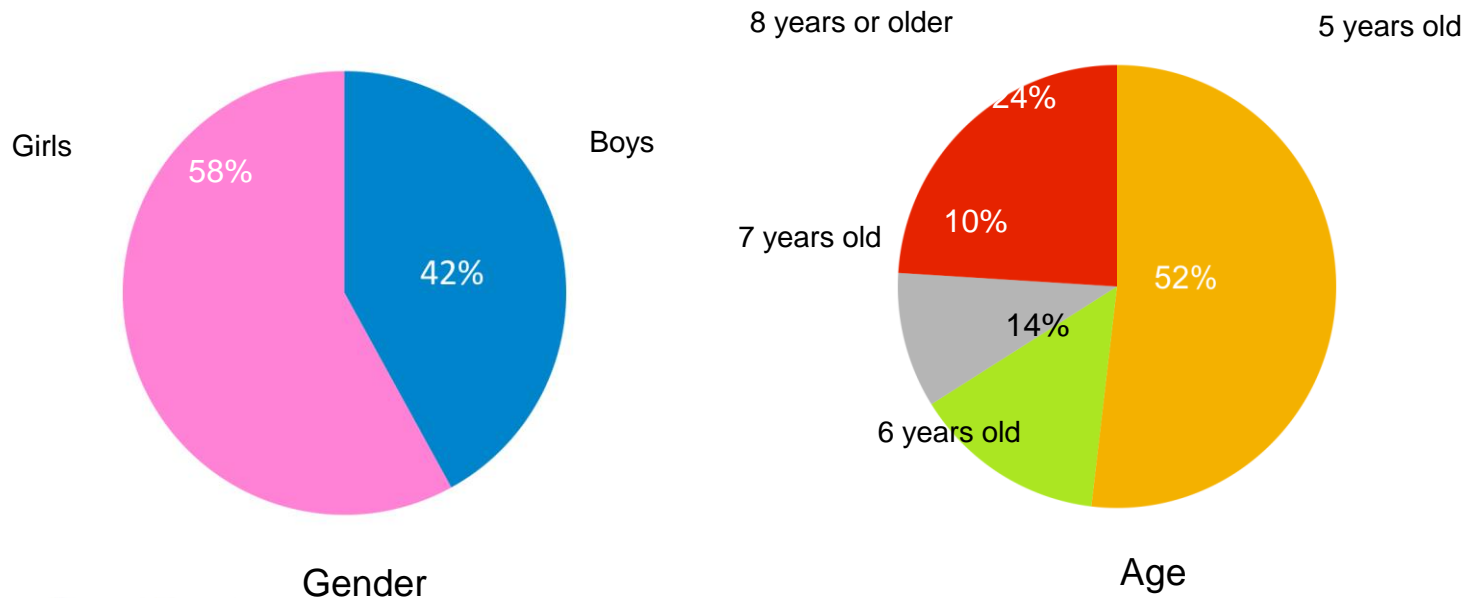
Phase	Methodology	Scope	Sample
1 <i>Exploratory</i>	<ul style="list-style-type: none"> <li>- Review</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examination of all materials</li> <li>▪ Meetings with CMOM staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 <b>BLiP</b> researchers</li> <li>▪ CMOM program director, education director, museum staff</li> </ul>
2 <i>Qualitative Insight</i>	<ul style="list-style-type: none"> <li>- Program Observation</li> <li>- Mini FGIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation of exhibit/programs</li> <li>▪ 8 Post-Participation Discussions</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 <b>BLiP</b> researchers observed <i>all</i> program elements               <ul style="list-style-type: none"> <li>▪ January 24-25</li> <li>▪ April 01-02</li> </ul> </li> <li>▪ 4 parent groups (n=18)</li> <li>▪ 4 kid groups (n=16)</li> </ul>
3 <i>Quantitative Testing</i>	<ul style="list-style-type: none"> <li>- Post-Participation Surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ 400+ person survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ n=465</li> </ul>
4 <i>Qualitative Reflection</i>	<ul style="list-style-type: none"> <li>- Post-Participation IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ 6 15-minute IDIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ 6 program attendees               <ul style="list-style-type: none"> <li>▪ 4 kids</li> <li>▪ 2 Caregivers</li> </ul> </li> </ul>

# Quantitative Findings

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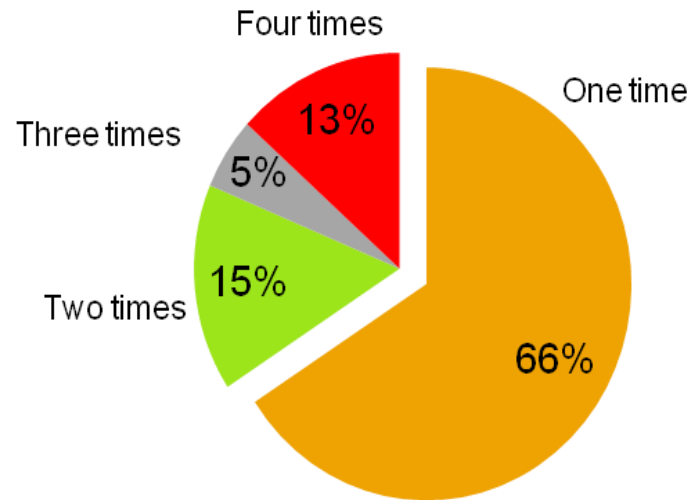
# Attendees Were Mixed Age, Gender

- 465 responses to our on-site survey were completed.
- More than half of the attendees were girls—nearly three-fifths.
- Half of the attendees were five years old or younger, half were older than five. One-quarter overall were aged eight or more.



# Most Attendees Were First Time Visitors

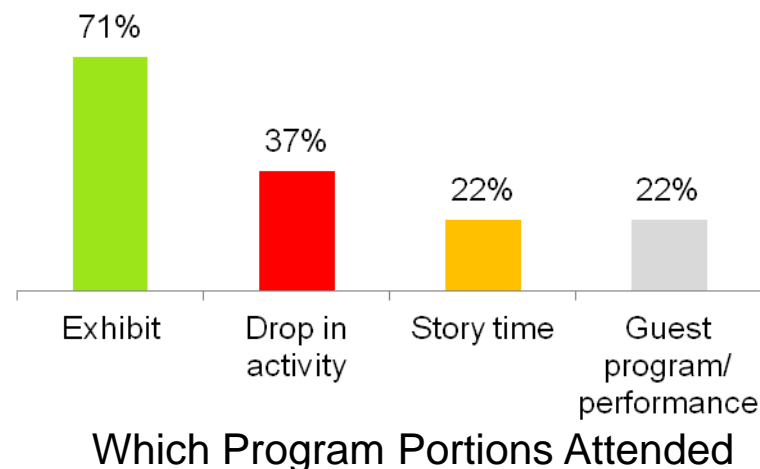
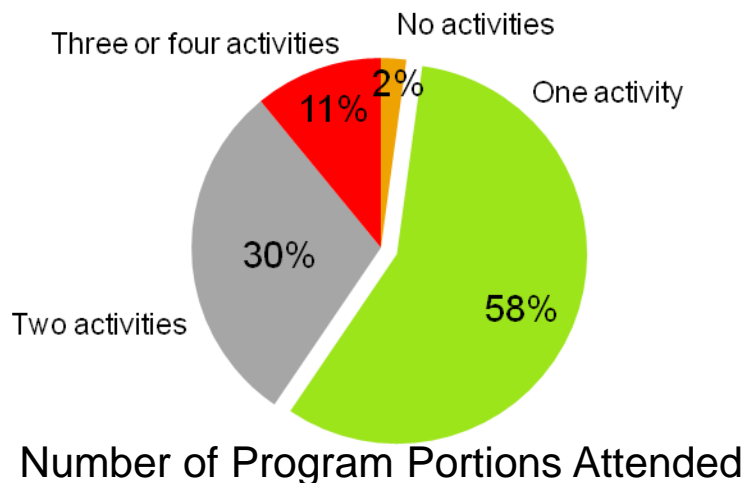
- Two thirds of children and families were attending the exhibit for the first time.
- The other third had attended previously, at least once
- About one-fifth of visitors attended three or more times.



