



“AROUND THE WORLD” CLUB AT THE MUSEUM:

The impact of using the ENACT web app with
diverse communities, migrant and local families

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CONTENTS

| | | |
|-----|--|----|
| 1. | Introduction | 2 |
| 2. | Overview of the “Around the World Club” | 3 |
| 3. | Lambton Worm for the Refugee Week, 24 June 2023 | 5 |
| 3.1 | <i>How to run an Around World Club event using the Lambton Worm activity</i> | 6 |
| 3.2 | <i>What did the attendees think?</i> | 8 |
| 4. | Poi: ‘Ball on a string’ for the Language Treasures event at the Festival of Languages, 18 March 2024 | 11 |
| 4.1 | <i>How to run an Around World Club event using the Poi: ‘Ball on a string’ activity</i> | 12 |
| 4.2 | <i>What did the attendees think?</i> | 14 |
| 5. | What’s next? | 16 |

1. Introduction

The free ENACT Web App is created by our research team at Newcastle University, co-funded by the European Union: <https://enacteuropa.com/>

It helps anyone in the world create their own cultural activities in their own languages. We currently have about 150 cultural activities from more than 25 countries and languages. As part of the ENACT project, we ran events with migrants and displaced persons in the UK, and in Turkey, Spain, and Finland, and found that our participants learned languages and digital skills, increased their awareness of other cultures, and became more open towards other cultures and people from different backgrounds. The project closed in August 2022, and we have been running various workshops and events to engage with wider audiences. Underpinning research activity has been conducted as part of the ENACT project. The outputs, case studies, and a research report can be found here: <https://enacteuropa.com/?q=impact>

Our non-academic partnerships are extremely valuable to us to be able to reach more people in different contexts. We have worked with [Action Foundation](#) and [North East Solidarity and Teaching \(N.E.S.T\)](#) in the UK, amongst other partners. Between April 2022 and June 2024, N.E.S.T's Schools Project organised a series of "Around the World" after-school clubs (also known as the ENACT club) in Newcastle Upon Tyne, engaging children with a different cultural activity from a different country each week. Approximately 133 sessions are run to-date. The impact of these clubs are reported here:

https://enacteuropa.com/sites/default/files/NEST%20ENACT%20Impact%20Final_V2.pdf

One of the recommendations from schools and N.E.S.T volunteers is to explore how we can engage children's parents and families in the activities. This would support children's learning to continue beyond the clubs, but also create social connections between the families, supporting social cohesion further.

In response, in this document, we explain two events we have organised with the [Great North Museum: Hancock](#): a Geordie story from the North East, [Lambton Worm](#) and a Māori artefact from New Zealand, [Poi: Ball on a string](#). We describe how the events were set up and ran as well as the impact they generated.

As a transferable concept, **we invite museums to organise "Around the World Clubs" for the local communities**, particularly inviting school children and their families complementing the impact of "Around The World After-school Clubs", or learners at organisations like [Action Foundation](#) and [Walking With](#).

2. Overview of the “Around the World Club”

Organised by [North East Solidarity and Teaching \(N.E.S.T\)](#) “Around the World” after-school clubs (also known as the ENACT club) connects children from various backgrounds by improving their social skills and providing a positive environment to look forward to at the end of the day. Children from refugee and asylum-seeking backgrounds find it challenging to integrate within their new communities, cultural and language challenges being the most imminent of barriers which ENACT helps to overcome. The sessions use craft-focused learning activities from the ENACT website. Each week NEST volunteers are equipped to introduce a different cultural activity, which is why it is called the “Around the World” club.

Below are some highlights from the Around the World Clubs impact report. The full report can be accessed here:

https://enacteuropa.com/sites/default/files/NEST%20ENACT%20Impact%20Final_V2.pdf

Learning without knowing it!

Even the children who are more distracted during the sessions still enjoy participating in the arts and crafts activities with their friends, and by making the craft they are unconsciously connecting with the culture. Tilly Atkinson, N.E.S.T Schools Project Lead, says: “They are learning without even knowing it.”

Mutually beneficial

This partnership has proved mutually beneficial for all parties involved: children form new friendships, having fun whilst learning, and the projects supports their teachers by promoting engagement during regular school activities. N.E.S.T and ENACT are simultaneously able to achieve their missions of social and cultural integration of children through education of various cultures, traditions, and languages.

