



# Cape Town Museum of Childhood Catalogue



# Table of Contents

The Entrance .....	2
Entrance Content Suggestion: <i>Introduction to childhood</i> .....	3
Entrance Display Suggestion 1: <i>“Childhood is...” banner</i> .....	4
Entrance Display Suggestion 2: <i>Printed wall display</i> .....	5
Entrance Display Suggestion 3: <i>Digital wall display</i> .....	6
Entrance Display Suggestion 4: <i>Collection of additional “childhood is...” responses</i> .....	7
Entrance Display Suggestion 5: <i>Floor display</i> .....	8
Entrance Display Suggestion 6: <i>Map</i> .....	9
The Story Room .....	10
Story Room Content Suggestion: <i>Grouping narratives</i> .....	11
Story Room Display Suggestion 1: <i>Present information using different layers</i> .....	12
Story Room Display Suggestion 2: <i>Using different media to read further into stories</i> .....	14
Story Room Display Suggestion 3: <i>Using audio within displays</i> .....	15
Museum Website .....	16
Content Suggestion 1: <i>Digital Storytelling Toolkit</i> .....	17
Content Suggestion 2: <i>Story Archive Web Page</i> .....	23
Appendices .....	24
Appendix A: <i>Narrative Grouping</i> .....	25





# The Entrance





# Entrance Content Suggestion: *Introduction to Childhood*

## Description:

The entryway can introduce what childhood is from the perspectives of different people. Showing the different responses to the prompt introduces childhood to museum visitors and leads them to think about their understanding of childhood. Use the statements collected in response to the prompt, “Complete the sentence, ‘childhood is...’” to accomplish this. Data collected through interviews with residents of the Western Cape can also be used to represent the significance of childhood.

## Implementation Option:

The responses to the prompt collected from residents of the Western Cape can be displayed in the museum entryway. Display options are presented in *Entrance Display Suggestions 1 - 6*. The “childhood is...” responses can be found in a spreadsheet labeled “Childhood is Responses” on the flash drive.





# Entrance Display Suggestion I: “Childhood is...” banner

## Description:

A banner hanging from the ceiling of the entryway can introduce the concept of “Childhood is...” as the question answered by one of the other entryway displays. This provides the visitor with an introduction to the focus of the museum.

## Implementation Option:

“Childhood is . . .” banner hanging as visitors enter the museum to introduce the theme of the museum. The responses to the prompt can be displayed on the walls of the foyer as quotes.



“Childhood is . . .”  
responses





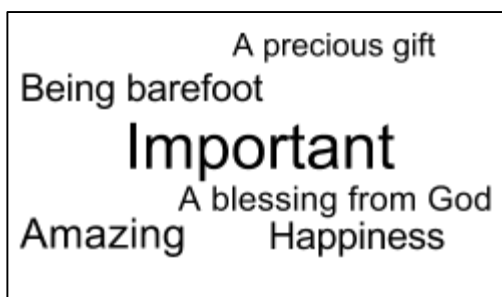
## Entrance Display Suggestion 2: *Printed wall display*

### Description:

Paint, or in some other way print, a collection of the “Childhood is...” responses onto the wall in a visually interesting manner. This presents the “Childhood is...” responses in a durable and easy to implement permanent display.

### Implementation Options:

A list of responses can be printed on the wall. It could include just the “Childhood is...” responses or both printed quotes and blank lines intermixed to encourage people to think about their own definition of childhood. This could also be done in whiteboard or chalkboard so people could write-in their own responses.



A word cloud or phrase cloud of responses can be printed on the wall. The names and ages of the respondents can be included beneath their response.



Handprints on the wall with quotes to make the words more visually interesting and captivating for children. Some hands would need to be larger than life to fit the longer quotes, but others could be child-sized with little to no text.