Number of times attended

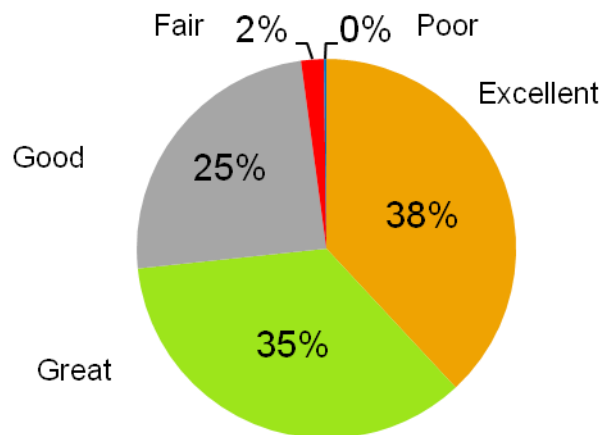
# Over 40% of Visitors Attended More than One Activity

- Nearly three-fifths of attendees visited only one portion of the program.
  - The exhibit was the most popular activity in the *Hello From Japan* program, with nearly three-quarters of visitors attending.
- Over two-fifths of visitors attended more than one portion of the program
  - More than one-third attended a drop-in activity.
  - Nearly one-quarter attended story time
  - Nearly one-quarter attended a guest program/performance



# Experience of Program Overwhelmingly Positive

- Nearly three-quarters of respondents (n=73) gave the program a strongly positive rating overall, defining it as “Excellent” or “Great.”
- The remaining quarter gave the program an overall rating of “Good.”
  - A negligible number of attendees found it to be “Fair”
  - None found it to be “Poor”



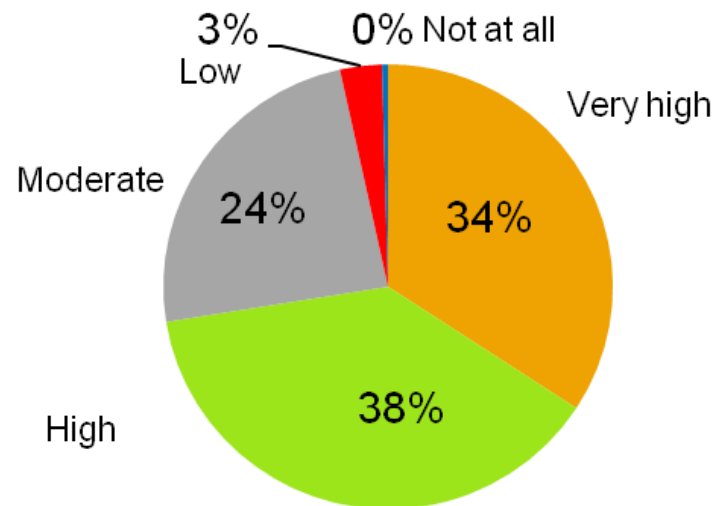
**Approval Index**  
**n = 73**

Overall evaluation of experience



# Program Strongly Motivates Cross-Cultural Exploration

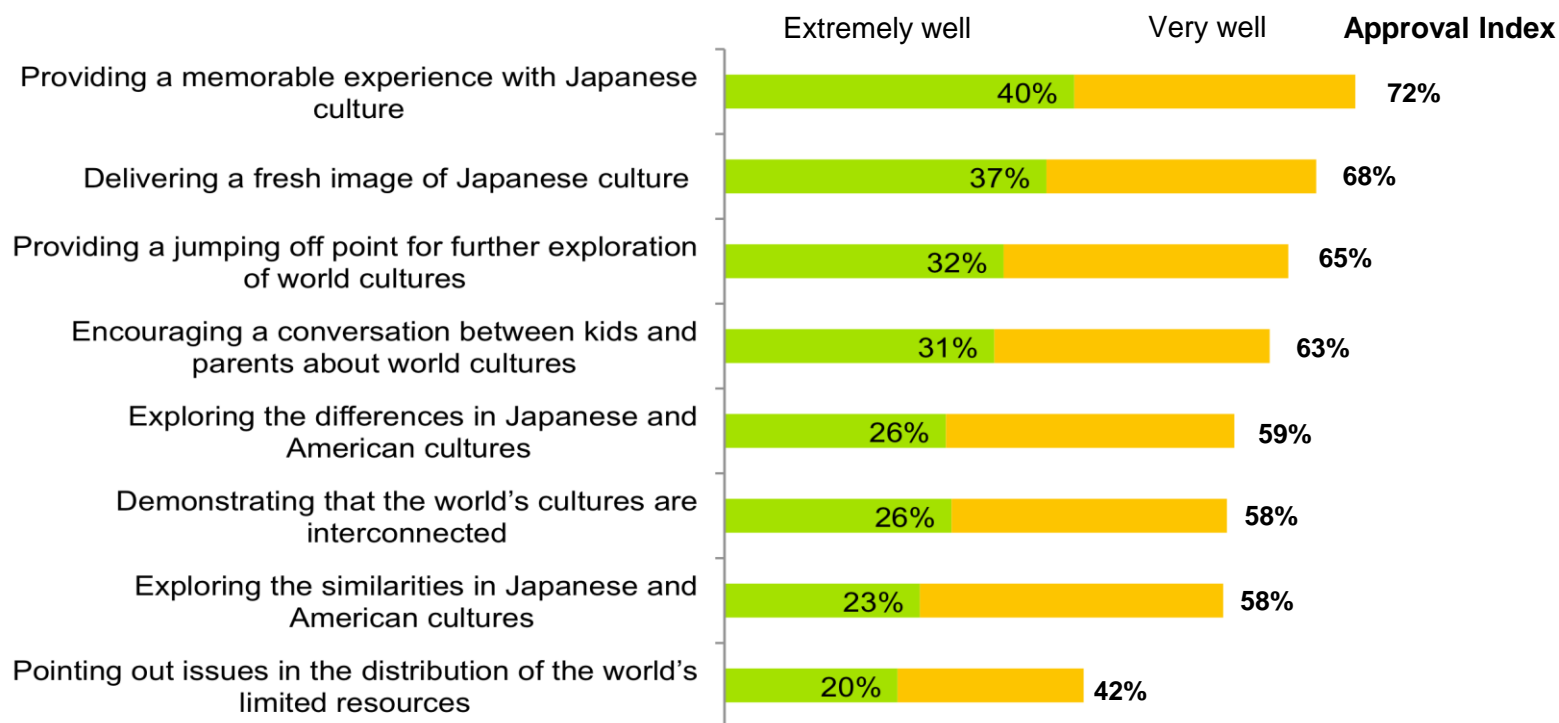
- Nearly three-quarters of visitors (n=72) said that attendance at the program was highly or very highly likely to induce them to further explore Japanese culture or another world culture.



Likelihood to further explore  
Japanese or other world culture

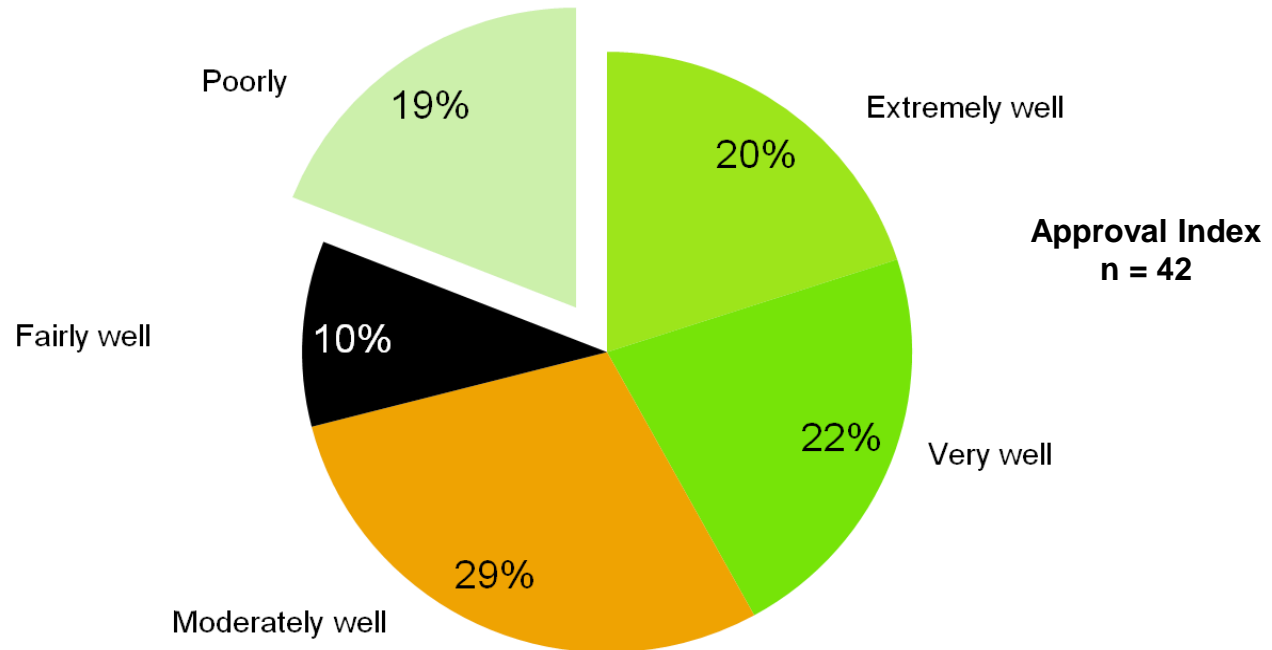
# Provides Insight and Promotes Discussion

- The program was highly valued as a means to encourage key tenets of Global Citizenship among attendees, with an Approval Index of nearly 60% or higher on seven key markers.



