

show & tell

a playspace for building emotional intelligence

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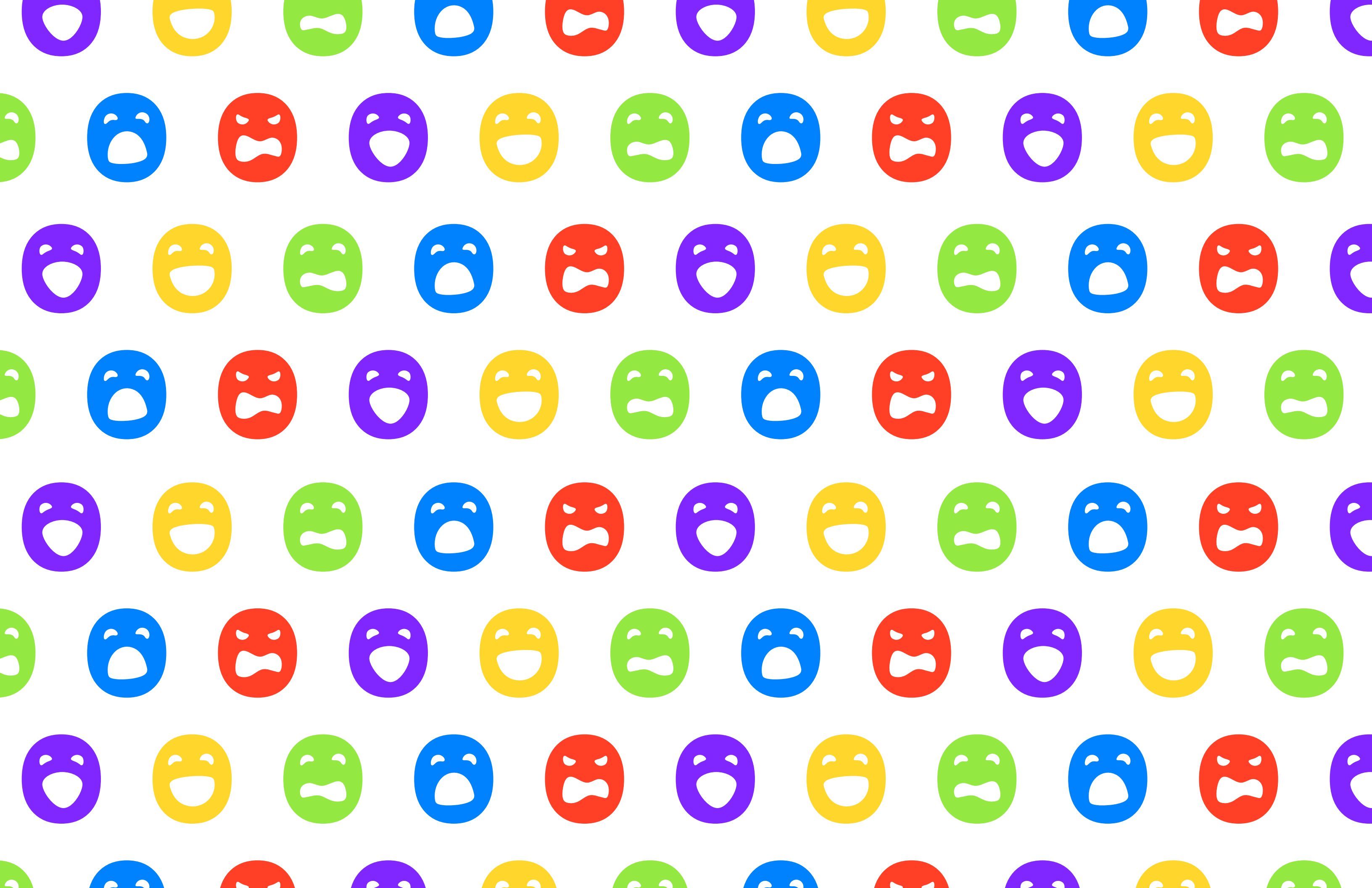


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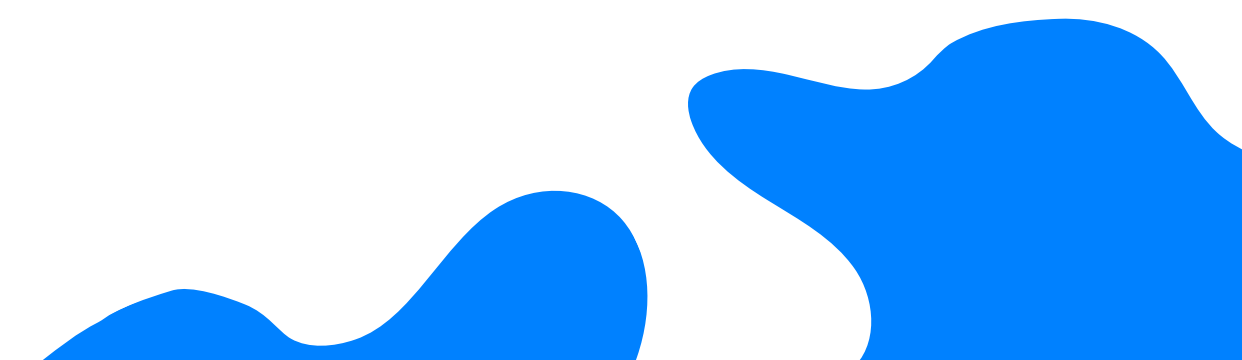
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about

what we do

Show & Tell is a museum exhibit in Raleigh, North Carolina that specializes in teaching kids themes within emotional intelligence. Show & Tell supports parents, children, and educators.

What is emotional intelligence?

Emotional intelligence is the ability to identify, understand, express, and manage one's emotions, and to respond empathetically and conscientiously to those around them. Emotional intelligence is an invaluable life skill that is used in interpersonal relationships throughout the course of one's life, and supports understanding and personal growth.

Learning Outcomes

Through participating in our exhibit and community, kids and parents alike will learn how to identify the emotions of themselves and others, name and explain those thoughts and feelings, and respond appropriately and as a result build interpersonal skills and awareness of their thoughts and actions and their impact on their relationships with others.

mission statement

We provide kids ages 5-11 with tools that enable them to **identify, understand, express, and manage** their emotions.

vision statement

We envision a world where kids can learn to **make sense of** and **freely talk** about their feelings at a young age in order to help them develop into **emotionally mature individuals**

case study

Marbles Kids Museum

Marbles Kids Museum is a nonprofit children’s museum located in downtown Raleigh, North Carolina. At Marbles, kids are encouraged to use their brains through imagination, discovery and play. The “about us” page of the website includes their mission statement, core initiatives, a “Play-losophy” and their history. “Play” is a core value of the museum, because they believe it strengthens families and communities. They believe “play helps develop 21st century workers who are able to solve problems, apply ideas, create, innovate, communicate and connect with others.” Marbles has a variety of different themed exhibits as well as an IMAX facility that features documentaries and movies. They also have resources for educators.