Empowering children’s voices, belonging, emotional wellbeing, and language learning (including ESL)

The use of ENACT in the after-school clubs empowers children’s voices by breaking down the language barriers, which promotes smoother social integration with peers. Andrew Thorogood, a Year 5 teacher and Voice21 project worker at Welbeck Academy, acknowledges the importance of giving ESL (English as a second language) children a space to talk and socialise about different cultures, both in their own language and in English. This provides the children with an opportunity to form friendships which fosters their confidence to embrace language and cultural learning together. Children must have a strong social base not only to build their sense of belonging and emotional wellbeing, but also to enhance their language learning, which the ENACT club supports through group learning activities.

Interviewer: Do you think that has any longer-term effects, having the children hear other children speak in their own language, native language, or other languages [in school]?

Andrew: It was something where we, on the last course, where personally and with the colleague, we said, is that going to help them with the English? Because we didn't see it straight away. We just thought, oh, get them to speak English. And we were coming from our experience. But what we were told is, let them speak in their own language, because it lets them become familiar with each other. And then move on from there. So for our benefit, I think we were looking at it from the wrong side, and actually taking a step back. Coming away from the meeting and thinking, yeah, actually. So yeah, be interested to see what happens.

Understanding and awareness of cultures, empathy, and global citizenship

Engaging children in traditional stories and activities through the ENACT web app has a profound impact on deepening their understanding and awareness of different cultures. After the English Lambton Worm activity, one child in Kenton Bar who was from a refugee and asylum-seeking background and had lived in Newcastle for a while longer than others had only discovered the Lambton Worm tale that day: “I have never heard this story before – I didn’t know Geordies had fairytales!”

Engrossing the children in activities from across various countries breaks down the border barriers which new refugees often struggle with. The observed effect of this is an emerging sense of belonging, connection and a sense of cultural pride which contributes to children’s identities as global citizens. This perspective building is useful in nurturing empathy and understanding:

Tilly Atkinson, N.E.S.T School’s Project Lead: I remember we had one boy in particular, who had only arrived a couple of months prior, and he spoke not a word of English like nothing, he spoke Kurdish, it was very - and his parents didn't speak English either - so it was a very difficult situation. And in that club, he still loved it, even though he wasn't learning the language that arts and crafts was so much fun. And the other kids were being really helpful as well and encouraging him and demonstrating the instructions like physically rather than with words.

Social integration, openness, and confidence

One of the schools which hosted the after-school clubs (Welbeck Academy) has put efforts into facilitating the social integration and communication prospects for these students. Andrew Thorogood talks about how choosing the after-school club via ENACT has fitted brilliantly in their agenda:

The Around the World club seemed like a great thing, just to get them talking, mixing, breaking down the social barriers. So that's probably the reason as well. We are doing Voice21, which is, it's a way of getting children to verbalise things and discuss things in class. It's not just ESL, so we're doing a lot of work on speaking, listening; if someone's speaking, follow the speaker. So, we're just trying to type everything in to give the children as best an opportunity as possible.

The ENACT “Around the World” club is a great steppingstone for the Voice21 oracy curriculum, allowing the children from ESL backgrounds to open up and gain confidence in their accents, pronunciation and grammar as a natural component of diversity instead of adversity. Andrew noted seeing clear social benefits of the after-school club, especially in children’s communication with him. Children’s evolving confidence and ability to open up to him was prompted by their excitement to show off and share about their creations:

I take them out every night after the club and the children's openness with me has increased. They're just talking and really, really engaged and actually wanting to show us. So, we've got the Year 5 and Year 6 in there, and normally Year 5 and 6 children aren't really, really chatty, but as the project's gone on, it's been presenting to us, right, well, this is what we're doing. I've been able to have discussion more in depth as the weeks have gone on, so yeah, seeing the social aspect much better.

3. Lambton Worm for the Refugee Week, 24 June 2023

We celebrated [the Refugee Week on 24 June 2023 at the Great North Museum: Hancock](#) with an activity for families and children in our community as part of the *Monster Stories* exhibition. We were particularly excited to be part of this event and to provide a space for children and families from diverse communities in Newcastle to learn more about the local Geordie accent and the Lambton Worm story.