# Discussion of Limited Resources Difficult to Motivate

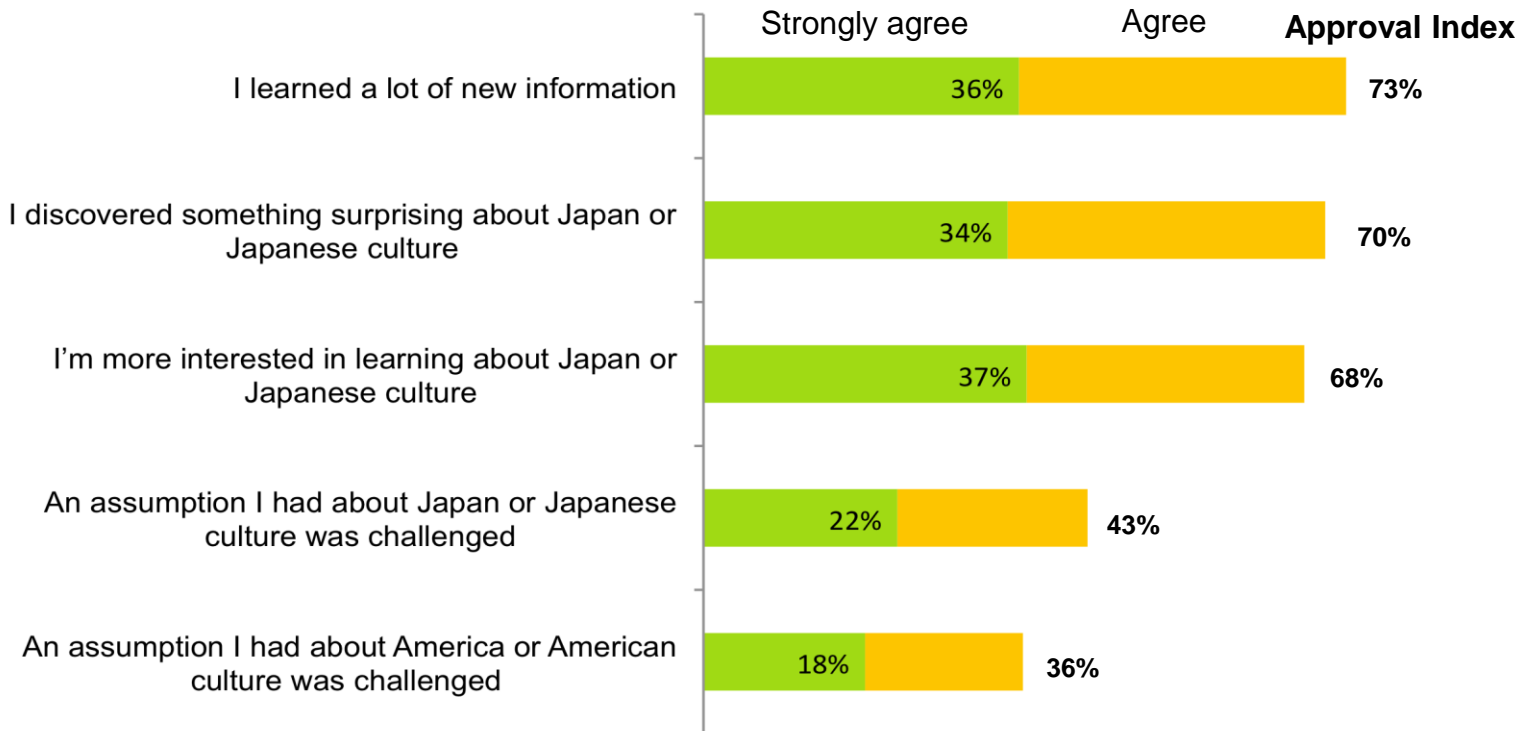
- Discussion of the earth's limited resources is a key Global Citizenship skill, but one around which it is difficult to motivate conversation among youth. Given this fact, an Approval Index of 42% for this metric is quite high.



Pointing out issues in the distribution of the world's limited resources

# Learning, Surprising Information, Abounded

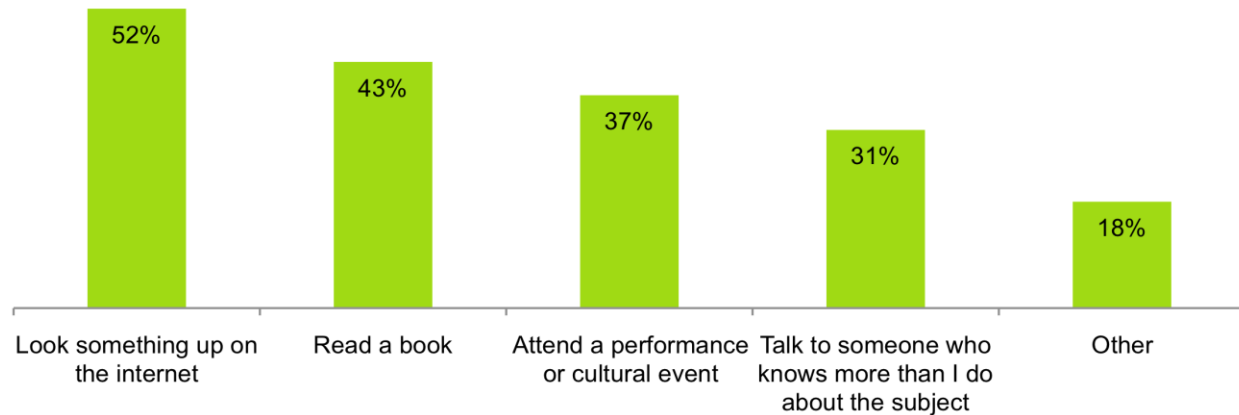
- Approximately two-thirds to three-quarters of attendees felt as though they learned or were motivated to learn something new or surprising about Japan or Japanese culture.
- Assumptions about a foreign culture, which are very difficult to change (or admit to), were also challenged in one-third to two-fifths of attendees.



# Attendees Motivated to Explore Further

- More than two-thirds of attendees felt motivated to further explore Japanese culture. They had myriad ways of accomplishing this, with an emphasis on online searches, and reading books.
- Intriguingly (for future exhibit design), in order to uncover more information, about one-third would attend a performance or cultural event, or talk to an expert.

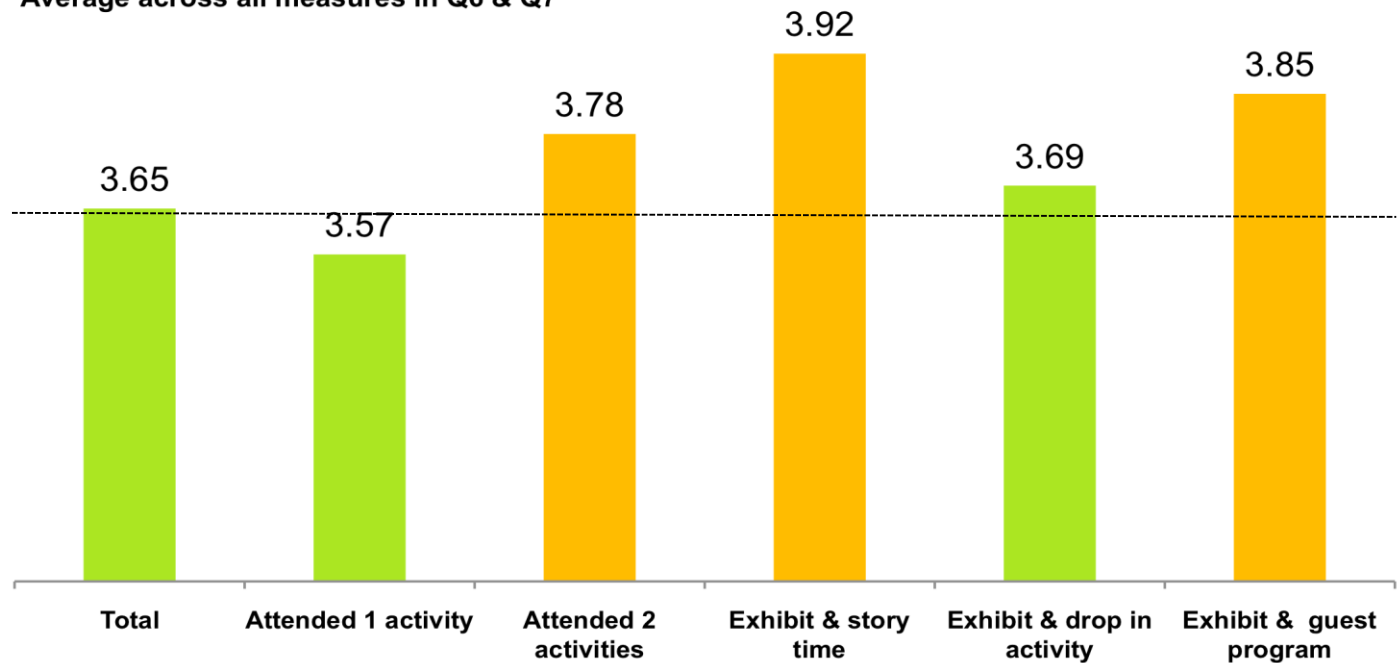
**If you were to further explore some aspect of Japanese or another global culture, how would you be most likely to do that?**