Marbles uses bright saturated colors to suit their audience (kids) and their language utilizes words that give an inquisitive and imaginative feeling. This is done to excite both parents and children and stimulate thought.



literature review

Creating Exhibitions: Collaboration in the Planning, Development and Design of Innovative Experiences

By: Polly McKenna-Cress and Janet Kamien

In *Creating Exhibitions: Collaboration in the Planning, Development and Design of Innovative Experiences*, Polly McKenna-Cress and Janet Kamien discuss how museums are no longer places to just contain objects that are to be admired by observers. The function has shifted from simply educating others to having a larger role in advocacy and social responsibility. The dynamic changed once the purpose of an exhibition became **“not only being about something but for someone.”** Later, visitors would turn into collaborators. This idea has changed the previously static museum landscape into a thoughtful and engaging experience.

McKenna-Cress and Kamien continue by considering the different advocacies needed by each exhibition team. The most relevant ones include advocacy for the subject matter, the visitor experience, and for the design. Advocacy for the subject matter consists of being able to bring passion and excitement about the topic to the process. The advocate must be able to highlight the most important aspects of the content (from the academic point of view) in order to

prioritize messages. They must also be able to accurately present the subject. Advocacy for the visitor experience entails thinking about the experience visitors will have and setting goals for that experience. Advocacy for the design involves thinking about “how comfortably it functions as an environment, how interesting it is, how visitors are drawn into and through it, how it’s lit, how it sounds, how it feels, how it smells, how it supports the content, how well its individual elements function, and in general, how the physical and sensory aspects of the ultimate space serve to support and enhance the overall cognitive, affective, and experiential goals of the project for the visitor.”

Leslie Swartz Senior, Vice-President for Research and Program Planning at Boston Children’s Museum (BCM), observes that while the BCM’s ideology states that the experience should be child focused and child directed, it is important to plan for parents, too. This is considered by integrating cues for parents who want to encourage their kids and giving more detailed explanations of the exhibits. Multi-layered bilingual signage was created as well as new

graphics. This proved to be rather unsuccessful as it was largely ignored. A new addition to the exhibit introduced signage that was “brief, direct, powerful, and memorable.” The exhibit text “focus[ed] exclusively on what an adult might say to the child to expand her/his play and experimentation. Evaluators heard the words spoken regularly in the exhibit.” Adult engagement is critical to a child’s brain development.

McKenna-Cress and Kamien also include the thoughts of Charlie Walter, Executive Director of the New Mexico Museum of Natural History and Science in Albuquerque, New Mexico. Walter explains how to use a core ideology as a framing tool when planning an exhibition. His team brainstormed core values for the museum (essential tenets) when then shaped the core ideology when combined with a sense of mission. Short-term and long-term goals were also created in response to the question, “What happens to visitors because of their experience?” This provided the framework for the exhibition creation.

McKenna-Cress, P., et al. *Creating Exhibitions: Collaboration in the Planning, Development and Design of Innovative Experiences*, John Wiley & Sons, Incorporated, 2013.

personas



Lucy

Age: 7 years old
Occupation: Second Grade Student
Personality: Curious, Lively, Adventurous

Lucy is a boisterous and energetic kid who loves exploring the outdoors and learning about the world. She lives life passionately and fiercely, and has strong opinions and emotions about everything and everyone. Lucy is authentic and forges friendships quickly and easily, but she can get herself in trouble when she lets her temper get the best of her. She loves her family and spends much of her time adventuring with her younger brother Myles.

- Motivations**
- Meeting and playing with new friends
 - Learning and doing new things
 - Spending time with her family
- Challenges and Frustrations**
- Sitting still and being quiet
 - Hot-tempered



Renée

Age: 28 years old
Occupation: 4th Grade Teacher
Personality: Caring, Enthusiastic, Thoughtful

Renée has been teaching elementary students for seven years and fourth graders for the last five. She is passionate about facilitating learning in a way that connects with her students, and is always looking for new and creative ways to engage them. Her current class is a rowdy, energetic, and social group of 24 students ages 9-10. Renée is looking for a field trip experience that is enriching, engaging, and logistically manageable for her and three adult chaperones to facilitate.

- Motivations**
- Educational and stimulating field trip
 - Logistically manageable for the chaperones
 - Engaging and enjoyable for the students
- Challenges and Frustrations**
- Lack of resources for group trip research
 - Disorganization or fall-through of the field trip partner



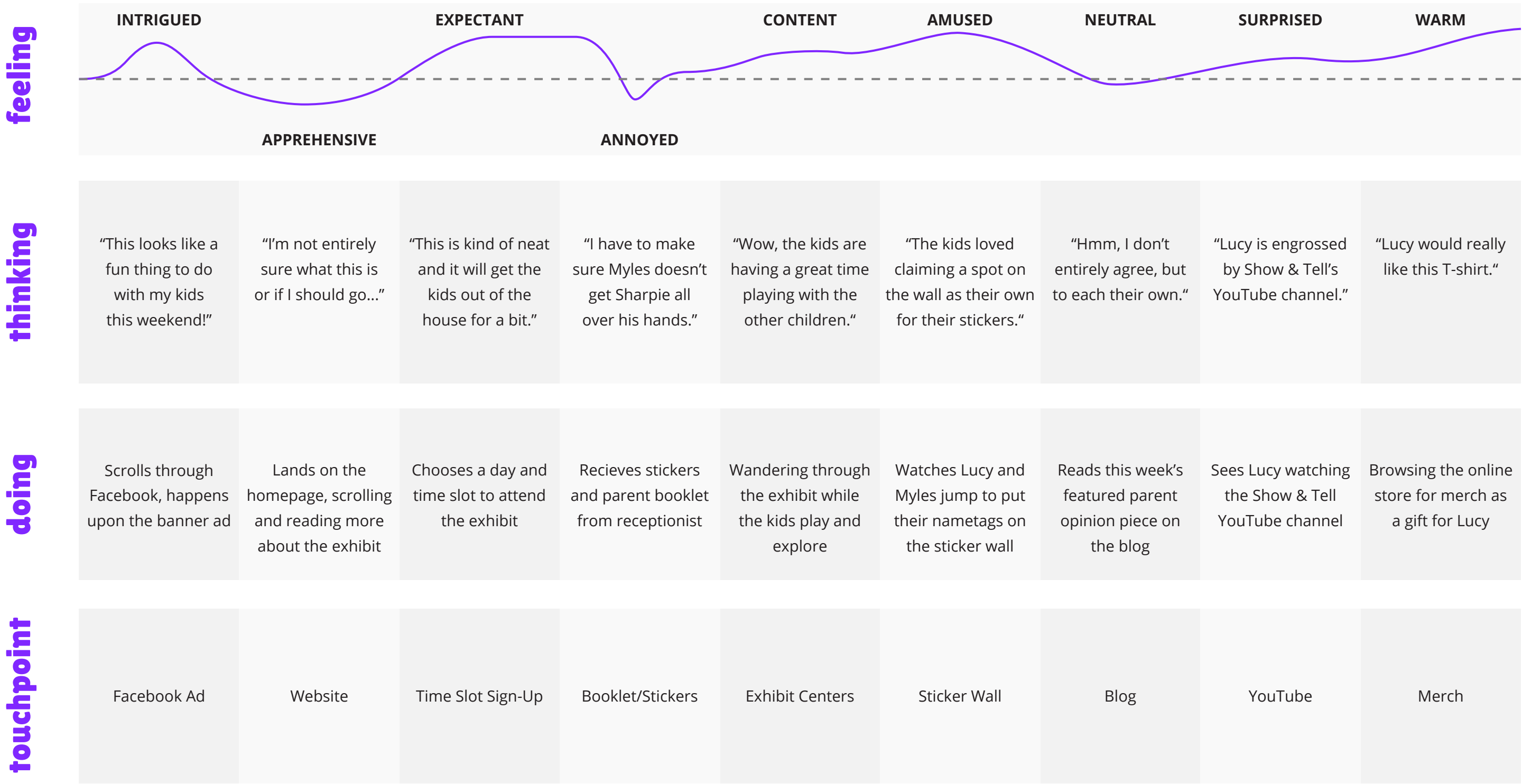
James

Age: 34 years old
Occupation: Office Worker
Personality: Organized, Active, Open-Minded

