

*Barbie*TM

YOU CAN BE ANYTHING

THE EXPERIENCE



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Tour now booking: Summer '22 and beyond

Exhibit Big Idea

Barbie dolls and their play environments encourage the kind of imaginative play that teaches us that no matter our gender, ethnicity, or background, **we can make the world a better place** by doing work that excites us, challenges us, and brings us fulfillment.





Main Messages

- Barbie creator Ruth Handler was the first toymaker to create a doll that encourages girls to imagine themselves in a wide variety of future occupations.
- We can take inspiration from female role models throughout history.
- Family and friends can provide enthusiastic, dependable support systems to encourage us as we work toward our goals.
- There are many types of careers that can give life purpose and joy, so take time to explore the possibilities through play.
- Given Barbie's popularity over the past 60 years, generations of children, parents, and grandparents have had personal experiences with Barbie and can share those memories with their families and friends.

Floorplan







Virtual Walkthroughs

- [Virtual Tour Link](#)
- [Facebook Live Walkthrough with Exhibit Developer](#)

Area Narrative

When families step through the doors of the exhibit space, they will be immediately immersed in the colors, imagery, and messaging of the iconic Barbie brand. Visitors will be drawn to a colorful display honoring Barbie creator Ruth Handler, which highlights roles and careers that Barbie has taken in the past 60 years.

Ruth Handler & Multi-generational Barbie display

Description

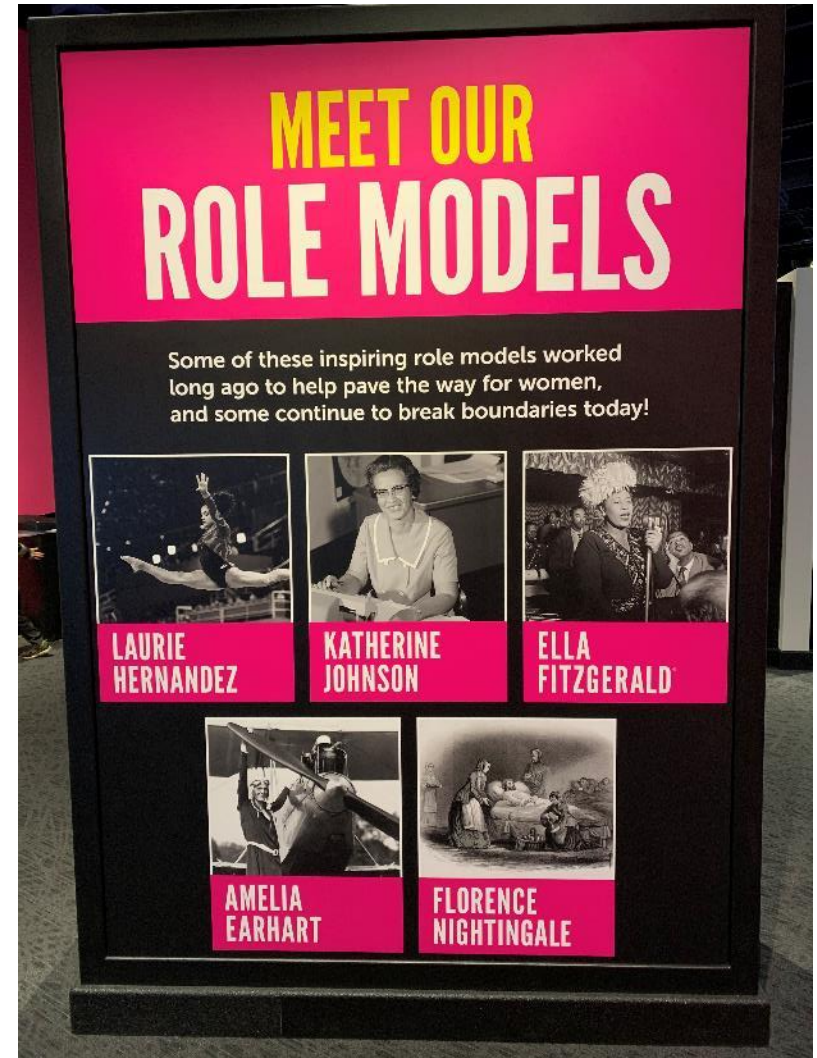
Visitors will see a large display featuring an image of Barbie creator Ruth Handler, along with a large-scale image of one of Handler's most notable quotes: **“My whole philosophy of Barbie was that through the doll, the little girl could be anything she wanted to be. Barbie always represented the fact that a woman has choices.”** Visitors will also see a display of Barbie career dolls representing each decade.