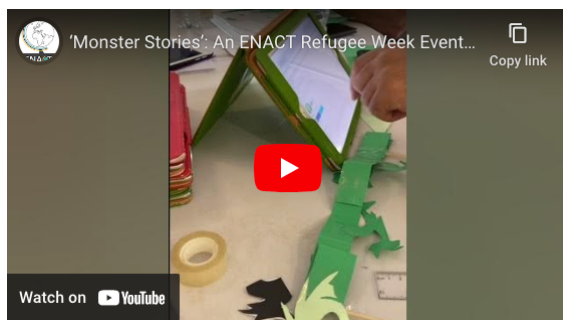
This was a free event as part of Tyne & Wear Archive & Museums offer for Refugee Week 2023 and was specifically aimed at families, migrants and displaced persons. It involved a creative hands-on activity where participants learned about the story of the Lambton Worm, a legendary local tale which was based in a small village in County Durham. Visitors were able to listen to the original Lambton Worm rhyme in Geordie, and create their own version of the Lambton Worm on cardboard following guidance from this interactive digital content: <https://enacteuropa.com/?q=node/178>

There was also a comparable activity in Catalan, Rosa di Sant Jordi, which is [the Catalan version of the St George and the Dragon legend](#). Visitors produced their very own paper rose and viewed a 360 video of the story on a number of specialist headsets available for people to try.

Unfortunately, the weather was gorgeous on the day, and it was difficult to compete with the sunshine outside at the beginning of the summer! Still, approximately 35 attendees visited the learning room, which was about 10 groups of children (aged 3-10) accompanied by their parents, guardians, or family members, and two migrant adults.

Participants described the event to be 'amazing,' 'fabulous,' and 'artistic.' They said they learned new words and felt closer to other languages and cultures. They also made lovely connections to legendary monster stories from their own backgrounds, such as Alibaba, the Loch Ness Monster, and the mythical creature of Bahamut from ancient Arabia. Further evaluations are presented below.

You can find a short video of the event here: <https://www.youtube.com/watch?v=0SnUBLq7QH4>
And another one with a child successfully completing the post-task here: <https://youtu.be/1xLs1x1b4Xc>



3.1 How to run an Around World Club event using the Lambton Worm activity

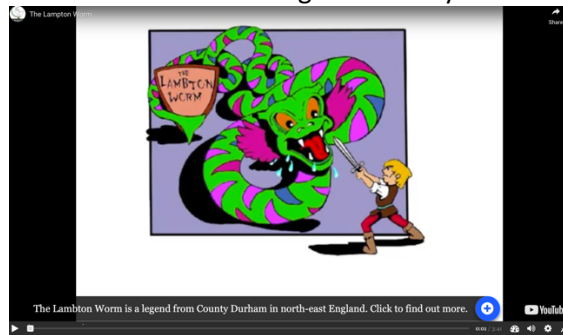
Preparations:

- Where possible, use a large screen with speakers for the group demonstrations.
- Arrange tablets, charged. If tablets have passwords, make sure they are written somewhere visible for the attendees. They can use tablets arranged or their own devices. The ENACT web app works well on smart phones.
- Does the museum/city have free wifi? Make sure instructions are available to join the network in case attendees do not have their own data package.
- Create and print templates for the Lambton Worm head and tail to make it easier as needed.
- Arrange tables for every 4-6 participants and place materials on each table.
- If possible, create and print a QR code for the activity. Either make copies on each table or stick it on the walls: <https://enacteuropa.com/?q=node/178>
- If staff is available, it will be useful for one person to demonstrate, and a few members of staff to help attendees as needed.
- Materials for the worm: green paper, scissors, rulers, sticks and glue.

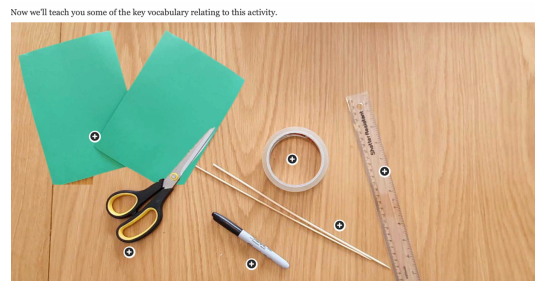
On the day:

- Run a 10-15 minute group demonstration of the activity every hour. Follow the steps as a group.
- Allow attendees in each group to follow the activity steps themselves and create their own Lambton Worm.