James has a full-time job during the week, so he likes to spend as much of his weekend as possible with his family. This weekend his wife is out of town, so he is looking for a way to occupy his two children—Lucy (age 7) and Myles (age 3)—with an activity out of their normal weekend routine that he and the kids will enjoy. Both Lucy and Myles are very outgoing, so he’s looking for something that will allow them to connect with other kids and that will use up their excess energy.

- Motivations**
- Spending time with his kids
 - Getting out of the house
 - Trying something new
- Challenges and Frustrations**
- Sedentary or boring activities
 - Isolating or disconnected experiences

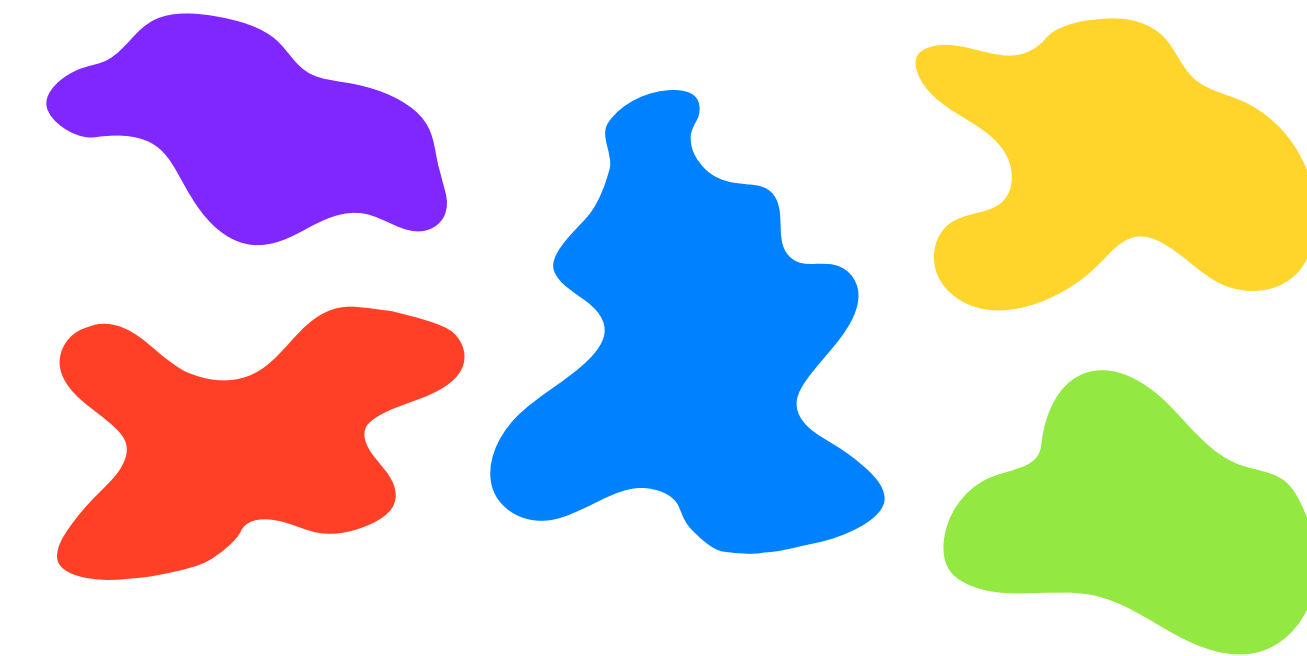
user journey map: james



branding

graphics & icons

show & tell



Title Text

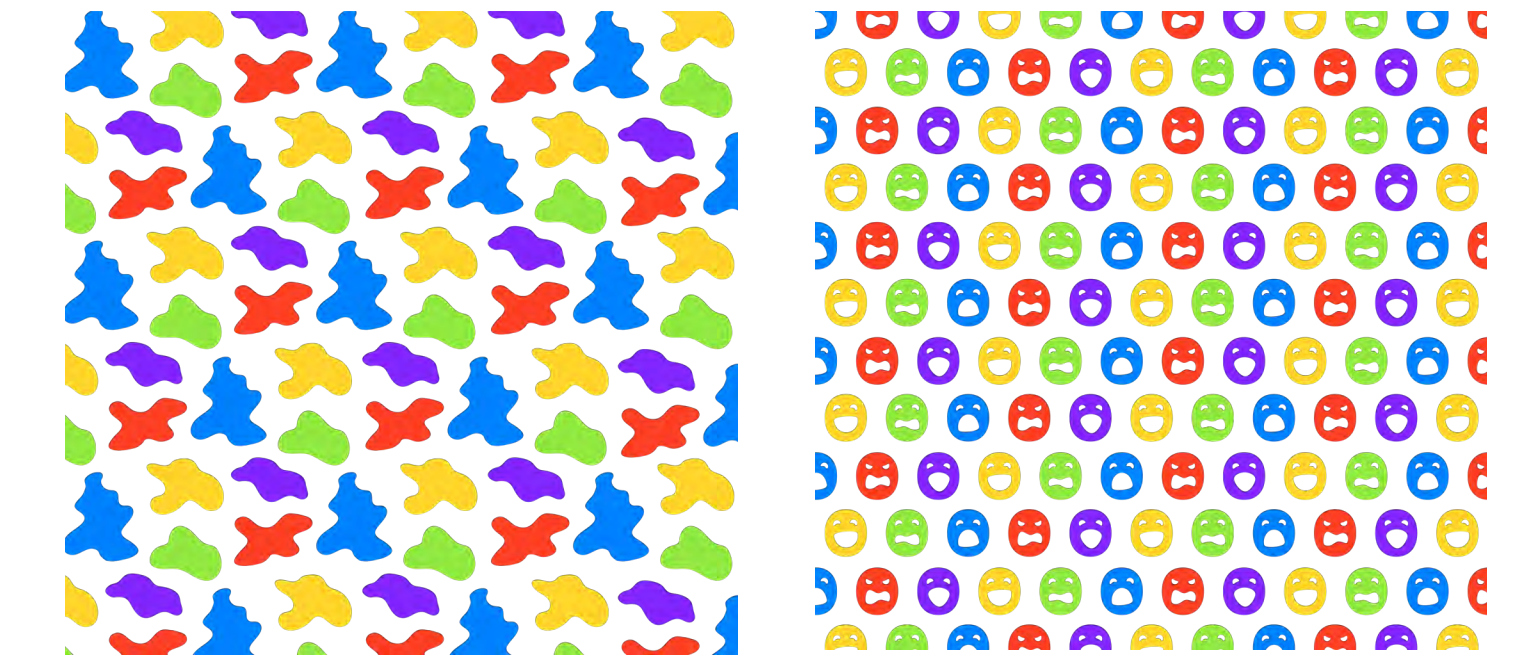
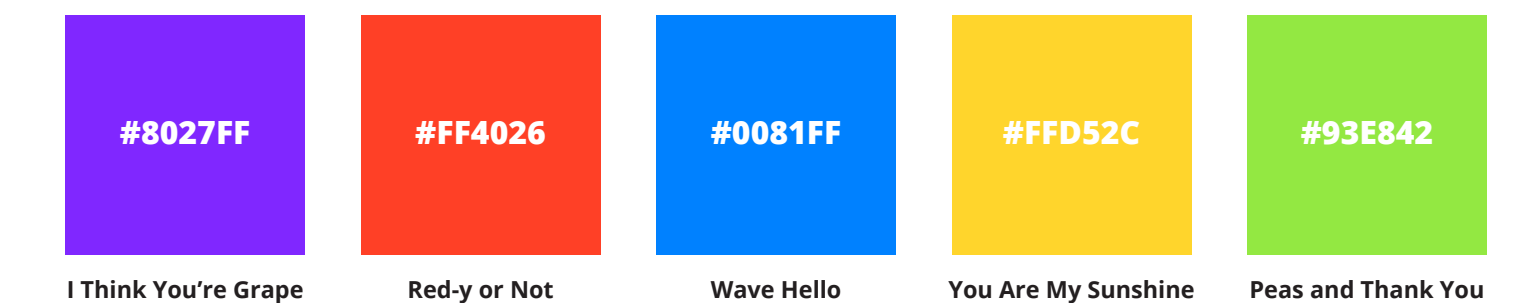
Lilita 48 pt

