



Smithsonian Institution
museum
day live!



PART 1

INTRODUCTION



Why Museum Day? Why now?

On April 30, 2015, First Lady Obama delivered a speech at the Whitney Museum of American Art stating that “kids can be within one mile of this place and never believe that it is a place for them.” This effort is meant to empower and also help advance the hopes and ambitions of middle school, high school and those in their early 20’s.

Museum Day Live! 2016 While the Smithsonian already has programs focused on advancing equity and empowerment of underrepresented groups— including women and girls of color, we recognize the need to expand the horizons of young people through visits to places like museums, libraries, national parks, aquariums, archives and zoological parks. More than merely being a token field trip, museums can provide that spark for young people and provide them with an opportunity for insight and inspiration. Through **Museum Day Live!** we make our “welcome mat” even bigger and more welcoming.

We need to use the extraordinary power of museums, and other cultural organizations, to let people know how powerful and joyous these special places can be. We move forward with the end goal in mind of achieving far greater diversity and creating more inclusive cultures at museums across the United States and around the globe.

Objectives and anticipated outcomes of Museum Day

The objective of **Museum Day Live!** goes beyond just getting women and girls of color through our doors.

In this toolkit, you will find resources, suggestions, and methods to prepare for Museum Day Live! and also sample activities to provide you with ideas to implement the program at your institution.



GETTING THE WORD OUT: Pre-Museum Day Community Outreach & Marketing Ideas

Partnering with local community organizations to reach the expected target audience.

Developing relationships and reaching out to local community organizations to draw in and galvanize young women and girls of color.

CHECKLIST FOR COMMUNITY OUTREACH & MARKETING EFFORTS

- 1** Identify relevant partner organizations
- 2** Send Invitation and Information Letter to introduce Museum Day
- 3** Set up meetings with partner organizations in person or over the phone to plan for the day



Planning Timeline

SIX TO FOUR WEEKS BEFORE THE EVENT:

Meet with partner organization contact.

Email the agenda to parents and partner organizations.
Note if schedule is tentative.

Work with partner organizations to notify relevant schools to gain permission for their students to participate in Museum Day.
Encourage parents to notify their child's school of their participation.
Notify the public relations department in your workplace to announce your participation in the event.

FOUR TO TWO WEEKS BEFORE EVENT:

Meet with volunteers as necessary.

Order food/snacks keeping allergies and eating restrictions in mind.

Re-confirm reservation of room space.

Confirm performers/speakers.

Make sure all contracts are out.

Create nametags.

Draft notes for welcome address.

Finalize materials for activities.

WEEK OF THE EVENT TO DAY/NIGHT BEFORE:

Send a reminder email to staff.

Send updated agenda/schedule to participants, parents and/or the partner organization.

DAY OF EVENT:

Set up rooms.

Last minute details.

Enjoy.

ONE TO SEVEN DAYS AFTER THE EVENT:

Send a thank you email to staff.

Send a thank you note to the external youth participants and your partner organization for their participation.
Include photos of the day.

Post pictures on workplace website or intranet.

Visit Museum Day Live! website and tell us how your day went.

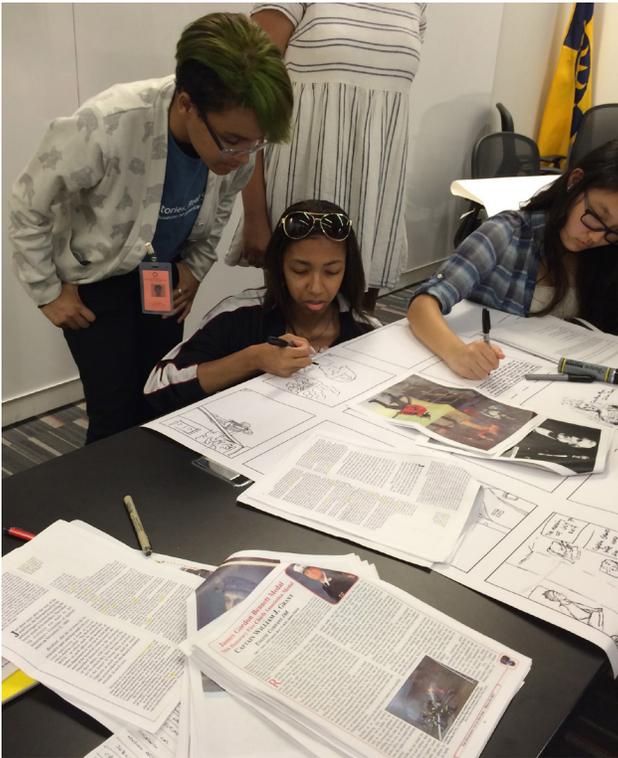
Collect surveys and evaluations, compile and share results.



