



# ENACT Around the World Club (ATWC) at the Great North Museum

October-November 2025

## ABSTRACT

The ENACT team delivered the first series of Around the World Club (ATWC) at the Great North Museum (GNM) at Newcastle Upon Tyne from 28 October to 16 November 2025, engaging over 67 families across five drop-in cultural learning sessions. Building on ATWC pilots in seven North-East schools in spring 2025, the museum-based programme offered hands-on language, craft, and cultural activities in Persian, Urdu, Somali, Turkish, Arabic, Iraqi and Sudanese. Sessions showcased strong family participation, with parents playing a key role in sustaining children's linguistic curiosity through prompting, modelling, and shared discussion. Children demonstrated meaningful recall, with repetition of tool vocabulary during crafts or independently completing word-matching tasks. Families frequently connected target cultural activities to their own experiences and community activities. Feedback indicated high enjoyment. Overall, ATWC provided an inclusive, community-centred learning environment in a wider community space.

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# ENACT Museum Activities 28/10/2025 – 16/11/2025: Around the World Club at the Great North Museum

The first Around the World Club (ATWC) series at the Great North Museum was launched by the ENACT team during the autumn half-term holidays (week commencing 27/10/2025), continuing across the subsequent three weekends. Since its original introduction in 2024, ATWC has been piloted in seven more schools across the North-East. The museum-based sessions were designed to engage families in an accessible community space and to provide extracurricular cultural learning opportunities outside of school hours.

Although the sessions were open to all museum visitors, our targeted outreach through social media and N.E.S.T. networks focused on schools with significant asylum-seeking and migrant student populations. These communities were identified as likely to benefit most from informal, community-based cultural engagement. Over 67 families participated across all five sessions.



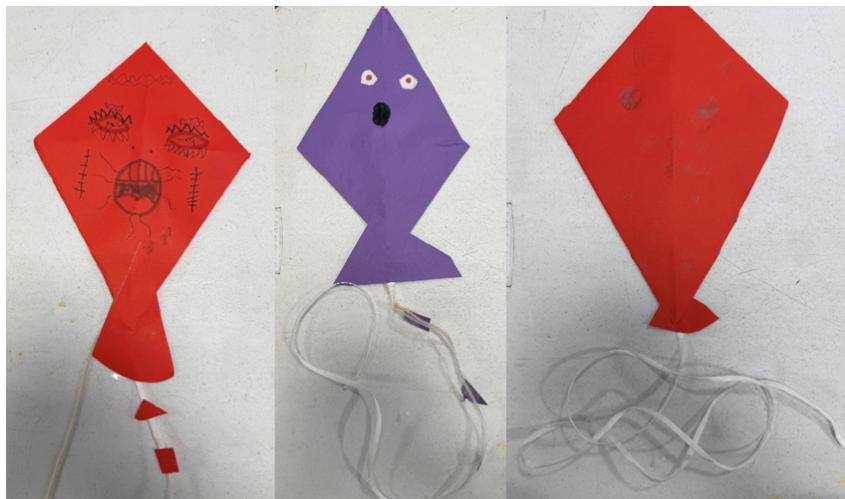
**Figure 1** Word map produced from surveyed responses to “What did you enjoy the most?” across all five ATWC Museum sessions 28/10/2025 to 16/11/2025.

## 28/10/2025 - Persian Language through Culture & a Halloween Special

The launch day focused on Persian culture, led by the ENACT team alongside a recent N.E.S.T. volunteer. One of the featured activities, the Afghan Kite, had been developed during ENACT's summer CREATE programme in response to N.E.S.T. project leads' requests for more Persian-language materials, reflecting the demographics of participating schools

### Session activities (with ENACT Europa links):

- Yalda Postcards (<https://enacteuropa.com/?q=node/203>)
- Afghan Kites (<https://enacteuropa.com/?q=node/521>)
- Dia de Muertos Masks (Halloween special, <https://enacteuropa.com/?q=node/77>)



*Figure 2 Shows three Afghan kites made by children during the first ATWC at the museum session, with focus on Persian language and culture learning. Activity submitted summer 2025, under ENACT's CREATE initiatives to broaden the range of language activities for N.E.S.T. school use.*