Header

Roboto 24 pt

Body

Open Sans 12 pt



image



Through our use of image, we hope to convey Show & Tell's core characteristics and values. The images are focused on kids and their parents playing, having fun, and being present and engaged. We used our brand colors to create lively duotones, and our blob-shaped icons to frame the pictures to bring a joy and playfulness to the imagery.



brand application



Classic Tees



Coloring Book



Baseball Cap

interaction

exhibit



I Spy

Learning Style: Visual/Auditory
Learning Goals: Exercise theory of mind to imagine how someone else feels

This virtual reality experience helps the user understand a new perspective, literally and figuratively. The headset shows interactive, narrative video stories of people from different backgrounds telling a short story about a defining experience that has shaped them. By using an emerging technology that is both immersive and engaging for kids, it helps them focus in on another person and allows them to step into someone else's shoes.



Color Code

Learning Style: Verbal

Learning Goals: Use objective language to talk about your emotions and point of view

Color Code gamifies expressing emotions by pairing a colorful cryptogram with articulating thoughts and feelings. By prompting kids to give concrete voice to their more abstract and sometimes unexplained emotions, it subconsciously trains them to identify what they are feeling before reacting or lashing out. The game goals and mechanics mirror our learning objectives, which reinforces the skill further, and will be applicable for the rest of their lives, helping them to better connect to and understand other people.



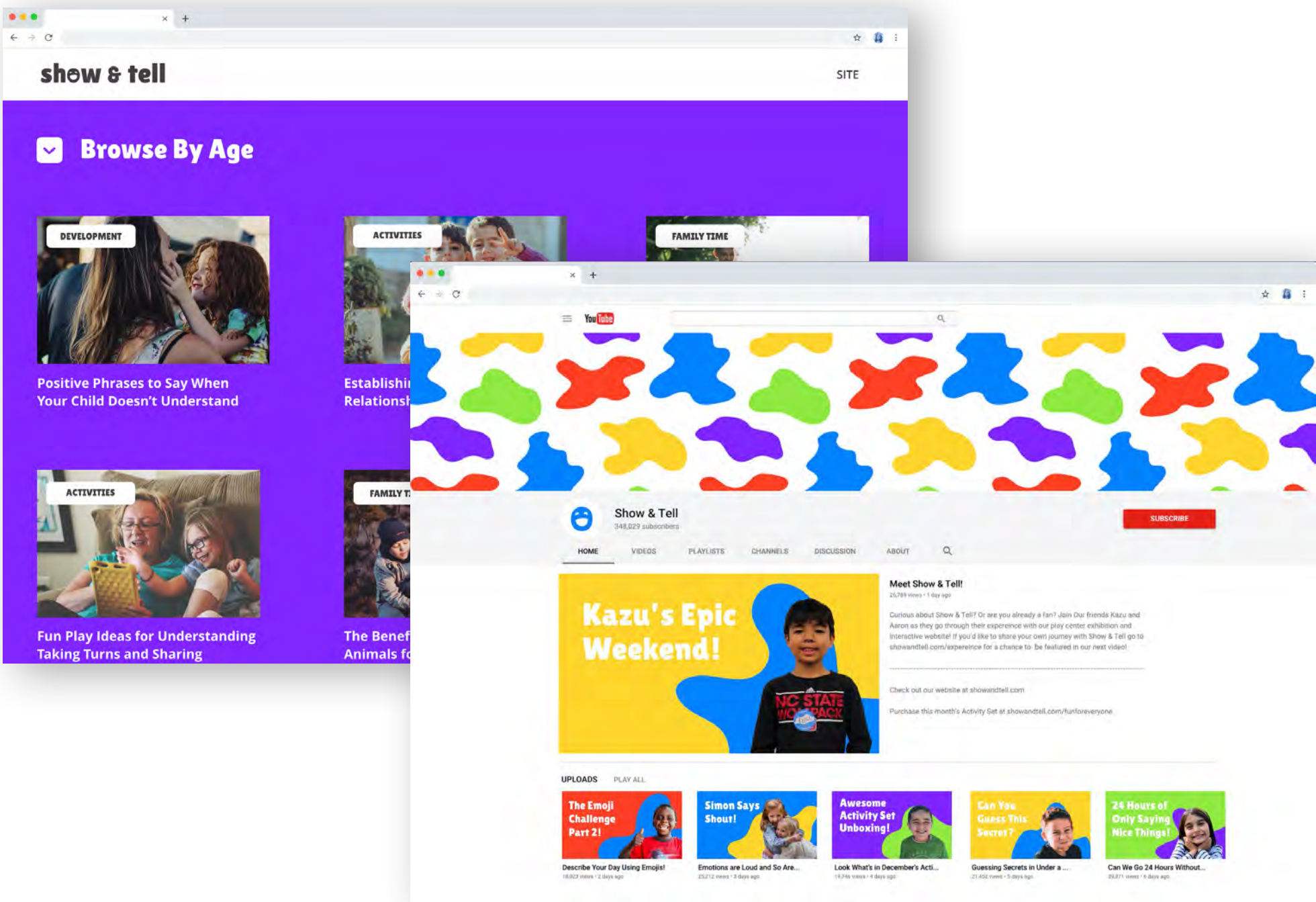
Tac-tiles

Learning Style: Tactile/Kinesthetic

Learning Goals: Practice using facial cues to read and understand emotions

In this game, kids jump between floor tiles to select the face of each person who is expressing the given emotion. After making their selection, they receive a qualitative video explanation of their choice; by pointing out the nonverbal emotional cues and giving more than a right or wrong answer, it allows kids to learn from their choices and better prepares them to read the emotions of others in the future.