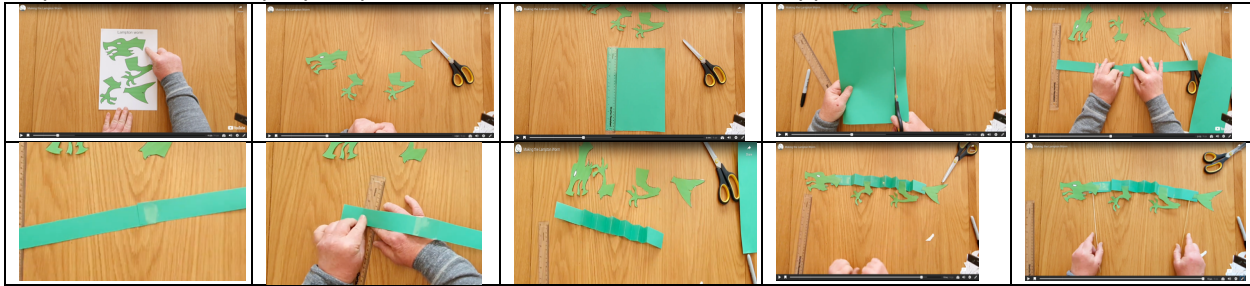
Step 1: With the video, familiarise with the legend of the Lambton Worm, which originates from County Durham in north-east England. Gain an understanding of the story and its significance.



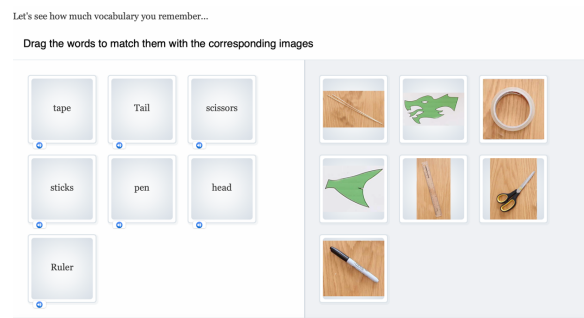
Step 2: Using the vocabulary section, acquire knowledge of six specific English words: card, scissors, pen, tape, stick, and ruler



Step 3: Follow the step-by-step instructional video on the ENACT App to create the Lambton Worm.



Step 4: Engage in a vocabulary drag-and-drop activity that involves matching words with corresponding photos.



Step 5: Encourage attendees to tackle more challenging questions related to the Lambton Worm and check what they learned.

Here's one more challenge...

What did the Lambton Worm like to eat

Vegetable soup

Sheep and coos

Pizza

Here's one more challenge...

Where did John put the Worm when he caught it?

In a barn

In the castle

Down a well

Here's one more challenge...

Where did John go?

The supermarket

On a sailing holiday

To fight in the crusades

Here's one more challenge...

Where did John fight the worm?