# Exhibit + Story Time/Guest Program Yield Best Result

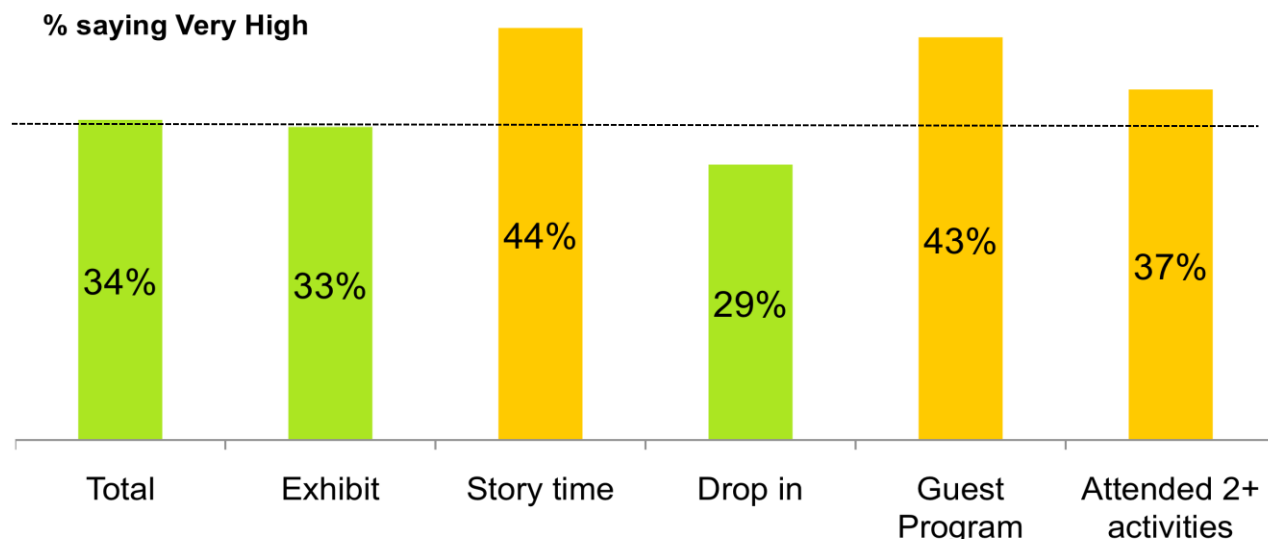
- When analyzing all surveyed measures of Global Citizenship, attendance at the Exhibit plus another key activity yielded the optimal effect.
- Combining the Exhibit with the Story Time and Guest Program activities yielded the strongest effect on reported Global Citizenship measures.

Average across all measures in Q6 & Q7



# Story Time, Guest Programs, Multiple Activities Have Greatest Impact on Interest in Exploring Other Cultures

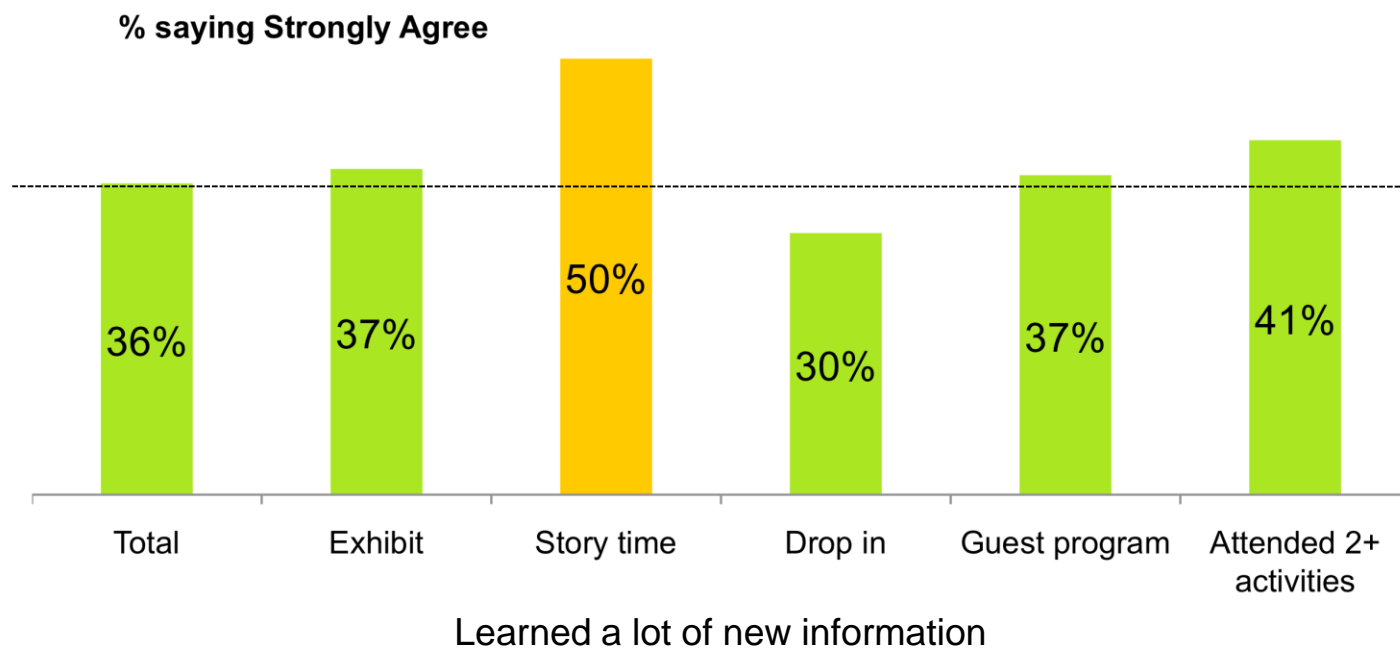
- Attending a Guest Program or attending a Story Time had an even more significant impact on enhancing certain elements of Global Citizenship.
- Additionally, attending two or more of the program elements in conjunction had a similarly significant impact.



After visiting the Children's Museum's Japan Program, what do you think is the likelihood that you will want to explore further some aspect of Japanese or other global culture?

# Story Time Helps Increase Learning

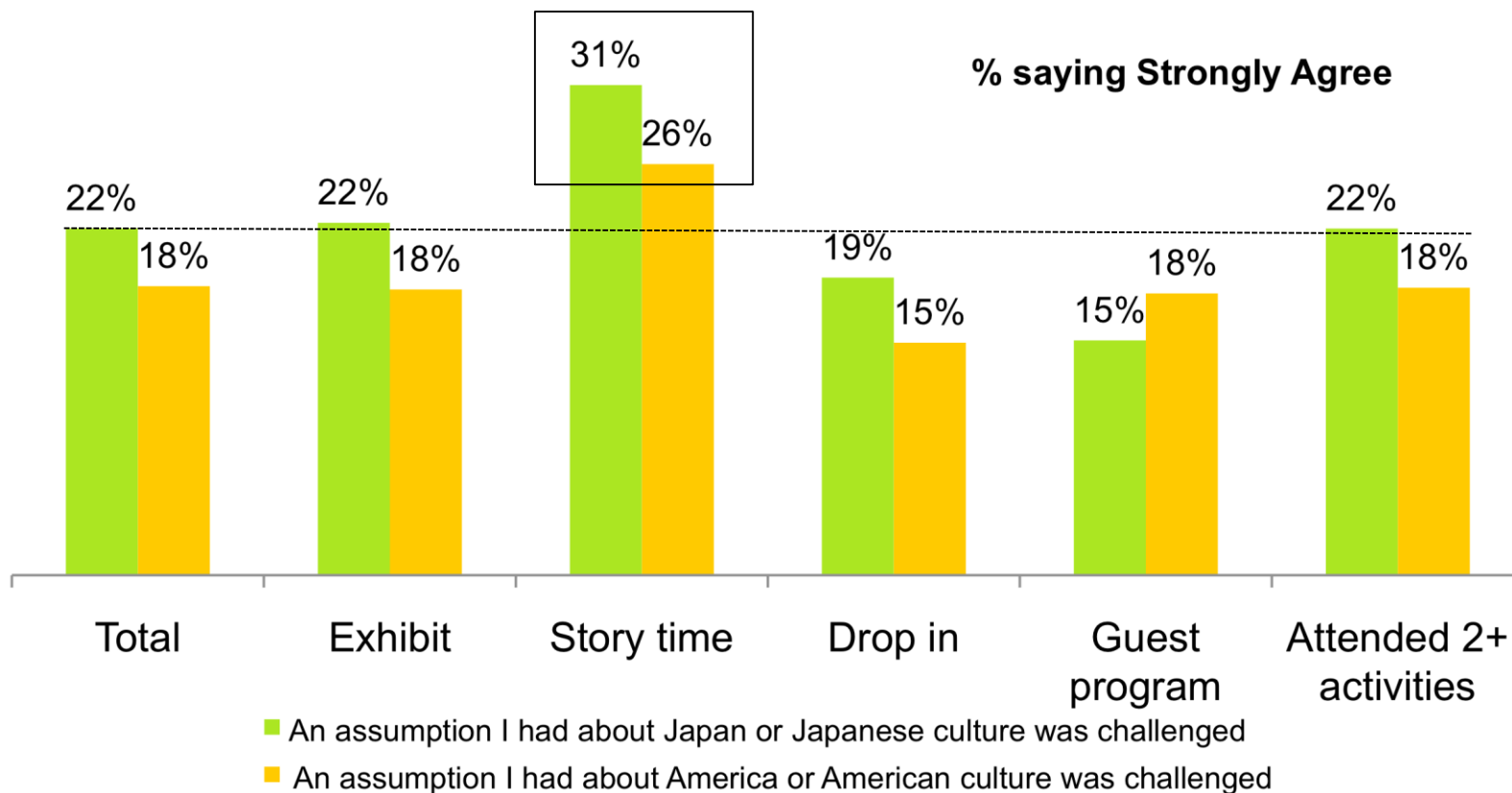
- The story time programs provided in the exhibit also outperformed all of the other portions of the exhibit in influencing a sense of learning.