# Entrance Display Suggestion 3: *Digital wall display*



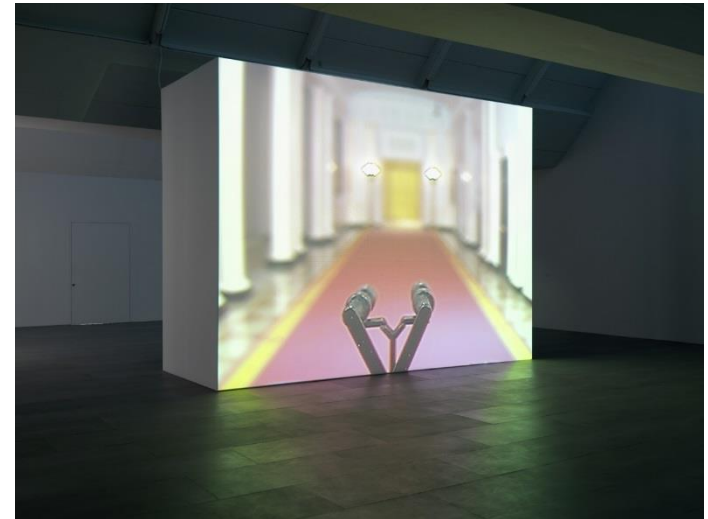
## Description:

A projector will be used to project the “childhood is...” responses on one of the designated walls of the museum entrance. This setup adds a digital element to the museum. A computer can be used to modify, add, or delete any of the responses that are being presented at the time, making the display easier to update. This display option also allows museum visitors to have varying experiences.

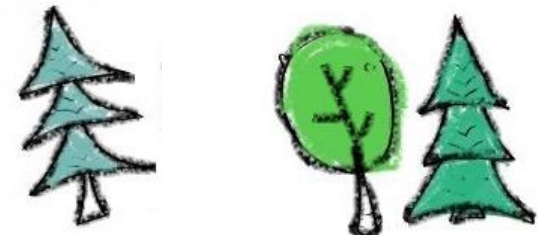
## Implementation Options:

A **static projection** of the “childhood is...” responses could be presented on the designated entrance wall. These responses can be projected in the form of a list, word cloud, or handprints, that contain the quotes.

A **moving projection** of the “childhood is...” responses can be on the designated entrance wall. For this type of projection, text could fade in and out in random order, different colors, and different font sizes.



<http://www.veralistcenter.org/engage/event/181/confounding-expectations-photography-in-context-the-projected-photograph/>





# Entrance Display Suggestion 4: *Add space for people to respond to “Childhood is...”*

## Description:

There will be an option for museum visitors to respond to the prompt “Childhood is...”, allowing the visitors to contribute to the museum. It also provides a way for the museum to add to already established displays with these new responses.

## Implementation Options:

A **WhatsApp number** can be presented for museum visitors to submit their response to the “Childhood is...” prompt to the museum.



Slips of paper and a **deposit box** can be made available for visitors to write and submit their response to the “Childhood is...” prompt.





# Entrance Display Suggestion 5: *Floor display*



## Description:

Footprints (or other shapes) on the floor with shortened “Childhood is...” responses printed on them. Having responses on the floor allows for more space on the walls for other displays. The footprints serve two purposes, to showcase the “Childhood is...” responses and to direct museum visitors on where to go.

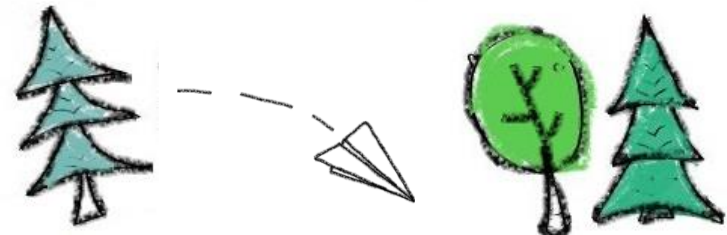
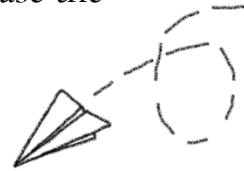
## Implementation Options:

**Leading through the museum rooms:** Can direct visitors from one room to another in a specific order. Museum visitors would read “Childhood is...” responses as they go from one room to another.



**Leading up to the front desk from outside:**

Starting from the outdoor gate, the footprints could lead visitors to the front desk. This would be the first display the visitors see and can give them an idea of the other displays.