At the hair dressers

At the park

In the river

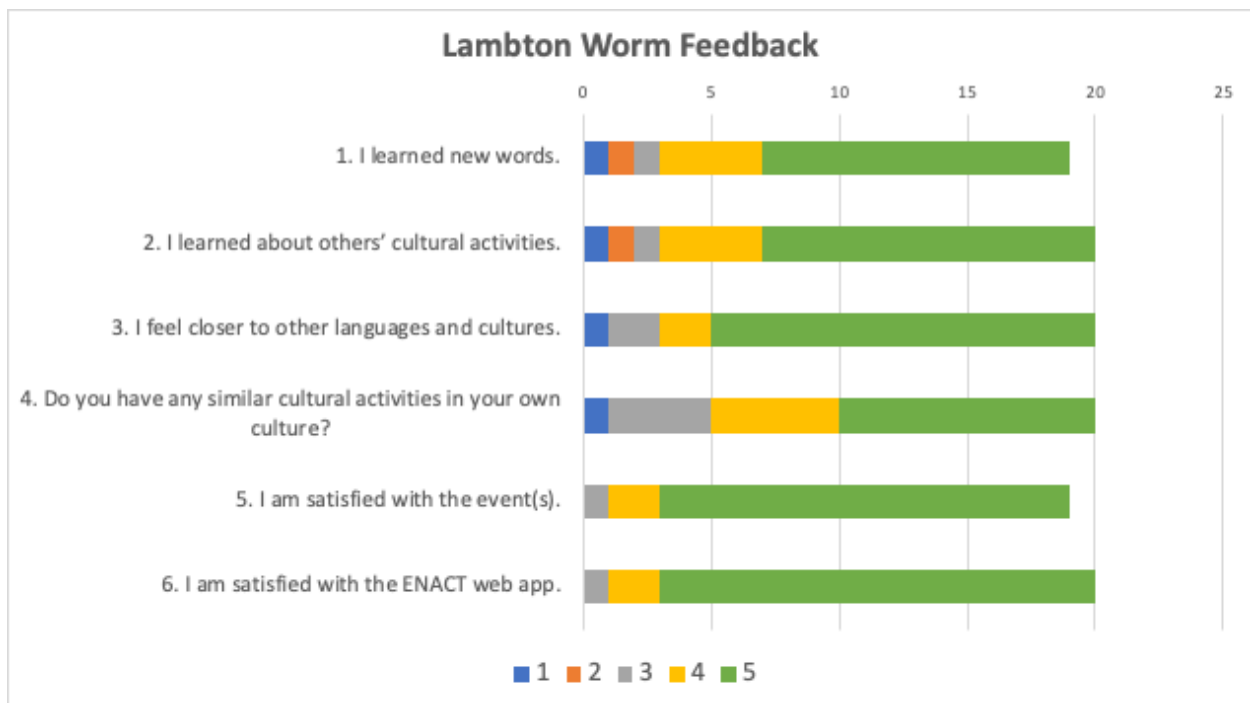
At the end, you can encourage children to play with their Lambton Worm and sing along to the tune! Encourage families to talk and play as well. You can also encourage them to learn some Catalan – the only other material you need is red paper: [Rosa di Sant Jordi](#) from Barcelona.

3.2 What did the attendees think?

To understand the effectiveness of the activity, we used a short questionnaire in simple English with smiley faces and brief open-ended responses. We also took pictures and made notes. Overall, we observed:

- a) Social impact: Increased cultural awareness and community engagement
- b) Educational impact: Knowledge gained, and skills developed by the attendees, some learned words beyond the target words: such as 'coos', 'sticking', 'worm'
- c) Artistic/creative impact: Everyone enjoyed their artistic achievement in making their own Lambton Worm.

Below is the overall impact of the Lambton Worm activity assessed through participants' feedback forms. The numbers 1-5 were represented by smiley faces to indicate responses from negative to positive: 😞 😟 😐 😊 😄 The majority of the participants had a positive experience, reporting that they learned new words and enjoyed the story of the Lambton Worm. Overall, they expressed satisfaction with both the activity itself and the ENACT web app, which suggests a potential impact on their sense of closeness to other languages and cultures.



Among the participants, seven individuals learned one new word (e.g., stick, coos), two participants learned two words (e.g., tape, ruler), and one participant acquired three words. Furthermore, six participants shared monster stories from their own cultures (e.g. Gruffalo, Loch Ness Monster, Alibaba, Jack and Jill, and Bahamut (or 'big monster' in English)).

The majority of the participants expressed high satisfaction with the event and the ENACT web app, using words like 'amazing,' 'fabulous,' 'enjoyable,' 'lovely,' and 'artistic.' They mostly enjoyed making the worm. One participant explicitly expressed a desire to learn another activity in English, while two participants expressed interest in learning Chinese activities on the ENACT App.

Future recommendations for more engaging activities include:

1. Ensure that participants are aware of and use the pop-up information on videos and words on the web app by introducing them explicitly, allowing for a more interactive and immersive experience. The information can include further background information or translations, which can enhance participants' engagement and understanding.
2. If possible, conduct simultaneous presentations for multiple groups, followed by a final wrap-up activity where participants can showcase their achievements and provide feedback. This approach encourages a sense of collective accomplishment.
3. Consider a collaborative approach by encouraging children to share their understanding of the Lambton Worm or any monster story from their own culture with each other. Alternatively, allow 2-3 participants to work together in creating the Lambton Worm. These collaborative exercises will foster active learning, interaction, and knowledge exchange among participants.
4. The best time to run Around the World Club would be October-December and January-March. The clubs can be organised around school times with specific visits from the schools. Over the summer, special activities can be arranged for different community groups.