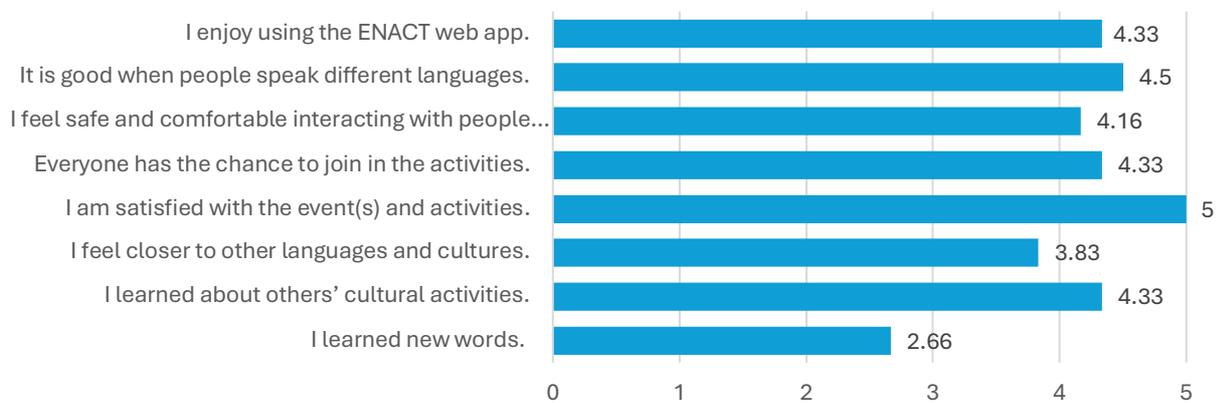
Six families attended, many with children younger than the typical ATWC target age (most under 7). Engagement was strongly driven by craft-based elements, with one child enthusiastically stating, "I want to do crafts all day!". Unsurprisingly, spirits of Halloween meant the Dia de Muertos masks were the most popular choice; however, between the two Persian activities, Afghan kites attracted more engagement than Yalda postcards.

The session provided valuable insight into future ATWC target audience for language learning. Whilst for younger children, visually engaging and hands-on activities are a good entry point into cultural learning, the activities do not yet motivate their language learning interests. Nevertheless, the craft components do initiate engagement which can be scaffolded toward linguistic curiosity, as was observed in later Museum sessions.



**Figure 3** Shows four children masks made following the adjusted Dia de Muertos, Mexican tradition face painting activity on ENACT Europa.

### 28/10/2025 ATWC at Museum: Family Feedback



**Figure 4** Attendee feedback form results from 28/10/2025 ATWC Museum activities. Each item was rated on a 1-5 Likert scale presented as 5 smiley faces. Six families in total completed the survey during the session using Microsoft forms.

## 01/11/2025 and 02/11/2025 – Learning Urdu and Somalian

The first full weekend of ATWC museum sessions was facilitated by linguistics PhD student Simin and N.E.S.T. volunteer Toni and was attended by 35 families. The sessions centred around two new activities developed by children during ENACT’s summer CREATE programme in response to feedback from N.E.S.T. branch leads regarding specific languages and cultural traditions represented in local schools.

### Session activities (with ENACT Europa links):

- Diwali lanterns (<https://enacteuropa.com/?q=node/523>)
- Somali folklore creature (<https://enacteuropa.com/?q=node/518>)

During the session, Simin noted that young children’s engagement with the linguistic aspects depended heavily on parental encouragement. Parents frequently prompted children with questions such as “*Do you know what that means?*”, reinforcing curiosity and creating natural opportunities for discussion. Children often asked questions about unfamiliar words or places—for instance, one child asked, “*Where is Somalia?*” before attempting to pronounce new Somali vocabulary. This shows the springboard of the activities into broader geographical, linguistic and cultural discussions.

