



Intergenerational Exchanges in Museum

What are the benefits of intergenerational exchanges among museum patrons? What can be gained by encouraging patrons from different generations to speak with one another and share decades-spanning experiences? We are defining “intergenerational exchanges” as dialogue that emphasizes family stories and how families can both talk among themselves and to other families about their own unique stories.

Our panelists arrived at the below overarching core strategies and sub-strategies by brainstorming the various ways they approached developing the foundations for “intergenerational exchanges” in their museums.

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Storytelling

Visual Storytelling: telling a story told primarily through the use of visual media. The story may be told using still photography, illustration, or video, and can be enhanced with graphics, music, voice and other audio.

Object-Based Storytelling: using authentic or everyday objects to tell stories. This can range from historical “museum” collection objects that convey a materiality of the past to using puppets or everyday objects.

Tactile Investigation: using feel, touch, and other sensory engagement with objects to help communicate a message.

Sensory Storytelling: using your imagination and looking at whether all five of the senses can be used during the storytelling.

Geography-Specific Storytelling: narrative telling focusing on the core features of geography — how people interact with the earth, how climate affects land, and how places relate to each other through the movement of things from one place to another.

Art Making

Family Art Making: giving families both the materials and tools needed to work together to produce art.

Educator-Led Art Making: facilitating through prompts, guided conversation or questioning, educators lead the family in art making.

Self-Guided Exploratory Activities: Through prompts, directives and other takeaway materials, families are given a guided experience to engage with the space.

Play

Educator-to-Parent-Led Play Techniques: techniques role-modeled by an educator for a parent to implement independently.

Child-Guided Play: Child guides parent through play.

Constructive Play: Children use materials to create or build something.

Dramatic Play: Dramatic play is a form of symbolic play where a child pretends to take on a role of someone else, imitating actions and speech from earlier observed situations. When another person becomes involved in the play, it is called sociodramatic play.

Remix! Tips to use while activating the strategies:

- Reinforcing that what a “family” looks like can be wonderfully different.
- Offer suggested language and conversation prompts to help caregivers facilitate conversation with their children.
- Guide your program with scaffolding Guiding Questions. What is the main point that you wish to convey?
- Use the “Describe, Analyze, Relate” or “I wonder; what if; let’s try!” framework as conversation guides.
- Build Big! Generating full immersion built environments that allow families and children to activate them in numerous ways.
- Using familiar context. Referring back to the families own lives and lived experience to allow for comparative understanding and offer comforting connections.

What does an intergenerational exchange in your museum look like?

Is there a program, exhibit or experience in your museum that might benefit from explicitly centering around intergenerational exchanges?

Name of previously existing experience/new idea, and describe the potential experience:

Pick 1-3 strategies that you could use to achieve an intergenerational conversation:

1.)

2.)

3.)

What does success look like/what do you hope to achieve?

Textiles, like the clothes we wear, are one way we can express our identity and share it with others.

Explore the artworks in this room, then create a design to add to our community textile.

1. Pick up a blank tag.
2. Create a design that represents you and your heritage. Think about your family traditions, stories, values, and cultural identity. What is important to you? What shapes who you are?
3. Flip the tag over and tell us about your design.
4. Add your tag to the community textile, or take it with you.

Los textiles, como la ropa que llevamos, son una forma de expresar nuestra identidad y compartirla con los demás.

Explora las obras de arte de esta sala y luego crea un diseño para añadirlo a nuestro textil comunitario.

1. Toma una etiqueta en blanco.
2. Crea un diseño que te represente a ti y a tu herencia. Piensa en tus tradiciones familiares, historias, valores e identidad cultural. ¿Qué es importante para ti? ¿Qué es lo que conforma quién eres?
3. Dale vuelta a la etiqueta y cuéntanos acerca de tu diseño.
4. Añade tu etiqueta al textil comunitario o llévatela contigo.



My design represents me because...

Mi diseño me representa porque...

Reading Guide: *Little People, Big Dreams:* *Josephine Baker*

- Pgs.3-4 – The book mentions segregation: Briefly **explain** to your child what it was and why it was unfair. Do you have a story to share about something that happened unfairly?
- Pgs. 5-6 - Ask your child if they can **dance** like the characters on the page. Dance along!
- Pgs. 9-10 - **Show** your child a map of how far St. Louis, MO is from Paris, France (feel free to use your smart phone)
- Pgs. 15-16 - **Ask**: What animals do you see? Which animal would you want? Why?
- Pgs. 21-22 - **Count** the adopted children on the page before reading the page (the story mentions "12" so you can make it into a little math problem of how many are missing)
- At the end: **ask the child what they think** of Josephine or what happened in the story
- **Review** the real pictures of Josephine Baker at the end of the book

How'd it go? Write notes here:



MISSOURI
HISTORY
MUSEUM

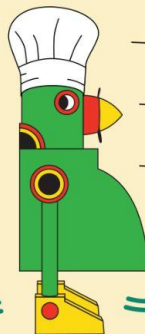
MISSOURI HISTORICAL SOCIETY

FAMILY RECIPE

From the kitchen of: _____

INGREDIENTS

DIRECTIONS



Brooklyn-based artist Natalia Nakazawa's *Our Stories of Migration* project worksheet.

Our Stories of Migration: World Map Project

Name: _____



Use three different colors to chart out THREE paths: 1) **Ancestral path** - RED - (the migrations of your grandparents and ancestors before them, 2) **Present path** - GREEN - where have you moved or traveled to in your lifetime? 3) **Future path** - BLUE - we all have places we dream of visiting. Where are some of the places you would like to see?