Photos from the event





4. Poi: 'Ball on a string' for the Language Treasures event at the Festival of Languages, 18 March 2024

We joined the Festival of Languages event at the Great North Museum: Hancock, Tyne & Wear Archives & Museums, on 18 March 2024. Our colleague Jo McSwaine invited us to join their Language Treasures activities: <https://expressyourselfne.com/gnm-treasures/>

We decided that children could learn Māori while creating their own [Poi: Ball on a String](#) and play with it. The activity links in nicely with some of the artefacts in the museum from New Zealand.



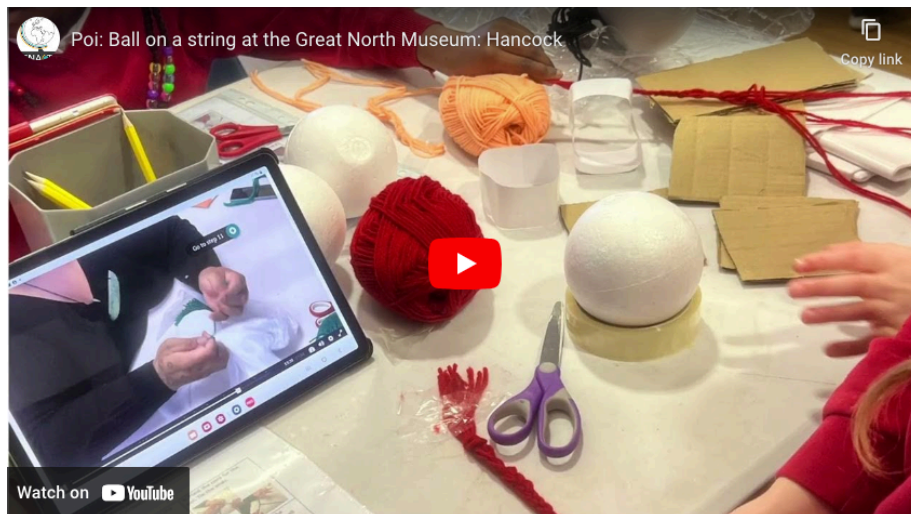
The Great North Museum: Hancock is welcoming North East schools (KS2-3) to embark on a captivating linguistic journey — unearthing a rich tapestry of languages, fostering connections, and celebrating diversity.

18th March participating schools will engage with university researchers in hands-on workshops, explore our galleries through a linguistic lens, and contribute to our dynamic graffiti wall word collection. Alternatively, book teacher-led visits in March with language worksheets.

Immerse students in French, Spanish, Latin, Māori and Hieroglyphics, inspiring them to discover the beauty of words, connect across cultures, and broaden their horizons.

The event was aimed KS2-3 pupils with North-East school groups. KS4 groups were also welcome to join. The aim was for children to unearth a rich tapestry of languages, foster connections, and celebrate diversity. They were invited to explore the museum galleries through a linguistic lens, immersing themselves in French, Spanish, Latin, Māori, and Hieroglyphics, inspiring them to discover the beauty of words, connect across cultures, and broaden their horizons.

The event was fully subscribed and **about 120 children from 4 schools (7-14 years old) created and played with their Poi ball!** You can find a short video of the event here: https://youtu.be/gJH2uutmT_I



4.1 How to run an Around World Club event using the Poi: 'Ball on a string' activity

Preparations:

- Where possible, a large screen with speakers for the group demonstrations.
- Arrange tablets, charged. If tablets have passwords, make sure they are written somewhere visible for the students. Attendees can use tablets arranged or their own devices. The ENACT web app works well on smart phones.
- Does the museum/city have free wifi? Make sure instructions are available to join the network in case attendees do not have their own data package.
- Arrange tables for every 4-6 participants and place materials on each table.
- If possible, create and print a QR code for the activity. Either make copies on each table or stick it on the walls: <https://enacteuropa.com/?q=node/178>
- Print the instructions sheet (see below), place in a clear file and place one on each table.
- If staff is available, it will be useful for one person to demonstrate, and a few members of staff to help attendees as needed. If children attend with their families, their family members can help them with the activity.
- Materials need – a number of these per table:
 - Foam balls – one per student
 - Aprons – one per student (to wrap the balls)
 - Wool – to create the string
 - Sellotape
 - Scissors, pens, notepads (to arrange these)
 - Glue: to attach the string to the ball (or you can Sellotape the string on the ball)