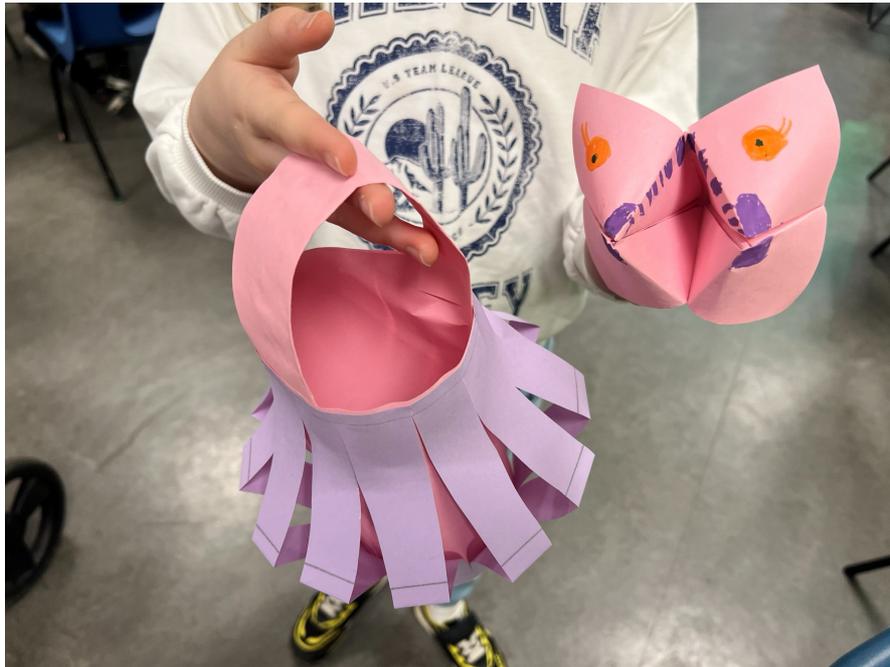
*It was fun for toddler. He learned many words such as Lantern, Diwali, scissors, cello tape.*  
*Thank you.*

*One parent’s response to “How many words did you learn? Give examples.” 01/11/2025*



**Figure 5** A child showing off their Somali Creature in progress (left) and another decorating their Diwali Lantern (right).

Many children attempted to pronounce Somali words independently after the parents explained to them the cultural meaning behind the folklore “fox” and its symbolism. Understanding the story behind the activity served as a strong motivator for linguistic learning. Simin noted family learning to take place through play and participation, whereby cultural roots and meanings were collaboratively unravelled as both the parents and the child reinforced each other’s interest. In several cases, children taught their parents what they had learned after watching the cultural videos, demonstrating reciprocal family learning.



*Figure 6 A child showing their Diwali Lantern (left) and Somali Creature (right) made during the weekend ATWC at the Great North Museum, before taking them home.*

Again, the engagement across the sessions was divided between the craft elements and the linguistic or cultural components, with parental involvement playing a decisive role in shifting children’s focus from materials to meaning. Children were generally attentive to their parents’ explanations and instructions, indicating that shared activities significantly support children’s participation. Toni observed that many parents commented on their children’s “short attention span,” with one family leaving early for this reason. This suggests the need for more activities on the app designed for younger participants, particularly those with shorter, more interactive, and manageable steps. Several children appeared to disengage during longer contextual videos, reinforcing the need for concise multimedia content tailored to early ages.

Notably, the strongest instances of linguistic repetition occurred when parents demonstrated interest in the target language first, reinstating their role as influential facilitators in children’s language learning. For the youngest attendees, close guidance and regular prompts appear essential. In many cases, children’s engagement seemed driven as much by the enjoyment of

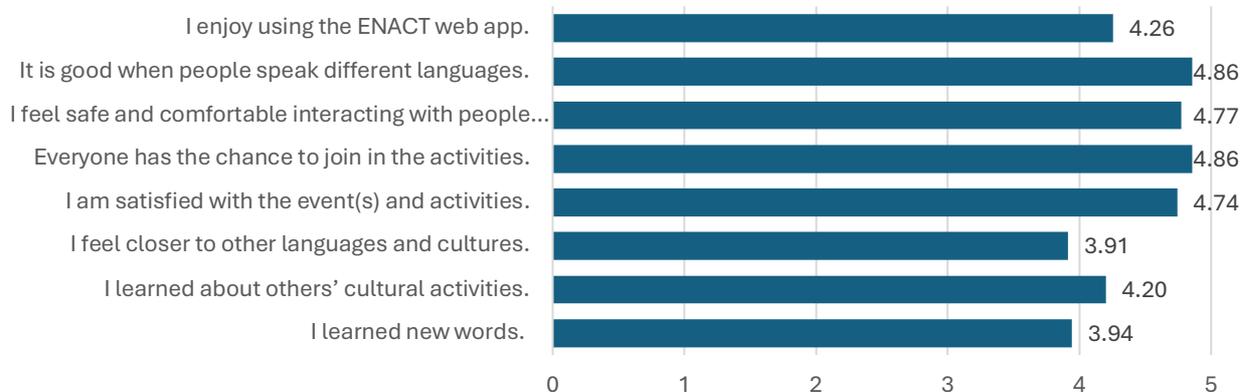
spending quality time with their families as by the learning components themselves (reasonable, given that the sessions took place during school holidays).