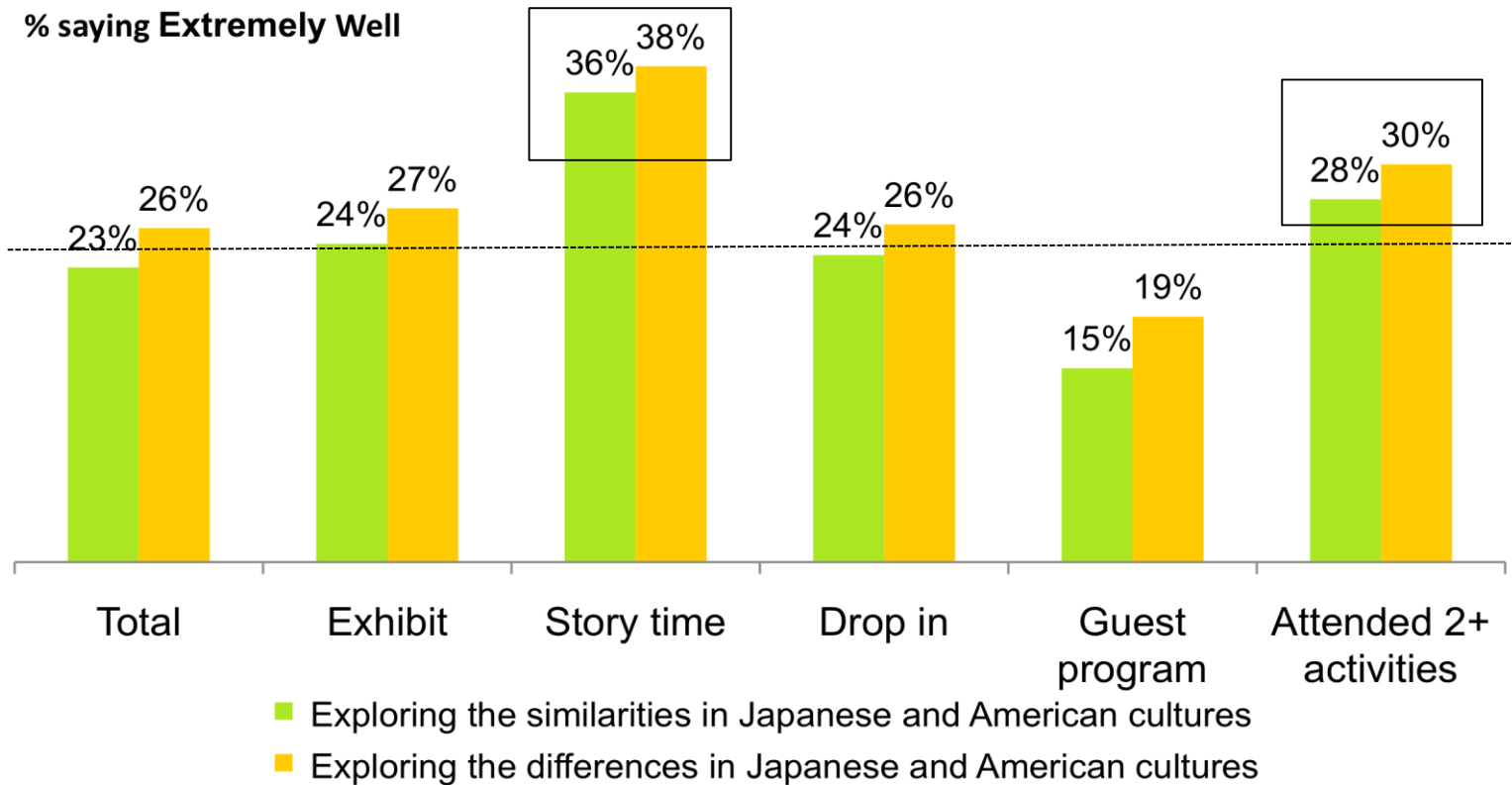
# Story Time Aids In Challenging Assumptions

- Story time aids best in challenging cultural assumptions.



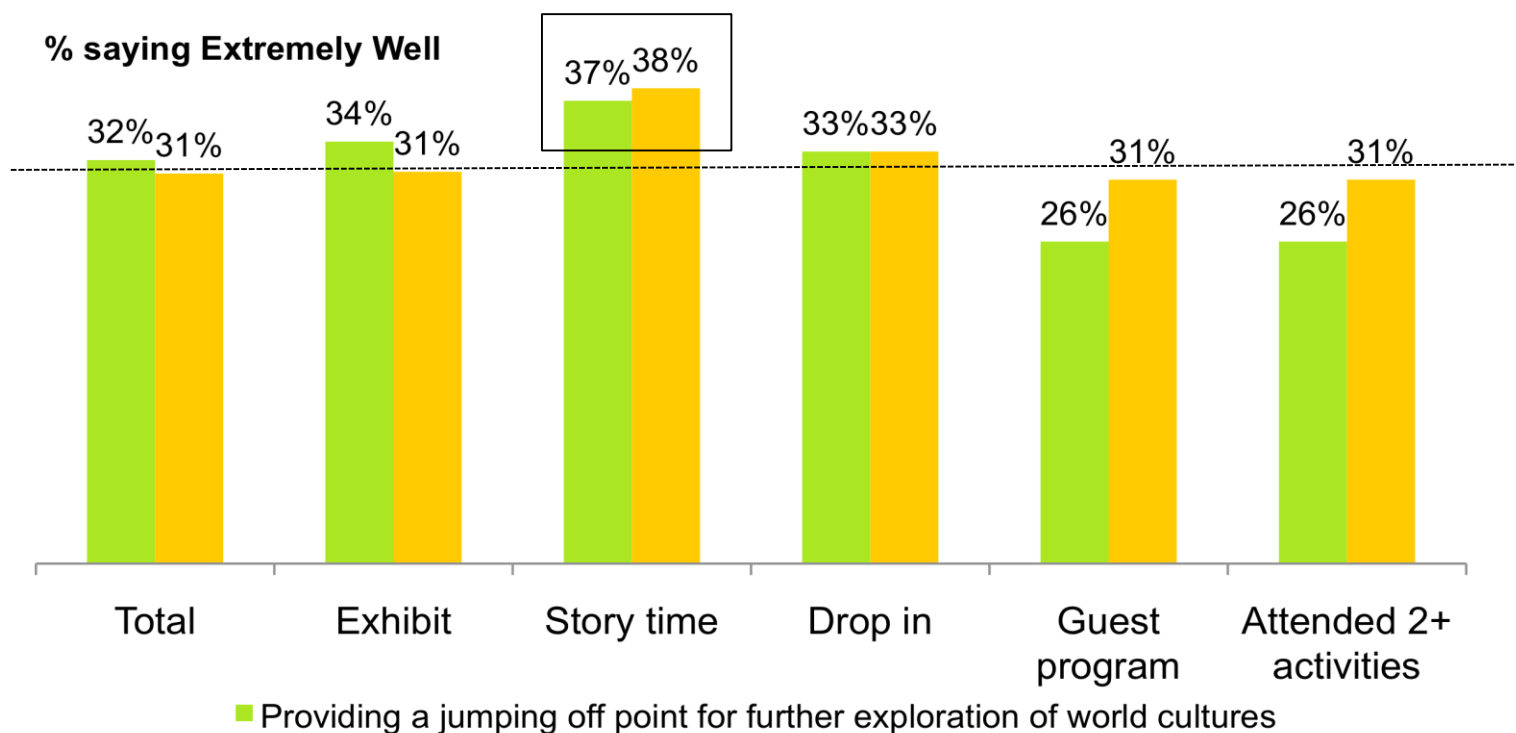
# Story Time Aids in Exploring Cultural Similarities/Differences

- Story time aids best in exploring the similarities and differences in Japanese and American culture.