Ruth Handler will be positioned as the first role model in the exhibit experience. Families will learn about how and why Handler invented Barbie, one of the most successful toys of all time. Additionally, children, parents, and grandparents will take part in intergenerational learning as they identify and discuss Barbie dolls that they played with as children.

Role Models

Area Narrative

The *Role Model* section of the exhibit will highlight five of the Role Model dolls, showing images of their real-life counterparts, and sharing information about their backgrounds, struggles, and accomplishments. Visitors will see photo of the Role Model on the information panel alongside their doll on display.



Role Models



Role Models



You Can Be Anything Areas

Area Narrative

Families will experience five themed areas in which they will be encouraged to try out activities associated with a wide variety of roles and careers. Each area will highlight a particular role type: **Leader**, **Problem Solver**, **Creator**, **Nurturer**, or **Adventurer**. As they explore, visitors will see displays celebrating real life role models that fill these roles at their jobs every day. They will also see displays of Barbie dolls that represent various career options.

You Can Be Anything Area: I Am An Adventurer!

I am an Adventurer!

Area Description

In this area, visitors will see Barbie doll displays and will participate in interactives that explore how they can be an adventurer in a variety of future occupations.

- **Adventurer Barbie doll display**
 - Display of dolls in adventurous careers over time.
- **Interactives that allow visitors to try out problem solving roles**
 - Surfer takes on the big wave
 - Rock climber explores a mountainside
 - Wildlife photographer captures images of exotic animals

I Am An Adventurer!



I Am An Adventurer!

Showcased Careers



Surfer



Rock Climber



Wildlife Photographer

I Am An Adventurer!

Surfer



“Surfer” Interactive and Photo Op Narrative

Interactive Type: Pretend Play

Narrative:

Participants in this interactive photo opportunity will imagine themselves as pro surfers. Visitors will see a sunny surfing environment complete with surfboard and large breaking wave. They will take part in pretend play by climbing onto the surfboard and balancing on it while having their picture taken. Visitors will also learn about notable pro surfers.

Educational Flow:

1. Users will approach an immersive ocean environment featuring a tall, breaking wave.
2. In the barrel of the breaking wave, users will see a surfboard attached to the floor with a mechanism that allows the board to tilt from side to side. A fall mat will be placed below the surfboard.
3. Prompts will encourage users to pretend they are pro surfers and balance on the board to ride in the barrel of the wave.
4. Prompts will encourage family members to take pictures of users on the surfboard.
5. Label content will describe the work of contemporary role models in the world of pro surfing.

I Am An Adventurer!

Rock Climber





I Am An Adventurer!

“Rock Climber” Interactive Narrative

Interactive Type: Pretend Play

Narrative:

Visitors will participate in an immersive interactive that will allow them to step into the role of a rock climber and experience the thrill of discovering the natural hidden treasures of the mountainside. Visitors will see a rocky mountainside environment with a cave. They will climb the walls of the cave and will search the rocky walls of the cave and mountain face for hidden surprises. Visitors will also see label copy that will describe the careers of those who rock climb professionally.

Educational Flow:

1. Users will approach a rocky mountain environment.
2. Users will see the face of the mountainside, and they will see a cave with walls that include large hand and footholds.
3. The walls of the cave and the outside walls of the mountain will be covered with hidden natural treasures. These surprises could include light-up bioluminescent plants, fluttering butterflies, buzzing insects, animals that chirp or squeak, and gems that glow.
4. Users will explore the mountain and climb the walls of the cave to discover the treasures.
5. Nearby labels will discuss the careers of real-life rock climbers.

I Am An Adventurer!

Wildlife Photographer



I Am An Adventurer!

“Wildlife Photographer Interactive Narrative

Interactive Type: Process Play

Narrative:

Visitors will participate in a digital interactive that will encourage them to step into the role of a wildlife photographer and experience the adventure of roaming through the jungle to capture images of exotic animals. Visitors will see a touchscreen monitor in a kiosk themed to look like the iconic Barbie jeep traveling through an off-road jungle landscape. Participants in this digital experience will be challenged to capture images of wild animals and then submit the images to a photo editor for a wildlife magazine.