# Entrance Display Suggestion 6: *Map*



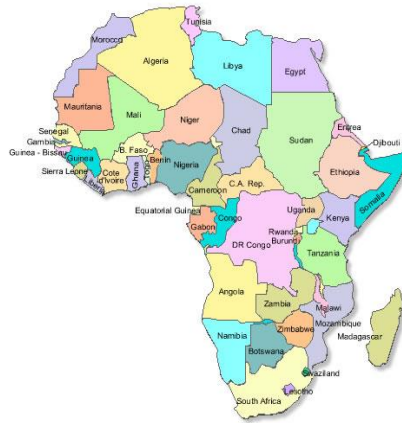
## Description:

A map can be put on a wall in the entrance of the museum, pinpointing the locations of the people whose childhood narratives are a part of the museum. The map allows the museum visitors to see where other people are from, and how diverse childhoods can be. Visitors can add a thumbtack of where they grew up to contribute to the display.

## Implementation Options:



A map of South Africa on which colorful thumbtacks can be placed.



A map of Africa on which colorful thumbtacks can be placed.



<https://blog.ipfactor.co.il/2011/09/27/israel-is-in-law-practice-middle-east-africa-but-should-it-be/africa-maps/>



A map of the world on which colorful thumbtacks can be placed





# The Story Room



# Story Room Content Suggestion: *Grouping narratives by theme*



## Description:

Collected narratives have been grouped by themes so that they can be displayed as a set. Six narratives could be placed on display, with the intention of rotating the themes and stories over time. Grouping the narratives by theme can allow museum visitors to compare and contrast the varying experiences of childhood, giving the visitor an opportunity to relate with the narratives. A spreadsheet containing which narratives fall under which theme can be found in Appendix A of this catalogue.

## Implementation Options:

**Different themes** presented side by side on the wall. One of each of the six themes can be placed on display.

**The same theme** presented side-by-side on the wall. A set of narratives showcasing the same theme can be placed on display.



# Story Room Display Suggestion I: *Use flaps to present different layers of a story*



## Description:

Flaps can present both a brief overview for each person, and also provide more information on the individual's story, while limiting the amount of space each narrative occupies. Visitors who do not want to read a lot of text, or children who have not yet learned to read, can simply look at the first layer of the flap. This layer can include an image of the person with their name, where they are from, and a quote from their story. The rest of the story could then be provided on flaps underneath.



# Use flaps to present different layers of a story continued



## Implementation Options:

**Single vertical flap** has the image on the outside and the story printed on the back of the flap and/or on the wall beneath the flap. This design triples the amount of space available and makes the image the initial focus of the display while still including the text of their story for the museum visitors who are interested.

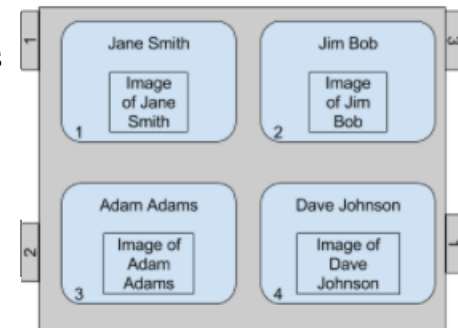


<http://www.familylearningforum.org/images/p-kidflap-new.jpg>



**Multiple flaps** can be mounted vertically or horizontally on the wall, or on a flat or angled surface. Each flap contains more detailed information than the one before. For example, the first flap includes the name of the person and where he/she came from, with a second flap that displays a summary of or excerpt from the individual's story, and a third flap displaying the whole childhood story. This design presents the story in a book-like format that is also fun to play with.

**Pull-out information boards** present multiple stories in one space. All the images with the names of the people will be printed on the front of the display, and then each tab would have that person's name. When the tab is pulled out, the story can be read.