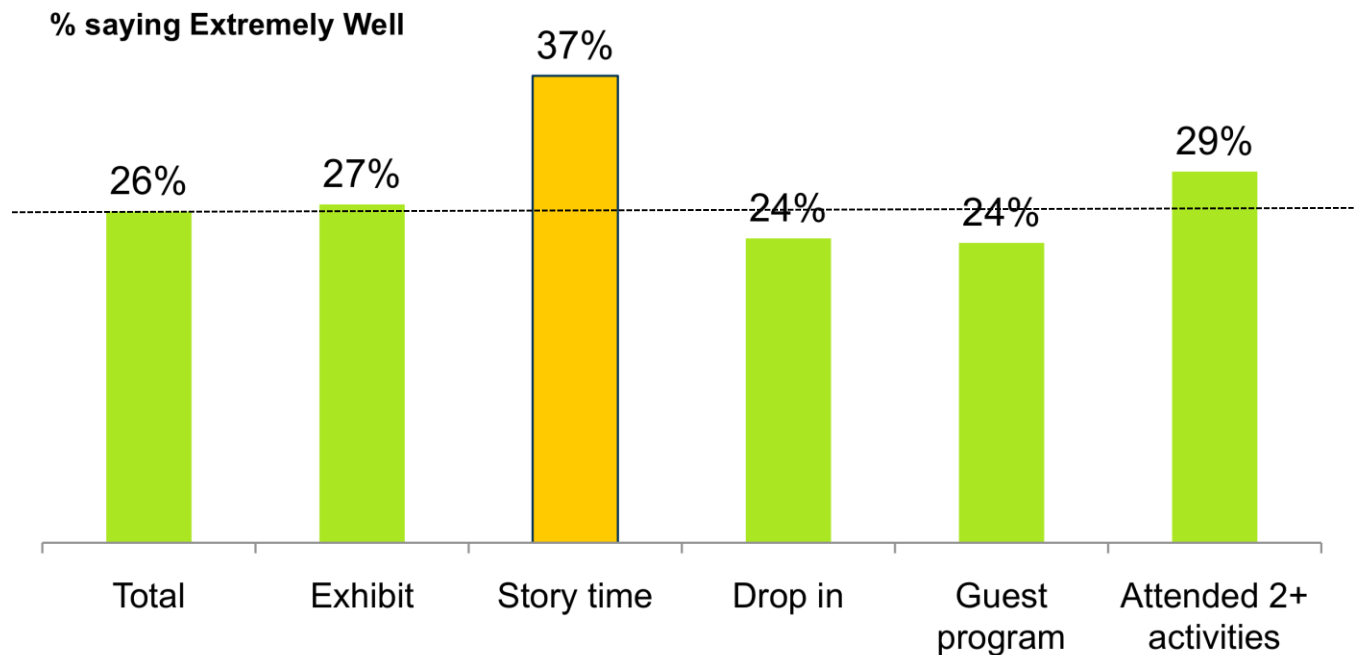
# Story Time Promotes Cultural Exploration/Conversation

- Story time aids best in promoting cross-cultural exploration or conversation.



# Story Time Helps Enunciate Global Interconnectedness

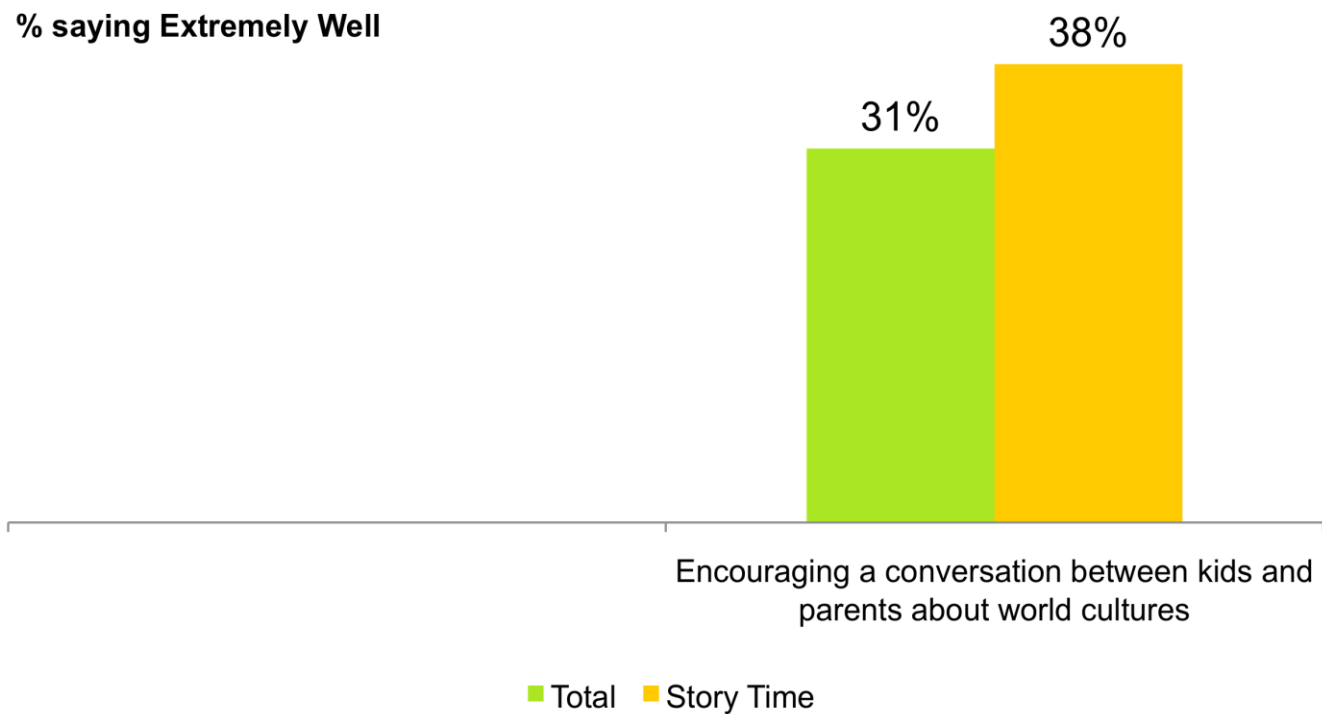
- Story time aids best in demonstrating the interconnectedness of the world's cultures.



Demonstrating that the world's cultures are interconnected

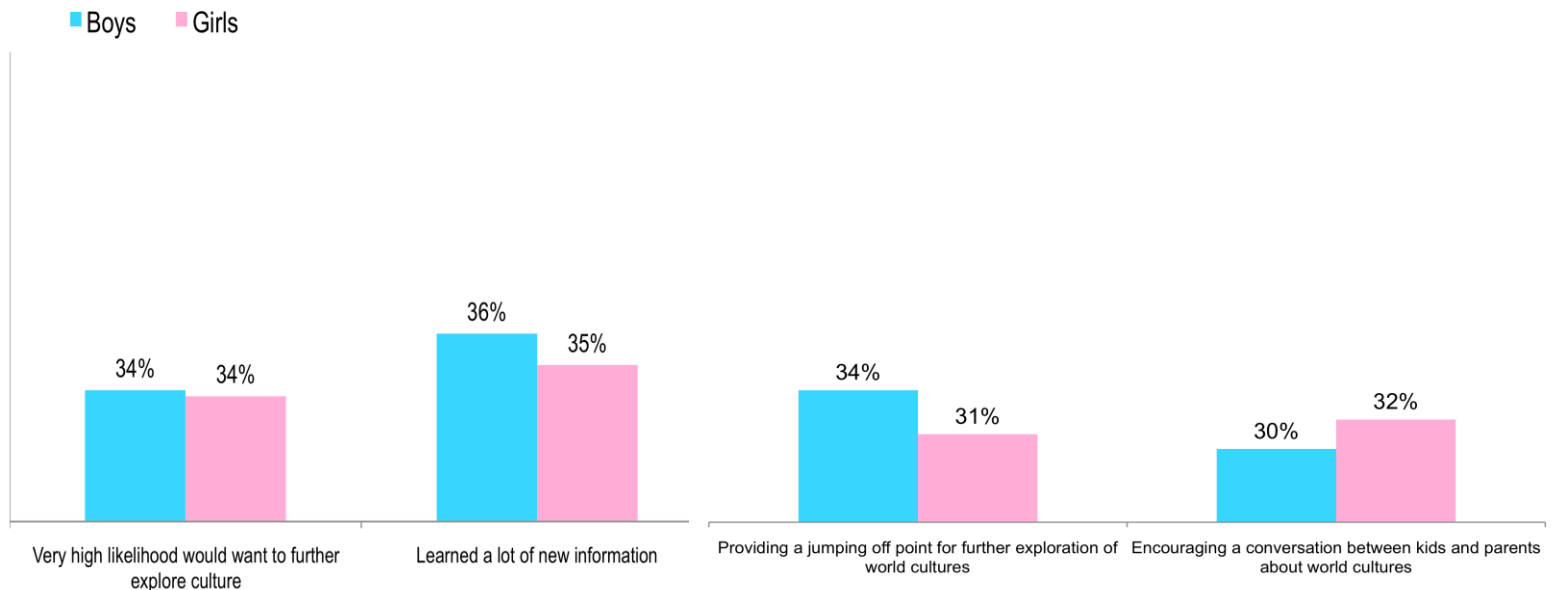
# Story Time Promotes Parent/Child Conversation

- Story time aids best in encouraging conversation between kids and adults about world cultures.