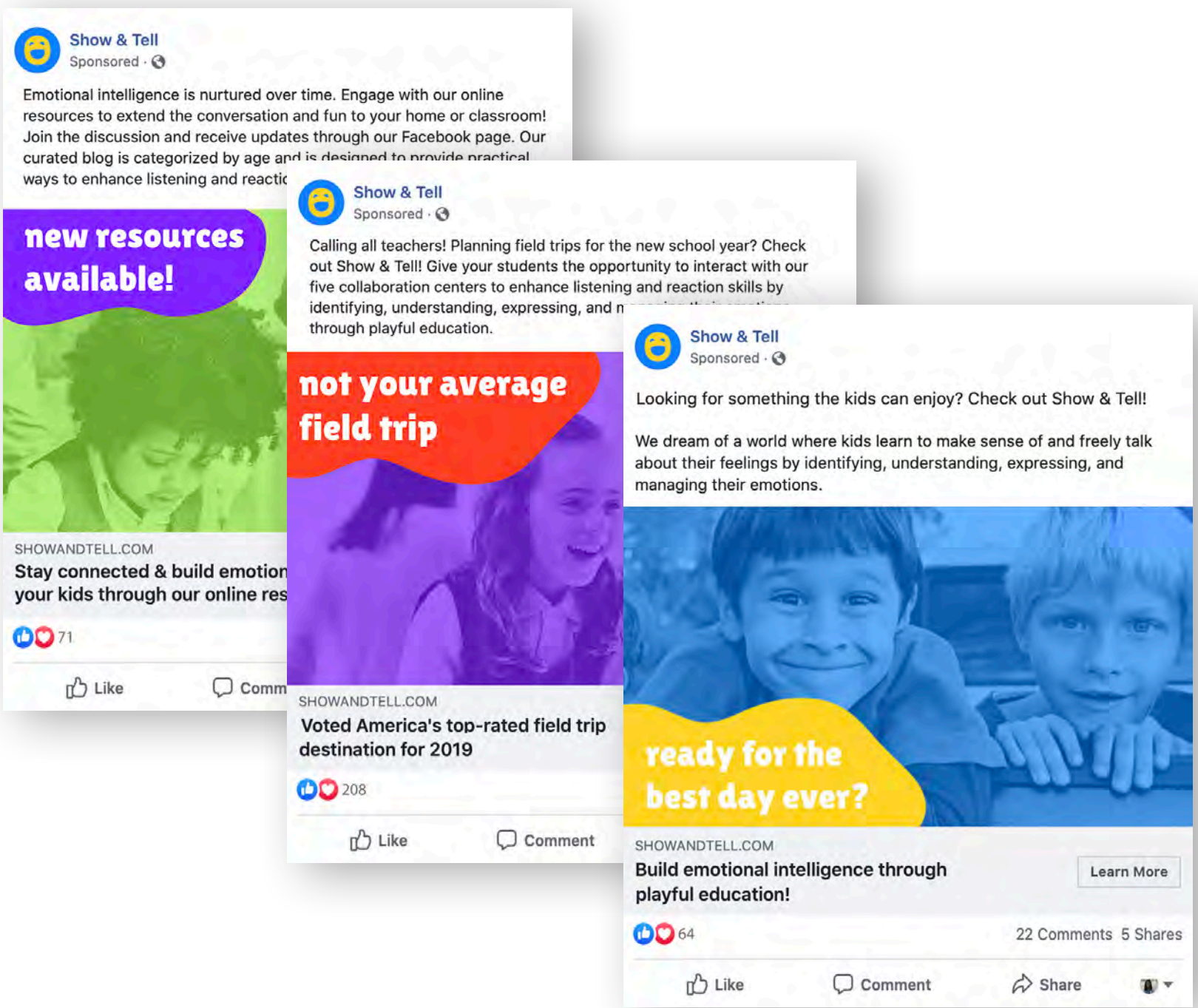
blog & youtube



Community Engagement

Stay involved and join the conversation! The experience doesn't have to end when patrons leave the exhibit. Parents can explore the different topics discussed on our blog. To get a more custom experience, users can browse by age. Kids can subscribe to Show & Tell's YouTube channel and continue to learn and grow by watching enriching yet entertaining videos.