*We learnt so many things .. kids really enjoyed it .. thanku.*

*Another parent's response to "How many words did you learn? Give examples." 01/11/2025*

One family highlighted to their children that their neighbour celebrates Diwali. This seemed to broaden the sessions learning to their close community understanding. Diwali lanterns were the more popular activity during the weekend, largely due to their simplicity and suitability for young children. Adults often found the Somali creature task more complex, even when supporting their children directly. The weekend sessions highlighted the importance of parental scaffolding in maintaining engagement, enabling linguistic repetition, and fostering cultural curiosity. Notably, activity design for younger age groups may benefit from shorter videos, simpler craft steps, and clear facilitation prompts that encourage repetition and recall.

### 1/11 - 2/11/2025 ATWC at Museum: Family Feedback



**Figure 7** Attendee feedback form results from 01/11/2025 and 02/11/2025 ATWC Museum activities. Each item was rated on a 1-5 Likert scale presented as 5 smiley faces. Six families in total completed the survey during the session using Microsoft forms.

## 08/11/2025 – Learning Turkish through Art

The fourth session at the Great North Museum was the most popular, with 17 families dropping in throughout the day. Parents seemed pleased with their children’s engagement in the activities, with some asking whether the club was a regularly run museum programme. Children participated enthusiastically in both activities, and many attempted the word-matching task, with some achieving 5/5 through peer-supported learning and cooperative recall.

### Session activities (with ENACT Europa links):

- Turkish marbling art (<https://enacteuropa.com/?q=node/512>)
- Karagöz shadow puppets (<https://enacteuropa.com/node/60>)



*Figure 8 Children following along with the instruction video for Turkish Marbling Art - Ebru, on ENACT Europa.*

Interestingly, adults seemed very engaged with the activities, frequently asking questions regarding the cultural origins of the activities “is this (activity) originally from Turkey?”. Across all five sessions, 12% of overall feedback responses mentioned “marbling” as the aspect they enjoyed most, illustrating the distinctiveness and appeal of this cultural tradition (Figure 1). Furthermore, more families were observed to use Turkish terms for craft equipment they were using, indicating strong cultural immersion.

*“Seeing my child learn something new and he had an opportunity to be creative and demonstrate his skills.”*

*“The practical activities and working with different people.”*

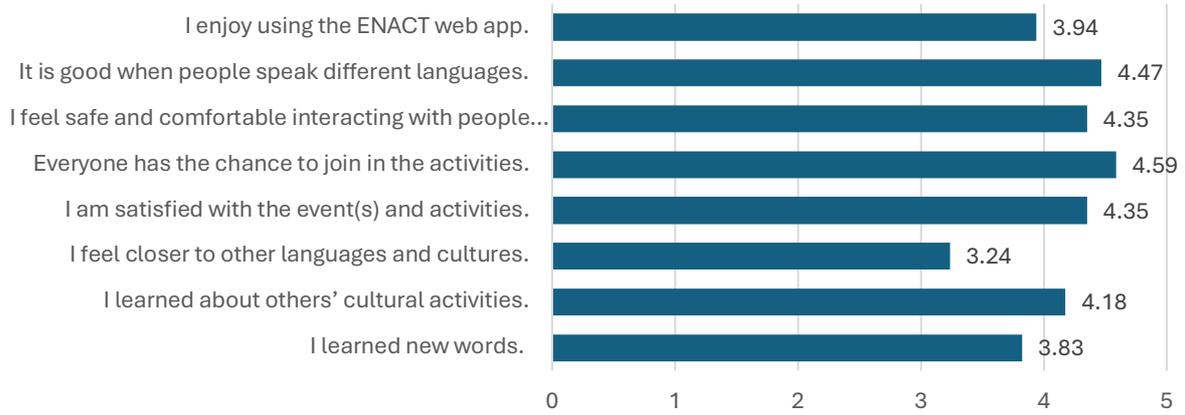
*Parent feedback in response to  
“What I enjoyed the most...”, 08/11/2025*