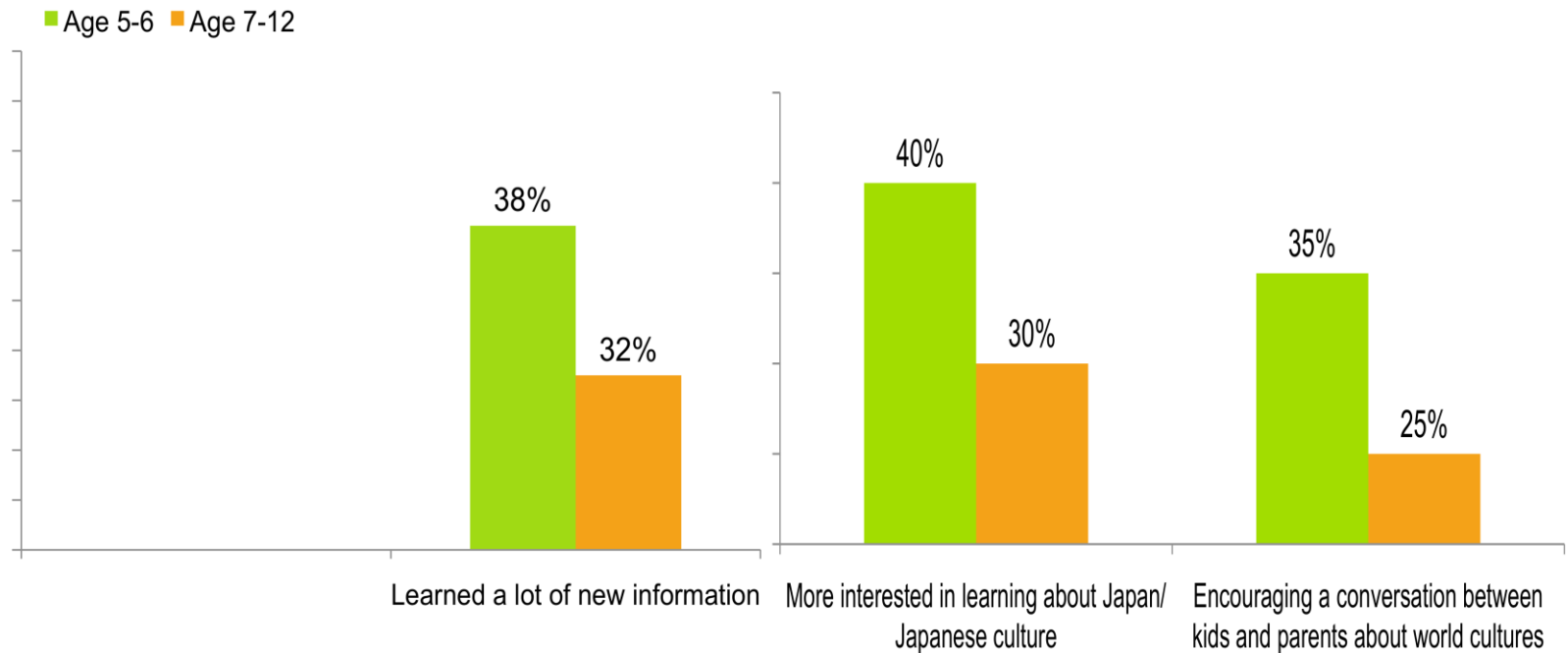
# No Significant Gender Difference Noted

- No notable differences were seen across or between genders in terms of cultural exploration, learning of new information, parent/child conversation, or elsewhere in the findings.



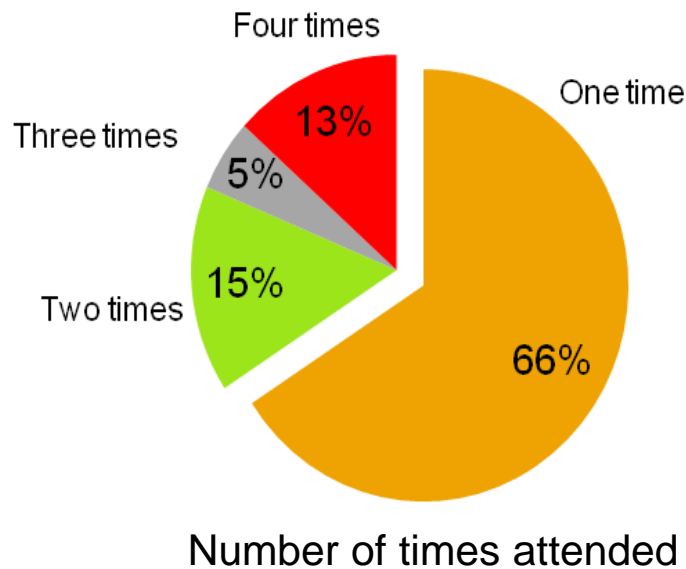
# A Few Intriguing Age Differences Arose

- Significant response difference by age was very limited, but notable.
- Younger children were more likely than older kids to learn more information, be more interested in learning more about Japan and Japanese culture, and find the programs to encourage parent/child conversations about world culture.



# Frequency of Attendance Has No Impact

- Interestingly, the number of times a child or family attended the *Hello From Japan!* program had no significant impact on their Global Citizenship measures.





# Qualitative Findings

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# Program Fosters Concept, Conversation

- Observations of, and onsite and follow-up interviews with, attendees supported the overall quantitative findings.
- All aspects of the CMOM Japan program were shown to positively foster key aspects of global citizenship, including:
  - Exploring cultural differences and similarities
  - Encouraging further cultural exploration
  - Demonstrating the interconnectedness of the world's cultures
  - Encouraging a parent/child conversation about culture
  - Breaking down assumptions and stereotypes

*"We learned about what some stuff in Japan is like in reality. It's different from what it's like on TV." –Dad*

*"It was a fun way for kids to get out of their world, to bring a kid version of Japan to kids." –Mom*

*"Japan is so very far away!" –Girl, 7*

# Focus on Arts/Culture a Great “In”

- Onsite and follow-up interviews with attendees also demonstrated an particular interest in, and connection to, arts, food, and culture as a means of providing an entre into a foreign culture.
- The CMOM program was praised for including and featuring these elements in an accessible and child/family friendly manner.
- 

*“Targeting kids through art is great for connecting kid with the idea of other cultures.” –Dad*

*“I learned about food. I only knew about sushi before.” –Boy, 7*

*“It was a fun way for kids to get out of their world, to bring a kid version of Japan to kids.” –Mom*

# Deepening Connections, Seeing Similarities

- Onsite interviews with visiting children and families revealed that the program exposed and deepened attendees' experiences with Japan and Japanese culture, particularly in the realm of noting similarities and differences with a larger American or home culture.

*"I came here because wanted to learn more about Japan, about the culture. I started to learn about it in social studies" –boy, 8*

*"What if you're trying to take a trip to Japan? What if you're trying to make a friend from Japan? This [program] would help you." –boy 8*

*"It provides exposure to lots of different information on Japanese culture." –Mom*

*"It shows kids that the food and writing are big differences, but the rest is very similar." –Mom*

*"A mascot is for a sports team, usually, but in Japan they have them for everything." –Girl, 9*

# Exhibit, Guest Programs Particularly Memorable

- Follow-up interviews with attendees and their caregivers (months subsequent to their visit to CMOM) demonstrated that the Exhibit and Guest Programs were particularly memorable.

*“They talked about drawing the characters and being able to bring their drawings home. They talked about the tree where they had to write something on the card and hang it up on the tree. About how they had to draw their own mascot in tracing ink. And when they had to use the tablets to draw the language.” –Mom*

*“They were sharing everything they saw with the family when we got home.” –Mom*

*“I learned about the tea ceremony. I learned about how they sat when they had the tea ceremony. And the biscuit!” –Girl, 9*

# Hello From Japan Cues Deeper Interest

- Conversations also indicated that experiences at the CMOM programs spurred an interest in, and deepening of, connection to other cultures.

*"The origami was very interesting to them. So I got some books on origami and we're planning on doing some of that over the summer." –Mom*

*"If I wanted to learn more about something I discovered here, I could go to the museum of Natural History to see a Japanese exhibit or go to the library and get books about other cultures, or ask my mom." –Boy, 8*

*"My kids are Japanese, so they know a lot already. But the program is not at all cliché. It's quite current in its depiction of Japan. Things seep in. We'll find out a month from now what else piqued their interest." –Mom*

*"It's something different, but cool. It could make them interested in travel. Maybe they would want to go to Japan instead of just into Manhattan." –Dad*

# World/Japan Map



- Text heavy, innocuous, and lacking a technological component to attract viewers, this element, while very informative, was virtually invisible to many attendees.
- Those who did pause here to read made some intriguing discoveries.

*“Number of disposable chopsticks used per year: 24 billion.” –Mom [reading aloud]*

# Dress Kawaii



- Extremely popular with girls, and with boys, the Dress Kawaii store was a site for deep engagement, with the costumes.  
*“I’m a fashion show girl!” -Girl*
- Visitors were intrigued with the way this concept infiltrated other aspects of Japanese culture, like the Kawaii traffic barricades and local mascots.
- Kids were often seen wearing Kawaii outfits while working in other areas of the exhibit/program.  
*“Everything is so different in Japan.” -Girl*



# Make Your Own Kawaii Mascot



- This area generated high interest across gender, with kids meticulously studying the mascot chart and/or drawing their own mascots.

*“This is the best mascot, ever.” –Boy*

- As with the Kawaii store, visitors were interested in the permeation of representations of cuteness in Japanese culture, and enjoyed studying the “meaning” behind some of these elements.

*“Japan is so cool!” –Boy*

*“See, these [mascots] are not just for basketball teams.” -Mom*

# Kawaii Artifacts



- Older kids appeared more compelled by this area than younger ones, perhaps due to their greater familiarity with some of the toys included.
- This vitrine definitely fostered conversation between kids and parents.