Tab pulls out to reveal a person's story



# Story Room Display Suggestion 2: *Using different media to read further into stories*



## Description:

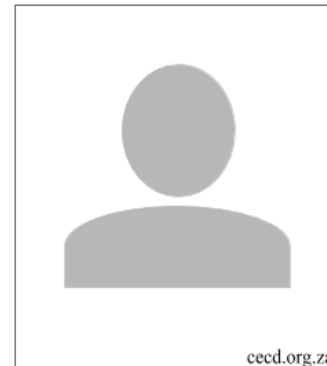
The physical display can consist of a photograph(s), quote from the individual, and an option to read further into the individual's story. This minimizes the amount of text that has to go on the display and highlights the visual on the display. It also allows the stories to be provided in different formats to better engage visitors as they walk through each exhibit in the museum.



## Implementation Options:

**Using a booklet** to provide full stories of individuals included in the display. This booklet can be available in the story room so that visitors can pick it up and read the complete stories as they look through the displays.

A **QR code or URL** can lead to an online page with the story of the individual on the display. This QR code can be on the photograph of the individual so that visitors can use their smartphones to scan the code to pull up the individual's full story. For this option, there must be a WiFi password available to all visitors for them to access the story page.





# Story Room Display Suggestion 3: *Using audio within displays*

## Description:

The display could have a listening component to complement the visuals (photographs and text). This allows the visitors to not only be able to read the stories, but hear the stories as well. This can also create more of a connection between the visitor and the person telling their story because you can hear their tones, voice inflections, and emotion behind the story.

## Implementation Options:

**Audio tours** can add to experience of the museum visitors. Visitors can walk through the story room with a listening device. Each narrative being displayed would have a number associated with it. This number can be displayed on the image that is associated with the story being showcased. This number could then be typed into the listening device so that visitors can listen to the full story of the individual. The device could also have various languages uploaded so people could listen to the stories in their first language. An example of this technology is Orpheo Mikro.



<http://pinimg.com/originals/78/b0/c5/78b0c5ba328f69bc877eb65efcc2541f.jpg>

**Headphones** attached to the wall can play a recording of a person's story. Having the headphones attached to the wall eliminates visitors having to carry around a listening device, while adding an interactive component that both adults and children could engage with.







# Museum Website





# Content Suggestion I: *Digital storytelling toolkit*

## Description:

Provides museum visitors and motivated individuals the opportunity to share their childhood stories online. The 'Digital Storytelling Toolkit' is a step-by-step guide that individuals can follow to submit their own stories to the Cape Town Museum of Childhood for possible inclusion in future physical displays, or to be housed on the museum website for public viewing. Continuously collecting narratives in this way can be very valuable as displays within the museum change over time and existing stories need to be replaced.

## Implementation:

The toolkit can be accessible from the Cape Town Museum of Childhood website. The museum could inform visitors that they can create their own stories on the museum website. Additionally, directions on the landing page of the toolkit aim to "hook" uninformed individuals who stumble upon the page to create their own story, even if they have not visited or seen the stories in use at the museum. An example of the toolkit can be found at: <https://cecd-toolkit.herokuapp.com>





## *Digital storytelling toolkit continued*

### **Important details:**

Information to relay to the museum's professional web designer

All of the blue "submission" buttons are input tags and require a server (or any sort of back-end) to connect to in order to work. Until there is access to a server, any information entered by users will not be sent anywhere.

The "save" button on the information page has this problem

The "preview" button on the information page also has this problem.

The design of the pages is trivial and may not work with the current Cape Town Museum of Childhood website. Any design changes should be left up to the professional web designer, but the content should remain functional.





# Digital storytelling toolkit continued

The landing page will attract potential storytellers by explaining what digital storytelling is, why the museum is collecting these stories, and presenting a polished example digital story for viewing.

The contents of the landing page should be housed on the Cape Town Museum of Childhood website. The purpose of this page is to draw those who stumble upon the page to create their own story.

This video will act as an example digital story that was submitted to the museum. This video should be emotional, engaging, and interesting in order to excite as many people as possible about creating their own story. Currently, this video is a placeholder and will need to be replaced.