PART 3

DAY OF PROGRAMMING IDEAS

General & Institution
Specific Examples



Career Panel featuring women of color

Scavenger Hunt highlighting women of color throughout the institution

The collections through women of color's eyes, selecting specific items of the collections created and curated by women of color in a special display shelf or on a cart with objects out of storage for visitors to see. Aquariums and zoos can have women of color staff members out to explain their jobs and pioneering women of color zoologists and scientists in their institution or field. An archive or library can have a prominent shelf display and bulletin board featuring particular books and authors of note.

Live performances by local women of color artists (dancers, singers, musicians, poets, etc.)

Resource fair featuring tables from local organizations that serve women and girls of color

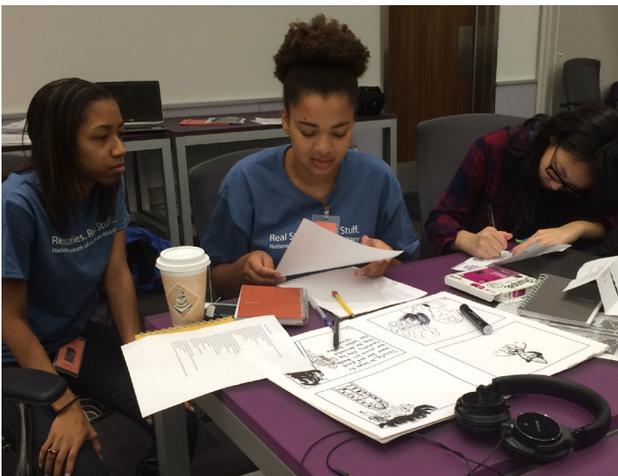
Informal conversation/drawing stations where women and girls of color can design vision boards, imagining and sketching their future with creative arts materials (markers, pens, paper, glue sticks, old magazines to cut up for collage, glitter, stickers, rubber stamps, etc.). You can post these questions for the visitors to answer verbally and through their artwork: "What do you want to be when you grow up? What are you passionate about? Where do you imagine yourself in 10-20 years? How will you change the world?"



PART 4

SUSTAINABILITY AND POST-EVENT RELATIONSHIP MAINTENANCE

Including Ways to
Share Success Stories



How to maintain a relationship with the women and girls who attend

Follow up activities

Evaluating the day

Share **success stories from the day from institutions and individuals on the Museum Day website**

Creating new partnerships for Museum Day Live! to give exposure to smaller museums that do not have the capacity to participate and allow them to contribute to the content being provided for the event



PART 5

BUILDING A COMMUNITY OF SUPPORT:

Resources For Teachers, Agencies & Local Organizations

Sample resources participating cultural organizations could distribute to teachers and local organizations to get their support for the initiative and help them prepare for their visit to the museums on Museum Day



20 QUESTIONS/WHEN YOU WERE MY AGE

Sample question sheet that visitors can use to question women on the career panel or in informal interviews:

1. What was your favorite school subject?
2. What did you like to do best during your free time?
3. Was there anything that you did particularly well?
4. What career did you have in mind?
5. Did you follow that career path? If not, what changed your mind?
6. Were there any obstacles to following your career path?
7. Did your parents have specific ideas about what career you should choose?
8. Who helped you make your career decisions?
9. Were your choices different because you were female?
10. Were your choices different because you were a woman of color?
11. What did you learn in school that you feel has helped you the most?
12. Did you change your mind about career choices?
13. Would you like to change your present career?
14. Why did you choose the career you are presently in?
15. Were you a good student?
16. Did you participate in sports or extracurricular activities?
17. Where did you grow up?
18. Did you travel?
19. Where did you go to school?
20. What is one thing you would tell the younger you as words of advice now?

CAREER BINGO

Interview employees—During the day you will meet many people doing many jobs. See if you can collect information to fill-in this career bingo. As you meet adults at these cultural institutions, ask them one or two questions. Also, listen while others ask questions and use those answers as well. Place responses in the boxes provided.