*“A Japanese cat. We’ve seen that at the restaurant.” –Girl*

*“Mom, come and see this cool Pokemon.”  
–Boy*

*“Can you take a picture of this, mom, and send it to me?” -Boy*

# Photo Booth



- This element provided a very solid and iterative full-family experience, with lots of laughter, playfulness, primping, preening, and button pushing as kids and caregivers added Kawaii accessories and flourishes to their images.

*“Can we just do it one more time?” –Girl*

- There was a desire to share, save and send photos home.

*“What’s our email address?” –Boy*

- It took the familiar and added a new, Japanese cultural spin.

*“It’s like a Japanese selfie machine.” -Girl*

# Katakana Writing



- This element successfully motivated very deep and concerted interest as it took a good deal of time and effort to succeed at the highest level.  
*“It’s so hard to get three stars!” –Girl*
- Kids were very aware that they were learning the words for familiar items, in Japanese.  
*“This is how you write it in Japanese and this is how you say it?” –Dad*  
*“I can learn to trace it” –Girl*  
*“I learned my vegetables.” –Boy*



# Karaoke



- Younger children enjoyed mouthing/singing into the mic, or singing familiar (English) lyrics over Japanese songs. (Often while dressed Kawaii.)  
*"It's Twinkle Twinkle, in Japanese" –Girl*
- Older kids were more likely to attempt to follow the phonetic textual cues and attempt to sing in Japanese.  
*"What song was that?" -Mom*
- Regardless of age, kids were mesmerized by the scenes and costumes in the videos.

# Bento Joy Restaurant



- Japanese food seemed to be the most universally familiar, and legible, aspect of Japanese culture: immediately identifiable to kids and families.

*"It's sushi!" –Boy*

*"We're Japanese now." –Girl*

- Kids immediately took on the role of food preparation and serving, and really enjoyed the reversal of serving adults .  
*"Can you order soup from me?" -Boy*
- Food from the restaurant ended up all over the exhibit even, devotionally, at the Shinto shrine.

# Road Construction



- Like Katakana Writing, this exhibit provided extensive process-oriented engagement for boys and girls alike.  
*“Put all the working stuff in the truck.” –Boy*  
*“Okay, we’re there. Let’s get out and start building.” –Girl*
- Kids saw the familiar in the unfamiliar, and vice versa, in the costumes, tools, and equipment.  
*“These cones flash in the streets in Japan” –Boy*
- Chaotic yet peaceful construction often poured over into the bridge/restaurant areas.

# Shinto Shrine



- An area for quiet engagement at the start or end of the walk through the exhibition, the shrine read quite clearly as a place of worship/meditation.

*“My turn to ring the bell.” –Girl*

*“It says that there are thousands of these shrines in Japan.” –Dad*

- Kids left devotions, sat here to write wishes for the wish tree, watched the video, took a break.  
*“Let’s watch it together, again.” –Mom*



# Juingu-Uji Bridge



- The bridge served three purposes: it was an extension of the road construction area for younger kids, it offered older kids opportunities to practice their engineering techniques on the model bridges, and it served as a transitional area for all between the more hectic “street” and the more relaxed “forest.”
- Kids seemed to understand that this bridge was Japanese, and similar to and different from infrastructure in other countries.

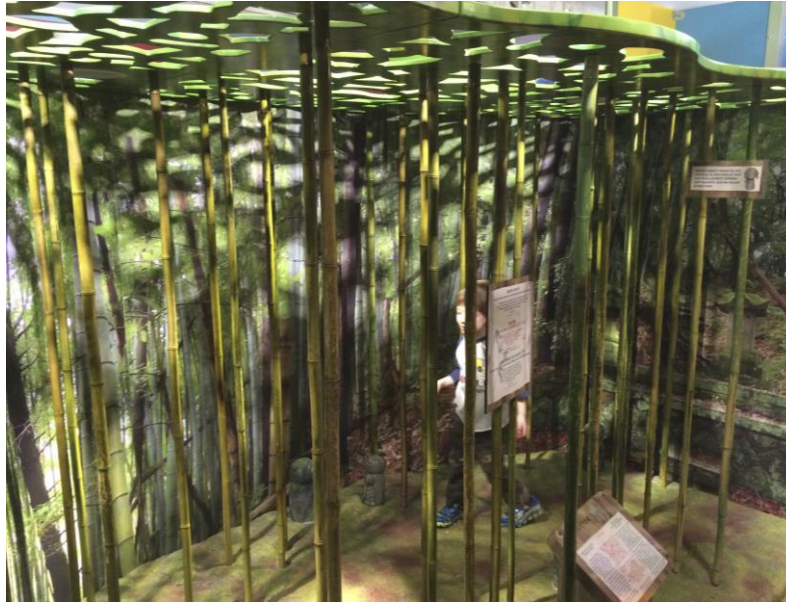
*“We’re going over the Tokyo Bridge.” –Girl*  
*“Like the Eiffel Tower, they have the Tokyo Tower.” –Boy*

# Dragon Water Fountain



- The bridge led kids right to the Dragon Water Fountain, which—being a dragon—was immediately compelling.  
*“I want to see what the dragon is doing.” -Girl*
- Attracted to the mythological being, many kids stayed to read (or have read to them) the information about proper washing prior to visiting a shrine.  
*“I wish I could do it in real life.” -Boy*  
*“This guy made a water dragon.” –Boy*

# Bamboo Crawl Through Forest



- Many kids wandered or crawled through the forest as though it were a remote jungle. Others brought their construction shovels and dug. Others climbed or chased or ran or wrestled.
- Kids seemed to interpret it as a magical outdoor/indoor space. Parents made an effort to deepen this understanding.

*“Bamboo forest! Bamboo!” –Boy*

*“This is like a Japanese garden.” –Mom*



# Wishing Tree



- Parents and kids were engaged and worked together closely reading, writing, and hanging wishes on the wishing tree.

*"It's a wish tree. We have to write something and hang it up on the tree." –Mom*

- Kids interpreted the tree's function much like the would a wish in the American tradition of blowing out birthday candles.

*"Don't look at my wish!" –Girl*

- Many of the wishes had to do with a connection to an experience of Japanese culture.

*"I wish I could live in Japan." –Boy [wish]*

# Story Time



- The on-site story-telling was extremely well attended, drawing crowds of 15-25 children—mainly 4-9 years old, plus caregivers.
- Kids sat attentively for multiple stories, and enjoyed interacting actively with the storytelling, answering questions, abiding directives, repeating instructions.  
*“Grow! Grow! Grow!” –Group of Kids*
- The storytellers did an admirable job of explaining the root of the storytelling device, and its connection to Japanese culture.  
*“It looks like a window.” –Girl*

# Drop-In Activities



- The drop-in activities were very well attended, with few to no free seats.
- Kids participated readily in the arts and crafts activities, at times tying them back to things they'd seen previously in the other portions of the program or in their own lived existence.

*"It's like the mascots downstairs!" –Girl, 9*

*"We made our own Build-a-Bear" –Boy, 7*

- The educators worked to make and validate these connections to other portions of the program.



# Guest Performances/Workshops



- The guest performances/workshops were universally beloved by participants.
- Kids connected immediately and directly with the various cultural elements described and discussed.

*"I'm having Japanese tea!" –Girl, 6*

*"I'm making my own manga character." –Boy, 8*

*"In my art class, my art teacher designs these same kind of things." Girl, 9*

- The connection to Japanese culture, and to kids' own lives, was specific, accessible, and memorable.

*"We sit like this in Karate." –boy 8*

# Discussion/Recommendations

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# Additional Program Elements Support Exhibit Goals

- By demonstrating that Global Citizenship measures are enhanced through attendance at more than one program activity, this research proves conclusively that additional program elements help to support the Global Citizenship goals of an exhibit.
  - When designing programs with these goals in the future, it would thus behoove the museum to include these multivalent points of access for children and families.
- Of particular utility (when combined with the exhibit) were two very different program elements:
  - **Story Time:** CMOM educators introduced and read aloud, via a traditional Japanese storytelling frame (Kamishibai), a variety of traditional illustrated Japanese folk tales and children's stories. Story time took place informally daily in the exhibition space. Participants could drop in at their leisure, listen, respond, interact, ask questions.
  - **Special Guest Performances/Workshops:** Taking place on a separate floor of the museum, and accessible only by advance signup, these interactive and participatory presentations on Japanese life and culture (art, food, dance, music, books, etc.) were led by practicing experts. Participants received background and instruction, and then participated in creating their own materials.

# Story Time versus/and Guest Programs

- The Story Time and Guest Lectures/Events were extremely different programs
  - Informal access (drop in) vs. Formal access (sign up)
  - On site vs. Remote
  - All ages vs. Ages 5 and up only
  - More passive vs. More interactive
  - CMOM Educator led vs. Expert led
- From this research, we cannot answer the questions of why these particular program elements had the greatest impact on Global Citizenship measures (when combined with the Exhibit.) Neither can we explain fully why the Story Time program had a greater influence overall on these measures.
- What we can note is that these diverse means of delivering cultural content were both successful supplements to the exhibition, and improved desired outcomes against attending the exhibit alone.
- We recommend strongly that they be included and incorporated in any future exhibitions aiming at similar Global Citizenship goals.

# Contact Us

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