One family were particularly engaged with the language-learning aspect while making the Turkish shadow puppets. Simin observed the child’s mother prompting him to recall a difficult vocabulary item, asking, “Do you still remember which one was tricky? I remember the word for pen has two parts—do you remember?” The child successfully identified six words, and his mother, clearly proud, asked to take a photograph to show the boy’s father. This illustrates how embedding language prompts directly within the flow of the activity—rather than relying solely on initial instructions—supports sustained repetition and recall. As another, when one child asked for scissors, Toni encouraged them to use the Turkish word instead. Although the child could not recall it at first, once Toni repeated the word, the child used the Turkish term every time they needed the scissors. Therefore, active facilitation, modelling, and timely questioning proved far more influential in encouraging children to engage with and retain new vocabulary.



**Figure 9** Family colouring in their Karagöz Shadow Puppets.

## 8/11/2025 ATWC at Museum: Family Feedback



**Figure 10** Attendee feedback form results from 08/11/2025 ATWC Museum activities. Each item was rated on a 1-5 Likert scale presented as 5 smiley faces. Six families in total completed the survey during the session using Microsoft forms.

## 16/11/2025 – Learning Arabic through Iraq and Sudanese Celebrations

Family-facilitated learning was again prominent during ATWC’s final session at the museum, attended by 9 families. Parents actively supported exploration by pointing out cultural elements in the introductory videos, “You see what they are wearing? I think that’s part of their culture.” Parents also encouraged children to remain attentive to the cultural content before shifting their focus to the craft materials. Repetition of language and cultural meanings were again commonly heard whilst families completed the activities.

### Session activities (with ENACT Europa links):

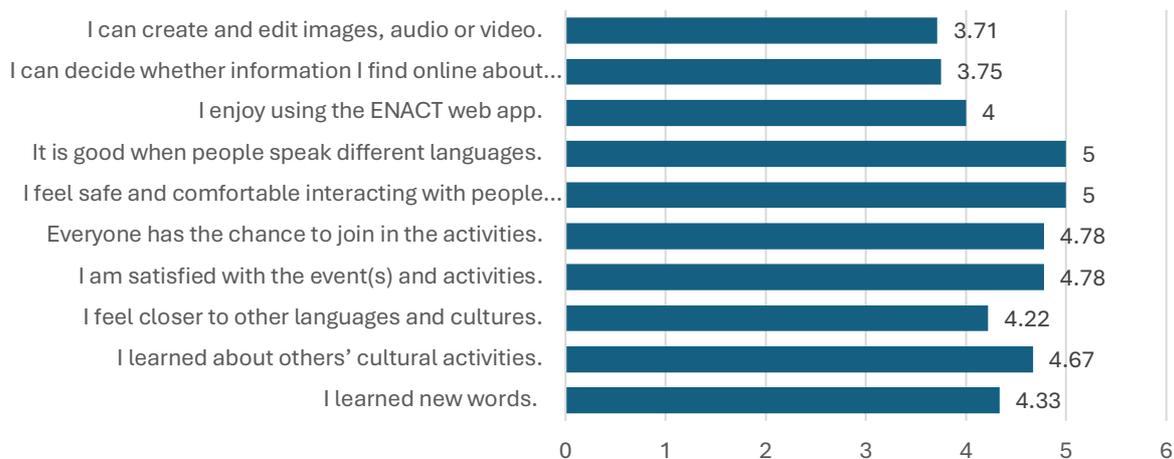
- Eid envelopes (<https://enacteuropa.com/?q=node/513>)
- Sudanese riverboats (<https://enacteuropa.com/?q=node/519>)



*Figure 11 A child holding their finished Sudanese Riverboat.*

Parents responded very positively to the outcomes of the ATWC activities. In a notable case, one older child independently completed the word-matching activity, scoring 6/8 by observing and following the spelling, shape, and sound of the words. His father turned proudly to Simin, “I am really bad at language, but they are really clever boys!”. In another family, a parent who appeared to have Sudanese heritage helped their child pronounce words when the tablet audio was unclear, offering valuable familial expertise. These observations reinforce the importance of parental modelling and response in sustaining attention on children’s linguistic and cultural learning.