The screenshot shows the landing page for the Cape Town Museum of Childhood Story Collection Toolkit. At the top left is the 'Museum of Childhood' logo, and at the top right is the 'Centre for Early Childhood Development' logo. The main heading is 'Cape Town Museum of Childhood Story Collection Toolkit'. Below this, there are two sections: 'What is digital storytelling?' and 'Why collect stories?'. The 'What is digital storytelling?' section explains that digital storytelling is a short form of digital media production that gives everyday people the ability to share their own story. The 'Why collect stories?' section explains that the Cape Town Museum of Childhood has been collecting childhood stories since 2017. Below the text is a video player with the title 'Digital Story - My Father, My Hero'. The video shows a man with a beard and glasses sitting on a bed, holding a baby and a Mickey Mouse plush toy. At the bottom of the video player is a button that says 'Create your own!'.





# Digital storytelling toolkit continued

The **information** page will handle most of the information gathering from the individual writing the story. Here the individual will enter their personal information, find the steps to writing their own story and enter their story into the submission box.

These steps are meant to help the individual to understand how to write a well developed story. These steps have been piloted and tested throughout our interviews. A word limit may be added at the request of the museum.

The screenshot shows a web form titled "Cape Town Museum of Childhood Story Collection Toolkit". It features the logo of the Centre for Early Childhood Development and the Museum of Childhood. The form includes fields for "Full Name" (First and Last), "Email", "How old are you?", and "Where did you grow up?". A "Save" button is located below these fields. Below the form, there is a section titled "Here are some questions to get you thinking:" followed by a list of seven questions about childhood. Below the questions is a "Steps:" section with five numbered steps and sub-steps. An "Example Story" button is located below the steps. At the bottom, there is a large text area labeled "Your story" and a "Preview" button with the text "ACTUAL PREVIEW CLICK THIS PLEASE". A small note at the very bottom states: "\*Note, it is recommended to write your story in a separate document".

This information will be attached to the individual's story. These preliminary questions can be added or removed based on the needs of the museum.

These questions are meant to get an individual thinking about moments in their childhood that would be fitting to share with the museum. The questions can be changed and edited based on the museum's desires of story content.


Here the user will enter his/her story. It is recommended that the individual creates the story in a separate word processing program then copies and pastes the story into the box for submission






# Digital storytelling toolkit continued

The example story page is found via the information page. Individuals who may need more direction on how to write a concise story can use this color-coded example to follow.



Cape Town Museum of Childhood  
Narrative Collection Toolkit



**Steps:**

1. What is the main point of the story that you wish to share?
2. Write a script of your story
  - a. About 1 handwritten page
3. Help the reader relate to your experience
  - a. Paint a picture for the reader (who you are, how old you are, where you're from, etc.)
  - b. Tell us important information in your story to show your emotions (were you angry, happy, sad, etc.?)
  - c. Include additional details to explain what is happening in your story
4. Write the way you speak
  - a. Write the story as if you were talking to a friend
5. Read it to a family member or trusted friend
  - a. Ask the question "Does this sound like me?"
  - b. When read out loud, the story should be no longer than 5 minutes long

\*Note, the highlighted colors correspond to their placement in the example narrative below.

**Example Story:**

As a child, I used to enjoy learning new things and discovering the world around me. I would either lock myself in a room to read my big and colorful books about superheroes, vehicles and animals or go to a park with my mom to play. However, I didn't feel the need to make new friends because I had all the fun I needed when I was by myself. As I grew up, my parents were proud of having a smart child but they believed that I would eventually develop social issues if I didn't learn how to make friends. They would also describe me as one of the happiest and careless kids they have ever seen which is probably why I didn't feel like socializing was a necessity.

Around when I was in kindergarten, my parents signed me up for verbal therapy sessions with a very well known therapist close to where I lived. They hoped she would help me come out of my shell when interacting with the other kids in my school. During these sessions I would have long conversations with my therapist about any of the topics she would bring up, which I enjoyed very much, but from my perspective, I didn't understand why my parents were dropping me off her office to talk with her every day. This was also during the same time period when I started to play with Legos very often and fortunately for me I was allowed to bring Legos to my therapy sessions because it was a great topic that would make me start to talk. I didn't realize I was actually learning how to make connections with people, even if I was just talking about Legos or other things I like.