On the day:

5 minutes: Get students in

10 minutes:

1. introduce the ENACT web app – 2 mins
2. Play 1 minute of the context video (Poi song and dance)
3. Go through each word: play audio twice, ask students to repeat – 3 mins
4. Quickly go through the instructions. Refer to handout. Show how to use buttons on the video to skip to different steps. ("Use your tablets. We already have round balls, so start from step 2 (starts around minute 5). Follow the instructions on the screen to create your own Poi. You have 20 minutes.")


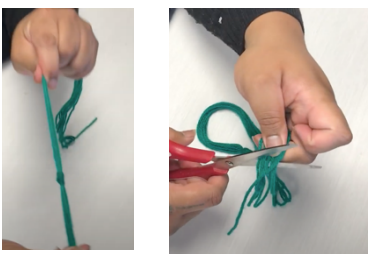
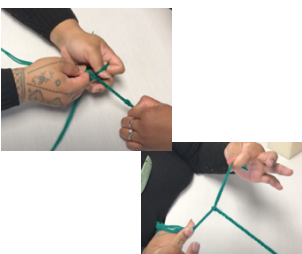
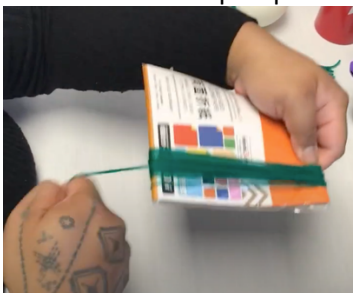

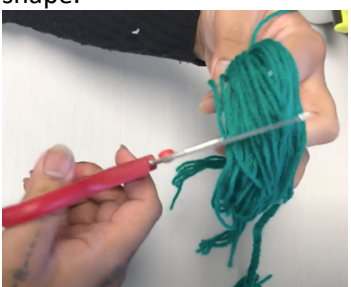



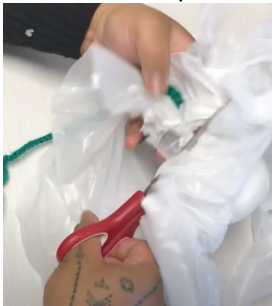


20 minutes: Students create their poi balls (those who finish early: ask them to do the vocabulary matching exercise, fill in feedback, help others, watch context video, and play with their Poi!)

5 minutes: Fill in feedback forms and tidy up

5 minutes: The group leaves

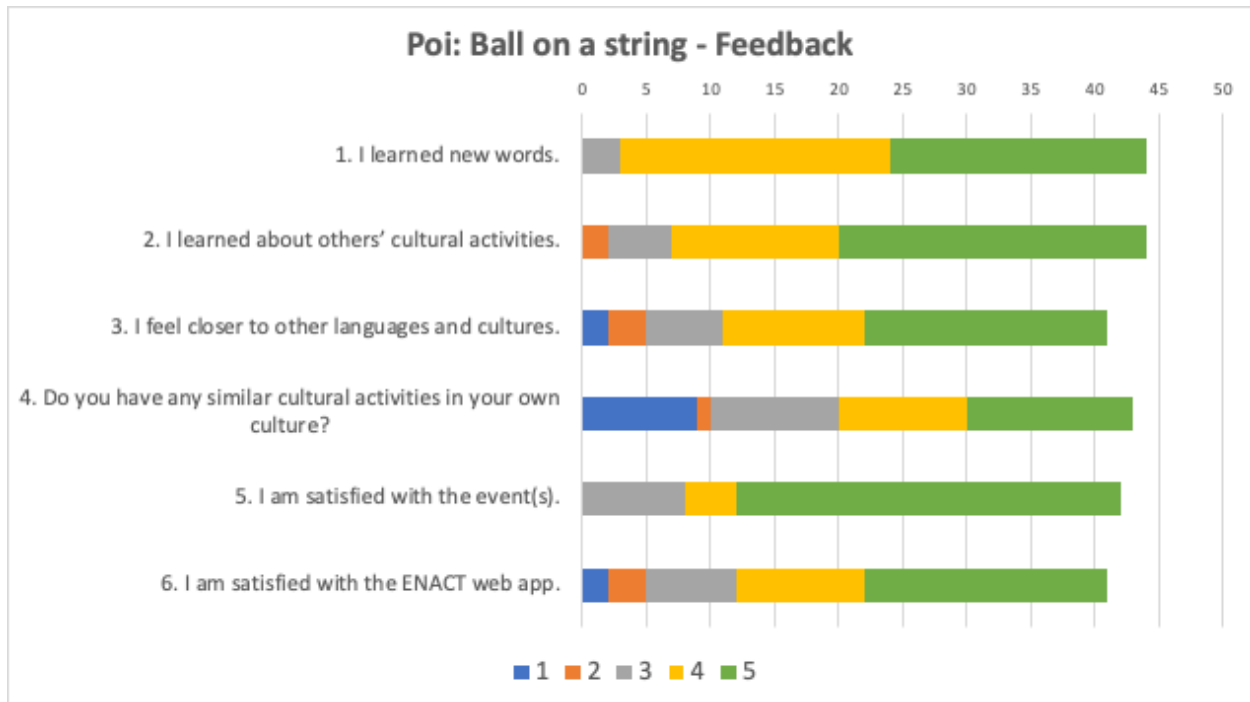
Poi: 'Ball on a string' Instructions Sheet <https://enacteuropa.com/?q=node/417>