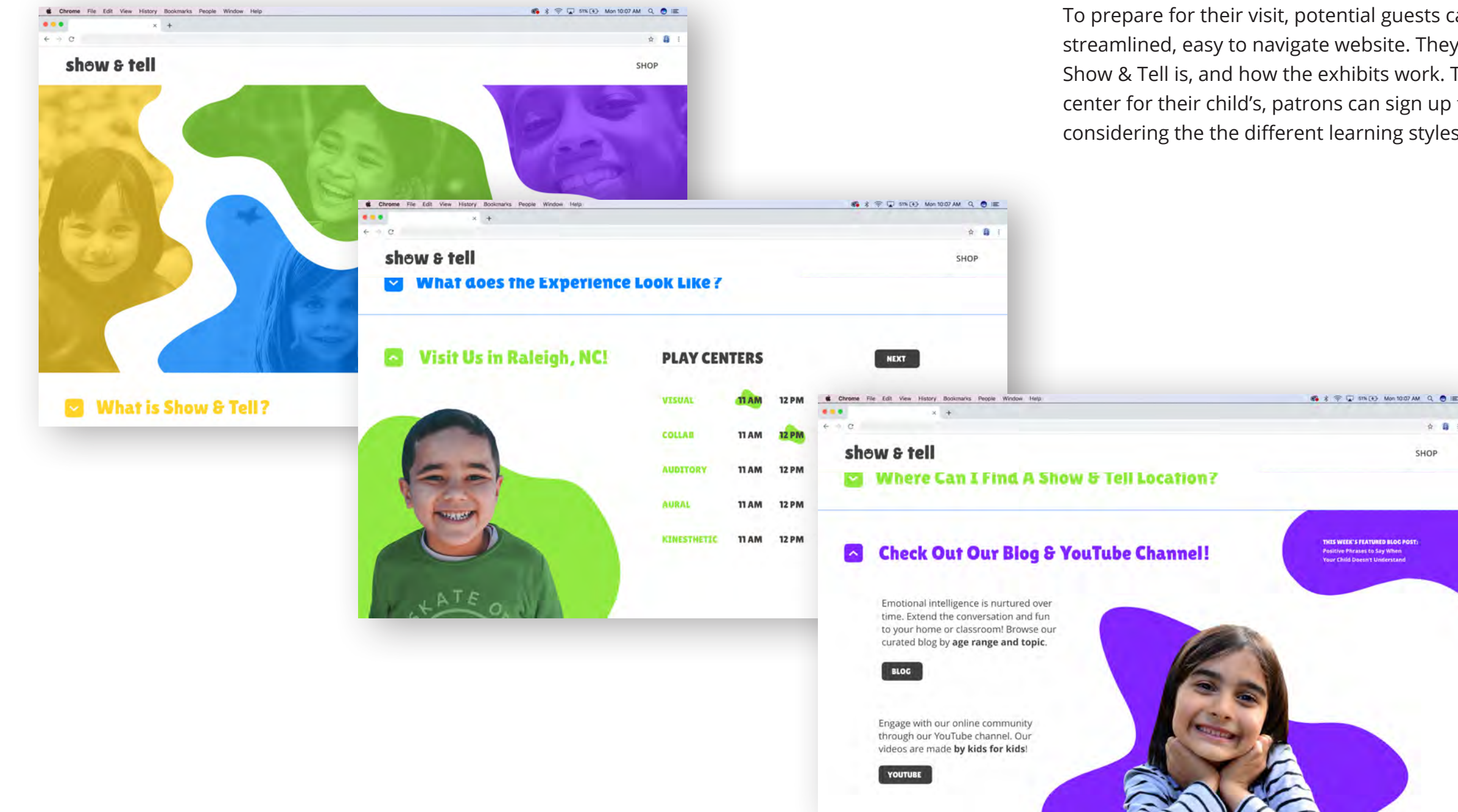
facebook



Because our target audience for marketing is parents and teachers, we chose to develop a series of social media advertisements, primarily designed for Facebook. As users are scrolling through their feed, the bright, eye-catching banner will link to our website, where they can learn more about the Show & Tell brand and community. As one of the primary entry points into our brand, the Facebook ads are the first interaction that users experience and set the tone for our brand.

service

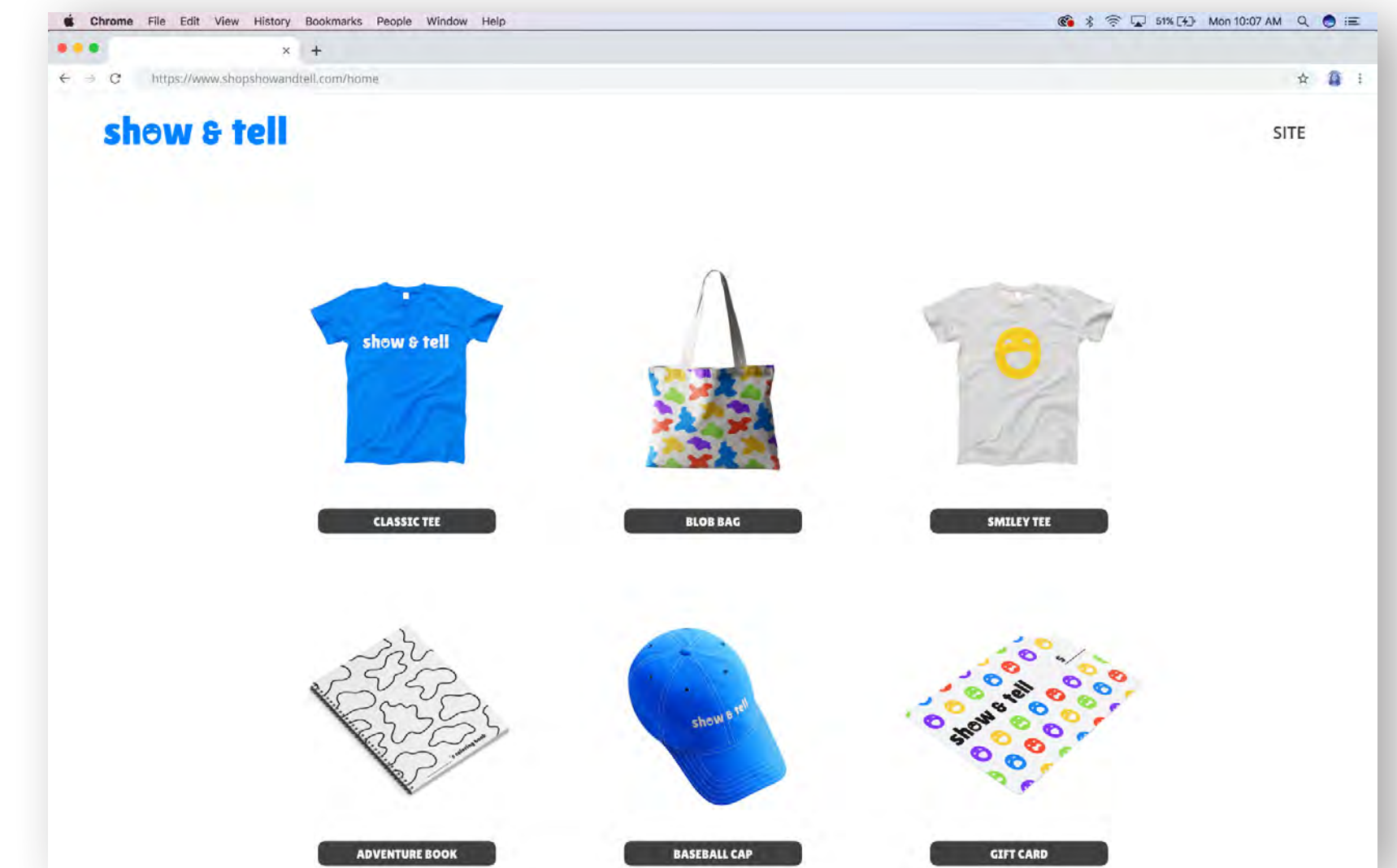
website



To prepare for their visit, potential guests can search through the streamlined, easy to navigate website. They can learn about what Show & Tell is, and how the exhibits work. To secure a spot in a center for their child's, patrons can sign up for a time while also considering the the different learning styles that will be highlighted.



After families visit our exhibit, they are able to purchase an array of Show & Tell resources and merchandise. We offer a variety of skill-building games, prompts, and print materials for continued growth and engagement, as well as gifts apparel for friends of Show & Tell. This opportunity for continued interaction connects with the users and reinforces our brand identity.