On the last day of kindergarten, the teacher allowed everyone to bring in their favorite toy. I was observing carefully what my classmates brought, and I was excited when I discovered that some of the other kids also brought in Legos to school. I approach one of the kids who brought Legos and asked him if he wanted to play with me. The boy cheerfully responded with a yes and we sat down together to play. As the day went by, more kids who also brought Legos joined me and my new friend to play. It was a very fun day and I was sad that it had to come to an end, but it was the day I first experienced having friends. This experience made me start to understand the importance of friends because they were more fun than sitting by myself at home with only a book.

[Back](#)





# Digital storytelling toolkit continued




The **preview page** serves as the final preview of the story for the user. He/she will have their script from the information page within the preview box so that he/she can easily read and record it using the directions at the bottom of the page. Here he/she will also submit his/her audio and a picture representing the story to act as the background throughout his/her narrative video.

The user's story from the previous page will be presented here so they can easily read it in entirety when recording their audio.


Here the user will choose a picture that represents their story to submit as the image that goes along with their audio. Additionally, there are directions on how the user can record their audio using a computer for mobile device.





Museum of Childhood

Cape Town Museum of Childhood  
Story Collection Toolkit



CENTRE FOR EARLY CHILDHOOD DEVELOPMENT  
Building Young Citizens

Preview:

As a child, I used to enjoy learning new things and discovering the world around me. I would either lock myself in a room to read my big and colorful books about superheroes, vehicles and animals or go to a park with my mom to play. However, I didn't feel the need to make new friends because I had all the fun I needed when I was by myself. As I grew up, my parents were proud of having a smart child but they believed that I would eventually develop social issues if I didn't learn how to make friends. They would also describe me as one of the happiest and careless kids they have ever seen which is probably why I didn't feel like socializing was a necessity.

Around when I was in kindergarten, my parents signed me up for verbal therapy sessions with a very well known therapist close to where I lived. They hoped she would help me come out of my shell when interacting with the other kids in my school. During these sessions I would have long conversations with my therapist about any of the topics she would bring up, which I enjoyed very much, but from my perspective, I didn't understand why my parents were dropping me off her office to talk with her every day. This was also during the same time period when I started to play with Legos very often and fortunately for me I was allowed to bring Legos to my therapy sessions because it was a great topic that would make me start to talk. I didn't realize I was actually learning how to make connections with people, even if I was just talking about Legos or other things I like.

On the last day of kindergarten, the teacher allowed everyone to bring in their favorite toy. I was observing carefully what my classmates brought, and I was excited when I discovered that some of the other kids also brought in Legos to school. I approach one of the kids who brought Legos and asked him if he wanted to play with me. The boy cheerfully responded with a yes and we sat down together to play. As the day went by, more kids who also brought Legos joined me and my new friend to play. It was a very fun day and I was sad that it had to come to an end, but it was the day I first experienced having friends. This experience made me start to understand the importance of friends because they were more fun than sitting by myself at home with only a book.

[Upload a Picture](#) [Upload your audio](#)

Please upload a picture that helps give context to your story. This picture will act as the background for your digital story, so choose wisely!

No file chosen

Please upload an mp3 file containing the recording of you reading your story. Please choose one of the following links for help recording via your computer or a smartphone:

- [Mobile Phone](#)
- [Computer](#)