One reason why a cultural worker loves the job is: _____

One skill a cultural worker has to have to do this job is: _____

One thing that makes this job interesting is: _____

One thing the cultural worker finds difficult about this job is: _____

One kind of reading material for this job is: _____

One kind of machine used on this job is: _____

One type of training or education needed for this job is: _____

One way the cultural worker makes use of math skills on this job is: _____

One way the job matches the cultural worker's interest is: _____

One reason why the cultural worker chose this job is: _____

One kind of problem that the cultural worker must solve on this job is: _____

One area the cultural worker would like training to update skills is: _____

One thing that helped a cultural worker get this job is: _____

One type of writing the cultural worker has to do on this job is: _____

A – Z Career List

Listed below are several careers for each letter of the alphabet. Circle at least three careers you would like to have. If time permits, research some of these careers on the Internet. Use the attached sheet to provide a brief description. Be prepared to discuss them with the group.

A Actuary Aerospace Engineer Archivist	E Ecologist Editor Engineer Educator	I Industrial Engineer Information Systems Manager Intern Interpreter	O Operations P Physicist Program Producer	T Technical Writer Toxicologist
B Biochemist Botanist	F Financial Fellow	J Job Analyst	Q Quality Control Quality Assurance Inspector	U Urban Planner
C Computer Software Engineer Curator Collections Manager	G Geneticist Geophysicist Graphic Artist	L Librarian	R Radiologist Researcher	V Veterinarian Video/Film Editor Visitor Services
D Dentist Desktop Publisher Detective (Police) Dietitian/Nutritionist	H Horticulturist Human Resources Manager	M Marine Architect Meteorologist Molecular Biologist	S Statistician Special Events Programmer	W Web Site Developer Wildlife Biologist Writer/Author
		N Nuclear Engineer		X X-ray Inspector
				Z Zoologist

A. Select an occupation to work with from the A-Z Career List.

B. Write the occupation title here: _____

C. Gather the following information on this career.

Work Tasks:

Related Occupations:

Training/Education:

Qualities:

Salary and Outlook:

Likes/Dislikes:

D. Would you consider this occupation for your future? Why or why not? *Use the back of this page if you need more room to write*

For a great list of Museum specific jobs and descriptions see: <http://mag.rochester.edu/plugins/acrobat/teachers/MuseumCareers.pdf>

Museum Day Live! 2016

A I I N F O R M A T I O N R M
 G R N Z S A E R O S P A C E T
 E E C T R O M A R I N E B S S
 O T T H E S C D E R B U I E I
 P E S A E R C I C U I G O A C
 H R I R N O N Q O T O X C R I
 Y P T C I T L W L L L S H C T
 S R N H G I K O O U O F E H E
 I E E I N D T P G C G G M E N
 C T I V E E O V I I I C I R E
 I N C I E R B E S T S T S S G
 S I S S H S W T T R T T T T
 T M E T E O R O L O G I S T Q
 K T N F T C E T I H C R A E I
 Q A T S I G O L O C I X O T V

AEROSPACE
 ANTHROPOLOGIST
 ARCHEOLOGIST
 ARCHITECT
 ARCHIVIST
 BIOCHEMIST

BIOLOGIST
 ECOLOGIST
 EDITOR
 ENGINEER
 GENETICIST
 GEOPHYSICIST

HORTICULTURIST
 INFORMATION
 INTERN
 INTERPRETER
 MARINE
 METEOROLOGIST

RESEARCHER
 SCIENTIST
 SOCIOLOGIST
 TOXICOLOGIST
 VET

- 1 How likely are organizations to participate in another Women of Color Program at their institution:
 - a. What type of program/s did your organization conduct for the public?
 - b. Was the whole museum involved in the planning and execution of the program?
 - c. What department within your organization was responsible for executing the program?
 - d. What was the program's name?
 - e. What were the goals of the program?
 - f. Was there a fundraising component to your programs?
 - g. What type of publicity did your organization put out about the event?
 - h. How did you contact your targeted groups?
 - i. Were reservations taken?
 - j. Was this a joint venture between one or more organizations?
 - i. If yes, what are the names of partnering organizations?
 - ii. How was this partnership formed?
 - iii. Was there a monetary commitment from your organization?

- 2** How effective was the toolkit in planning activities:
- a. How helpful were the toolkits to your planning process?
 - b. Did your organization use the toolkit?
 - c. What sections were most helpful to your organization?
 - d. How would you rate the overall effectiveness of the toolkit?
 - e. How can the toolkit be improved upon?
-

- 3** Visitors' experience/satisfaction:
- a. How would you rate the program's outcome?
 - b. How many visitors participated?
 - c. How were your groups informed about the program?
 - d. How effective was your marketing and publicity plan?
 - e. Was a visitor survey taken?
 - f. What was the overall rating from participating groups/ individuals?
 - g. Was the question asked on your survey open-ended or closed or mixed?
(Please provide a copy of the survey.)