admission stickers

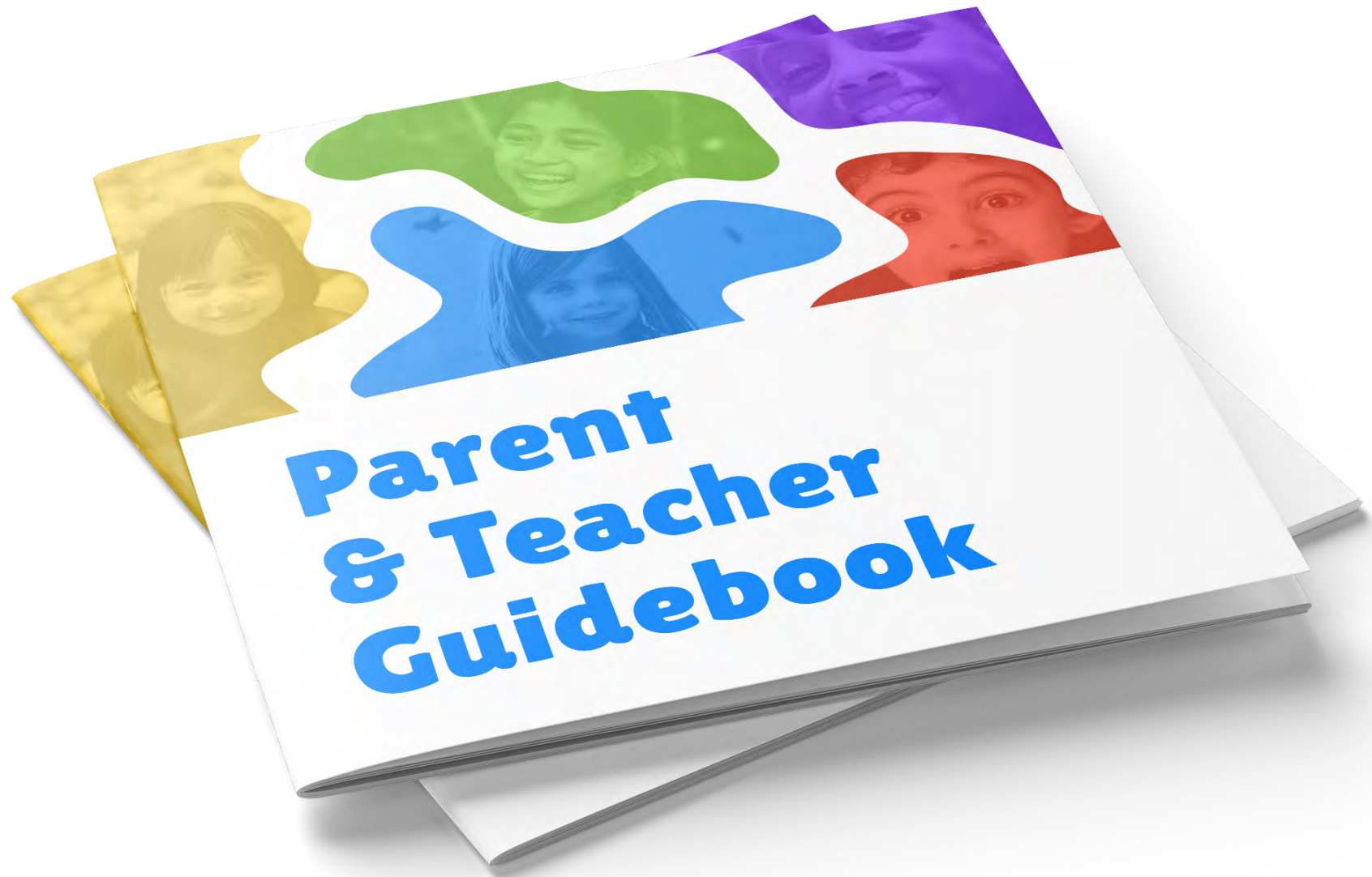


Leave your mark!

Upon arrival, guests will be given a sticker to write their names on! This indicates that they have admission to the different *Show & Tell* exhibits. This encourages kids and parents alike to learn each other's names and engage. On their way out, attendees take their sticker off and add it to the exhibit sticker collection!

Thanks for sticking with us!





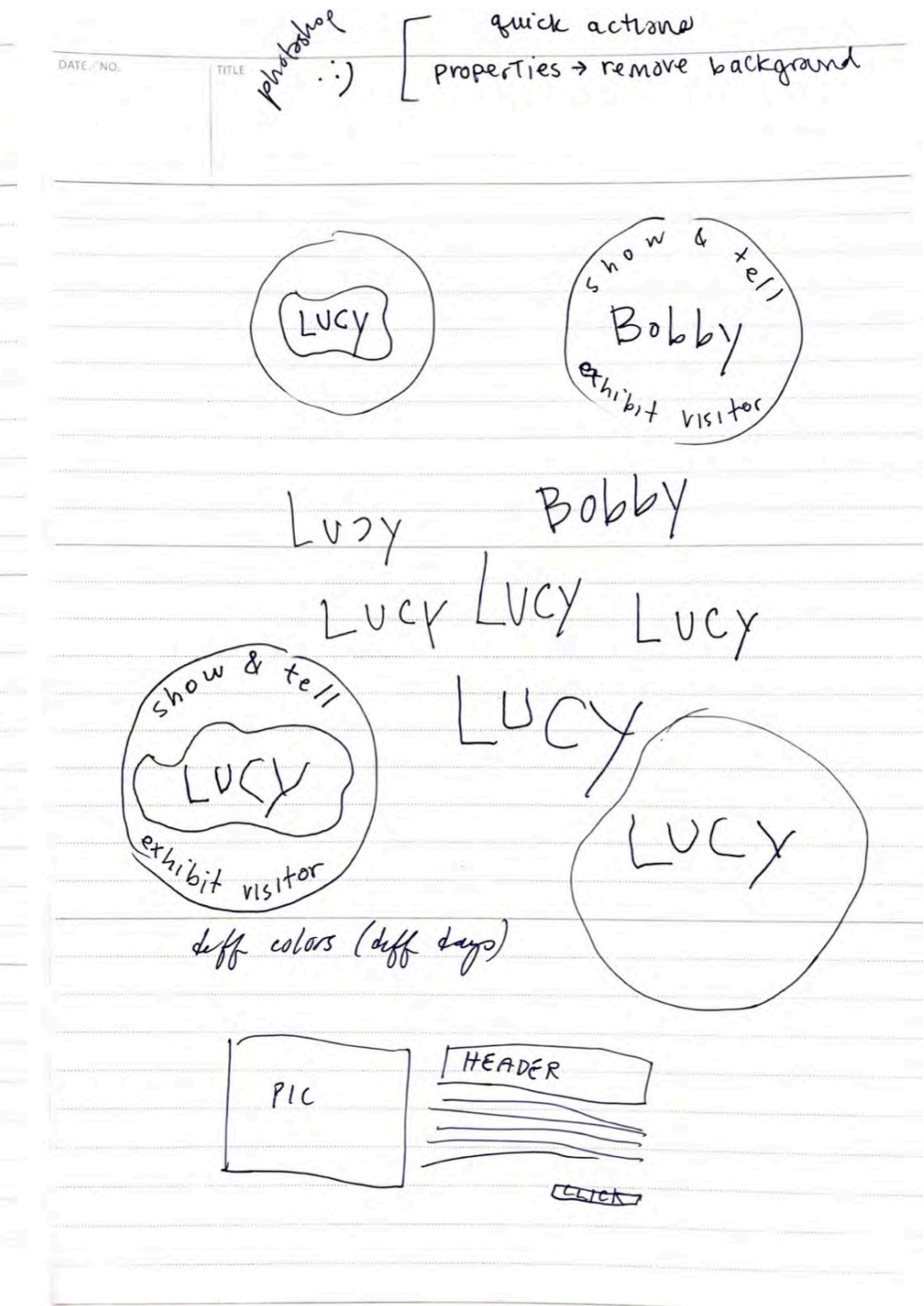
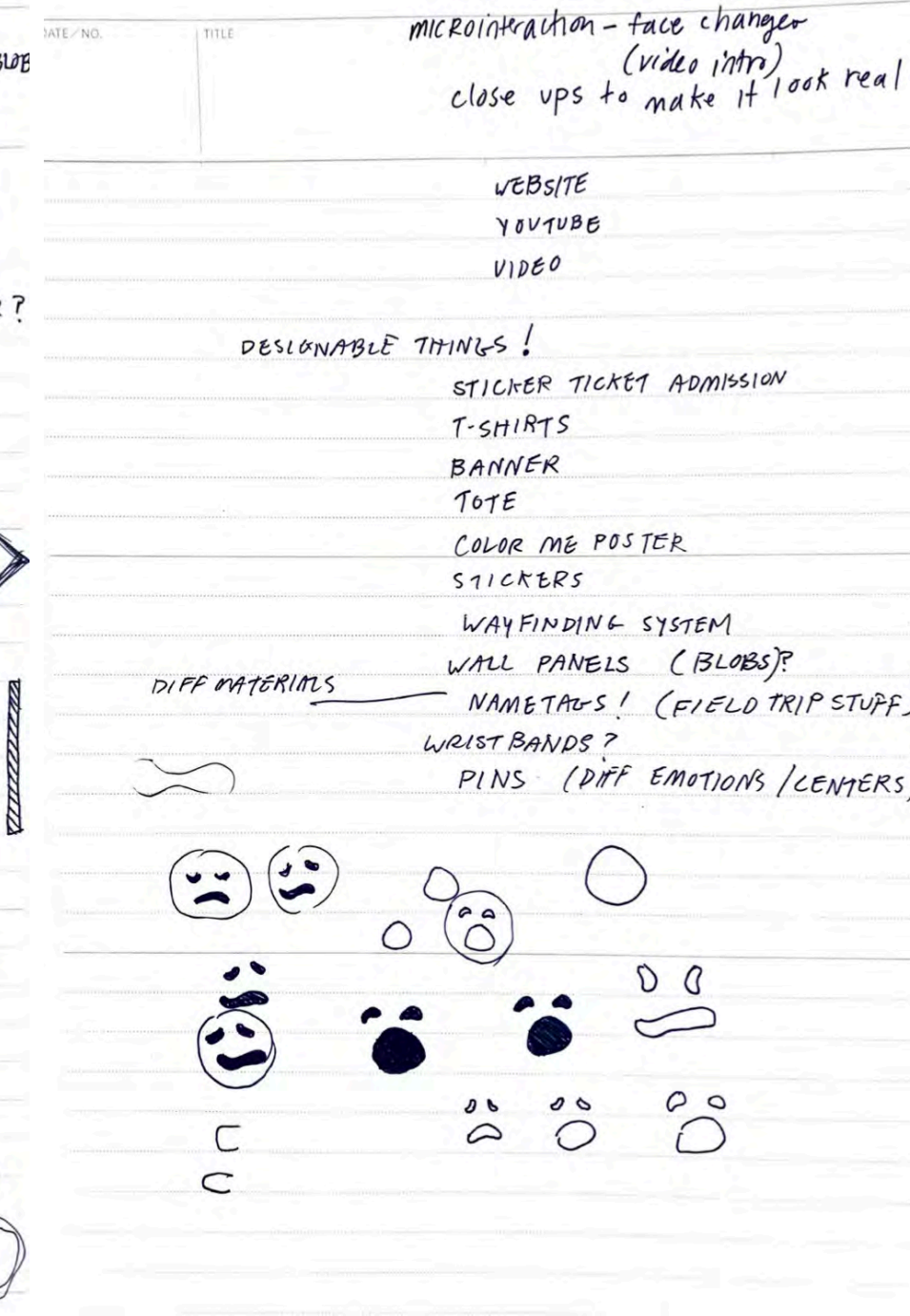
Prompts for Parents