## 16/11/2025 ATWC at Museum: Family Feedback



**Figure 12** Attendee feedback form results from 16/11/2025 ATWC Museum activities. Each item was rated on a 1-5 Likert scale presented as 5 smiley faces. Six families in total completed the survey during the session using Microsoft forms.



**Figure 13** A family working on their Sudanese Riverboats.

Across all five sessions, the museum-based sessions demonstrated strong engagement from families representing diverse linguistic and cultural backgrounds. The club provides a space for both parents and the children to connect through diverse learning, where craft-based activities serve as effective catalysts for role-based participation. Overall, the Around the World Clubs seem effective in connecting families through reciprocal learning whilst engaging in novel activities. Whilst most of the activities on ENACT Europa are suitable for all, children

aged 7 and above seem most likely to independently engage in the language learning features. The greatest insight from the ATWC at Great North Museum shows that meaningful cultural and linguistic engagement is most evident when parents actively facilitate discussion, curiosity, and repetition of target vocabulary.

## Summary

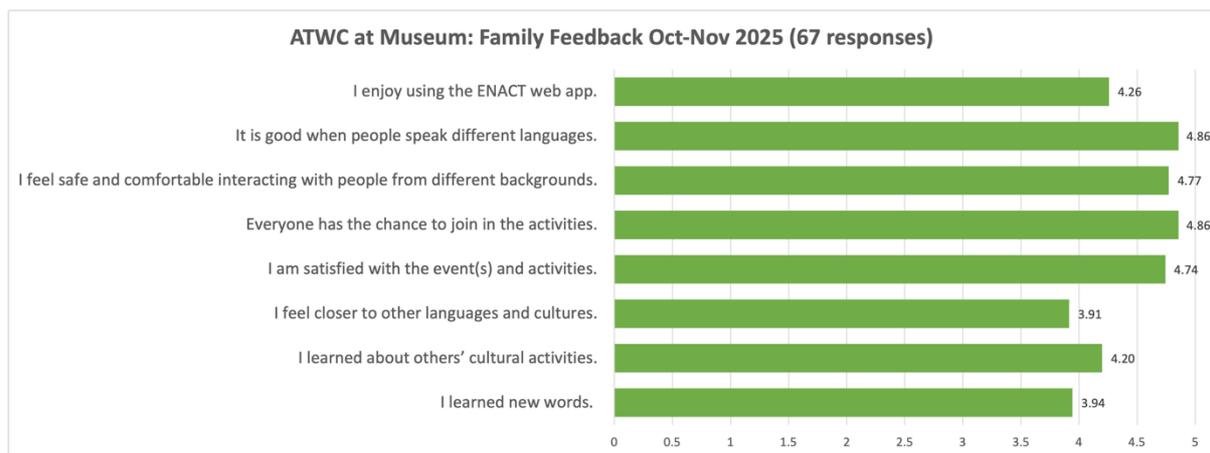
The ATWC sessions at GNM showcased **strong family participation**, with **parents playing a key role** in sustaining children’s linguistic curiosity through prompting, modelling, and shared discussion.

Children demonstrated **meaningful recall**, with repetition of tool vocabulary during crafts or independently completing word-matching tasks.

Families frequently **connected target cultural activities to their own experiences** and community activities.

Feedback indicated **high enjoyment**.

ATWC at GNM provided **an inclusive, community-centred learning environment** in a wider community space.



**Figure 13** Attendee feedback from participants of the ATWC Museum activities between October-November 2025. Each item was rated on a 1-5 Likert scale presented as 5 smiley faces. 67 families in total completed the survey during the session using Microsoft forms.