No file chosen



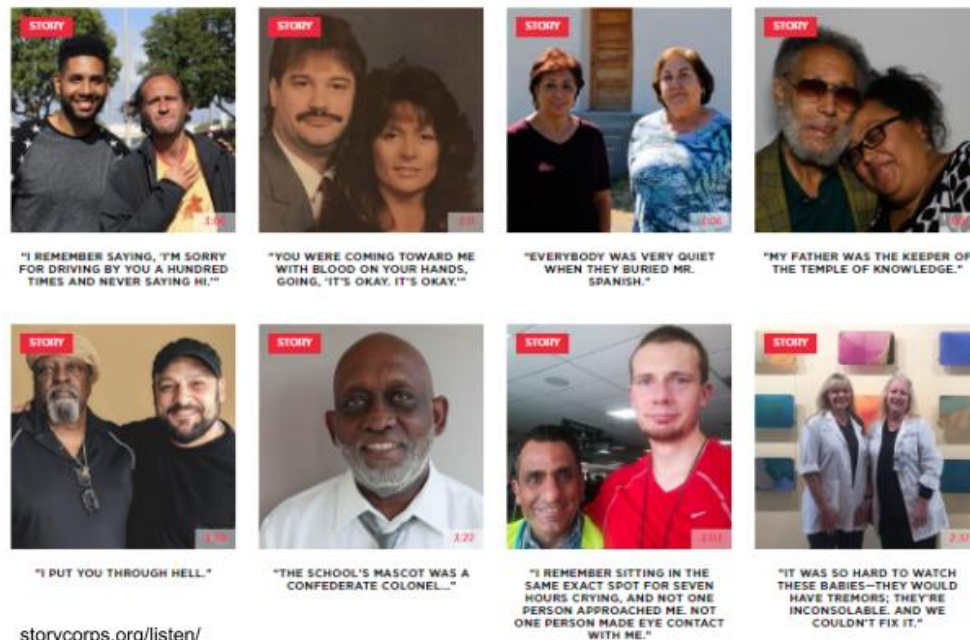
## Content Suggestion 2: *Story archive web page*

### Description:

The story archive web page would be a page within the museum website. This page would consist of a collection of childhood stories for public viewing. The purpose of the narrative archive is to allow the Cape Town Museum of Childhood to become a story collection station. This archive page can allow people all over the world to read childhood stories and celebrate childhood without having to visit the museum in person.

### Implementation:

The stories collected through the digital storytelling toolkit can be housed here along with any other stories collected through in person interviews. An image and/or audio can accompany the written story of each individual, with their consent. The archive page would have to be created by the CECD's professional web designer. The design of this page would be up to the museum and the web designer, but we suggest using a grid format similar to the image below.



[storycorps.org/listen/](http://storycorps.org/listen/)







# Appendices



# Appendix A: Narrative Grouping



Race	Economic Hardships	Education	Family Dynamics	Freedom	Safety
Michael Wilhelm	Ayesha Schreuder	Ayesha Schreuder	Ayesha Schreuder	Edith Mekhuto-Lekhetha	Felicia Esau
Ayesha Schreuder*	Edith Mekhuto-Lekhetha	Edith Mekhuto-Lekhetha	Felicia Esau	Michael Wilhelm	Michael Wilhelm
Edith Mekhuto-Lekhetha*	Felicia Esau	Omar Sadien	Francois Kok	Navarne Weeder	Navarne Weeder
Ozma Jentile*	Francois Kok	Ozma Jentile	Margaret Makhafola	Wasiela Davids	Nazley Salie
Gloria Marinus	Michael Wilhelm	Reese Abrahams	Nazley Salie	Bill Nasson	Omar Sadien
Terry Lester	Ndangwa Noyoo	Thembeke Rumbu	Omar Sadien	Anthony Ryan	Moegamat Noor Davids
Margaret Makhafola	Ozma Jentile	Gloria Marinus	Ozma Jentile		Aisha Pandor
Colin Rens	Moegamat Noor Davids	Terry Lester	Reese Abrahams		Gill Naesar
Peter Manuel	Terry Lester	Colin Rens	Thembeke Rumbu		Bill Nasson
Catherine Manuel	Peter Manuel	Catherine Manuel	Gloria Marinus		Anthony Ryan
Aisha Pandor	Catherine Manuel	Aisha Pandor	Colin Rens		
Bill Nasson	Johannes Thomas	Johannes Thomas	Chanel Fredericks		
	Pamela Solomons	Pamela Solomons	Catherine Manuel		
	Simone Matroose	Simone Matroose	Aisha Pandor		
			Pamela Solomons		
			Anthony Ryan		
			Simone Matroose		
* Indicates that racial inequality was not explicitly mentioned in the individual's story, but it is					