With the help of our Parent & Teacher Guidebook, supervisors can ask thought provoking questions to the kids during and after their participation in the different centers. Reflection is an important part of being able to develop emotional intelligence, and fostering this habit while young is very beneficial!



process

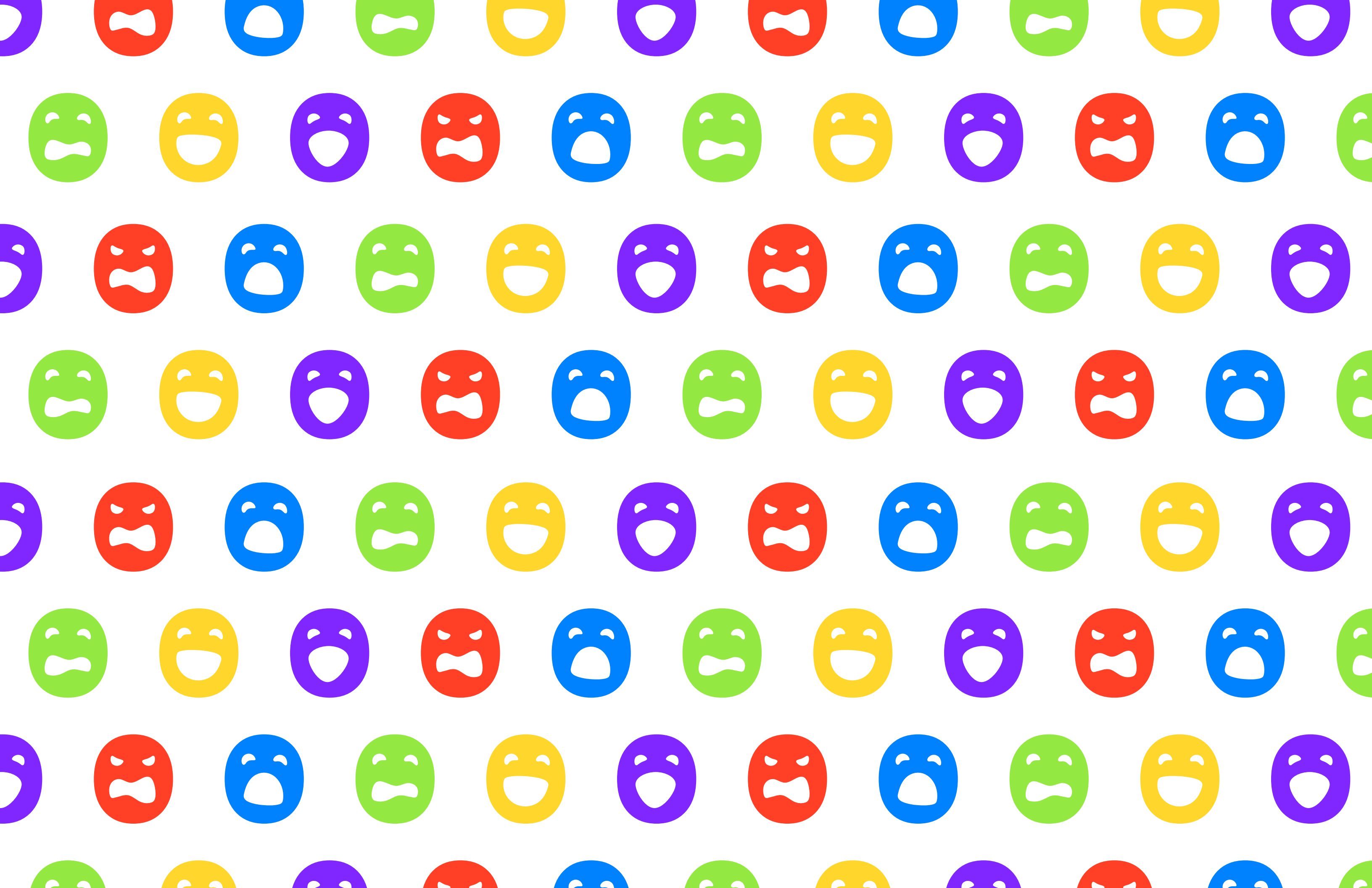
ideation sketches



brand development

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fall 2019