13. Make a round ball. We skip this step. We purchased foam balls.

| | | |
|--|--|---|
| <p>2. Cut lines of wool thread.</p>  | <p>3. Tie a knot on top. Cut the ends.</p>  | <p>4. Plaid the cord for the poi. Tie the ends.</p>  |
| <p>5. Wrap wool around cardboard for the pompon.</p>  | <p>6. Tie the ends of the cord around the pompon.</p>  | <p>7. Cut the ends of the pompon to create a bell shape.</p>  |
| <p>8 Bring the ball and the cord to us to be glued together.</p>  | <p>9. Wrap your ball with plastic (twice).</p>  | <p>10. Secure it with a wool thread and sellotape.</p>  |
| <p>11. Cut excess plastic.</p>  | <p>12. Wrap sellotape around to make it tidier.</p>  | <p>13. Play!</p>  |

4.2 What did the attendees think?

Feedback from the children and the museum was overall very promising. About 40-45 children completed our feedback forms. Almost all children said they learned new words and other cultural activities. Some of the Māori words they reported that they learned included target words such as wuru, kutikuti, salve, and of course: poi. In terms of the cultural activity, they said it was fun and they watched Poi dancers and learned some of the moves.



Overall satisfaction with the event was also high. For almost all of them ‘making poi’ was what they enjoyed the most. Students were not able to think of any similar activities in their own culture, and one of the students noted: “People are different to us.”

Satisfaction with the ENACT web app was relatively lower than other activities. This was potentially due to a technical glitch we experienced on the tablets. Because the video was quite long (about 18 minutes), we created the instructions sheets and added interactive buttons for students to move on to the next step as needed. However, on the day, this did not work very well on the tablets. Each time students clicked on a button to move on to the next step, the page scrolled to the top of the page and the students had to scroll down again to locate the video.

Some feedback from the Festival of Languages 2024 included:

“The children really enjoyed using their language skills at the Great North Museum”

“My class loved learning French, Latin and Māori at the Language Treasures day. They were so engaged and that was due to the interactive and diverse activities that they took part in.”

Recommendations

For future events, the ENACT team learned not to underestimate the time it takes for the children to create their Poi artefacts. It can be very busy especially where there are many schools, with up to 25-30 children in each group. Our suggestions are:

- Choose an activity with appropriate length and level of difficulty.
- Check that the activity works well on the target device: laptop, desktop, tablet, smart phone, etc.
- Encourage children to help each other and allocate time for them to play with each other.
- Activities like these might also be best for families where family members can help children, e.g. to plaid the cord.

Photos from the event



5. What's next?

If you would like to create 'Around the World Clubs' at your museum, please contact the ENACT project team at enacteuropa@newcastle.ac.uk. You can also reach out to Dr Müge Satar muge.satar@newcastle.ac.uk or Prof Paul Seedhouse paul.seedhouse@newcastle.ac.uk

September 2024, Newcastle Upon Tyne