Educational Flow:

1. Users will approach a touchscreen kiosk themed to look like a Barbie jeep.
2. Props and theming surrounding the kiosk will make the unit look as though it is located in a jungle.
3. Users will be prompted by the interactive to touch the screen to begin the activity.
4. Audio and visual content will explain that the user is a photographer, exploring the jungle to capture images of animals for a wildlife magazine.
5. Content will describe the kind of photo that the magazine’s editor wants for the cover. The editor’s photo requirements include:
 - a. The animal fills the frame of the shot. Images of the animal in the distance will be less valuable.
 - b. A full-body image of the animal. Images that include only a part of the animal’s body will be less valuable.
 - c. The shot must depict the animal in motion. Images of the animal sitting or standing still will be less valuable.

Continue...

I Am An Adventurer!

“Wildlife Photographer Interactive Narrative

Interactive Type: Process Play

Educational Flow continued:

6. Users will then begin to take pictures of animals. On the touchscreen, they will see an image of the jungle landscape as if through the viewfinder of a camera. Periodically, animals will walk or run into view.
7. Prompts will instruct users to touch the animal to take a picture. Prompts will encourage users to capture the images at the right moment, keeping the photo editor’s requirements in mind.
8. Users will capture images of animals for approximately 30 seconds. After that set amount of time, the interactive will automatically progress.
9. In the next section of the activity, users will be informed that their photos have been sent to the wildlife magazine’s photo editor.
10. The editor will then send a message congratulating the user on their work and will select one of the user’s photos to appear on the magazine.
11. Users will see their image laid out on a magazine cover.
12. Prompts will ask whether the users would like to play again. If the user ends the activity, the interactive will reset to the home screen.

I Am An Adventurer!

Wildlife Photographer



You Can Be Anything Area: I Am A Leader!

I am a Leader!

Area Description

In this area, visitors will see Barbie doll displays and will participate in interactives that explore how they can be a leader in a variety of future occupations.

- **Leader Barbie doll display**
 - Display of dolls in leadership careers over time.
- **Interactives that allow visitors to try out leadership roles**
 - A captain flying a plane
 - Giving Presidential speech
- **Leader play table**
 - Film Director play table environment for leadership doll play.

Leader



I Am A Leader!

Showcased Careers



President



Pilot



Film Director

I Am A Leader!

President



“President” Interactive Ed Flow

Interactive Type: Pretend Play

Narrative:

Visitors will participate in an interactive that will encourage them to step into the role of a political leader and experience the responsibility of making an important speech. Visitors will see a stage environment set to look like the President’s pressroom, with a podium, flag, official seal, and other visual indicators of the presidency. In addition to having their picture taken, visitors can choose to improvise a speech or have a family member hold cue cards from which they will read a short speech.

Educational Flow:

1. Users will approach a pressroom environment staged with a speaker’s podium and Barbie-themed flags, seal, and other markers that indicate an important political position like President of the United States.
2. Instructional label copy will direct users to stand behind the podium, have their picture taken by their family members, and improvise a short speech.
3. For those users who prefer not to improvise a speech, a set of cue cards containing a short speech will be provided.
4. Prompts will encourage users to personalize the speech on the cue cards and then have family members hold the cards as they read from them to deliver their speech.

I Am Leader!

Pilot



“Pilot” Interactive Narrative

Interactive Type: Pretend Play

Narrative:

Participants in this immersive pilot experience and photo opportunity will imagine themselves as captains of an airplane. Visitors will see the front end of an airplane with pilot seats and controls. In the windows of the plane, they will see the view of the sky as they pilot a plane through the air. Visitors will be prompted to pretend they are the captain of an airplane crew, operating a flight across the country. Visitors will also learn about the careers of real airplane captains.

Educational Flow:

1. Users will approach the front end of an airplane. On the inside of the plane, users will see two spaces for pilots, each space equipped with navigation controls.
2. Video monitors will be placed in the space where the airplane’s windshield windows would be located.
3. Users will see first-person views of the plane flying the country on the monitors in the windshield.
4. Nearby, users will see a costume bin with pilot uniform jackets. Prompts will encourage users to try on a jacket.
5. Users will then sit in the pilot’s seat and manipulate the controls to pretend that they are the captain of the airplane.
6. Prompts will encourage family members to take the users’ photo as they fly the plane.
7. Nearby label content will describe the careers of real women who have served as airplane captains.

I Am A Leader!

Film Director



“Film Director” Interactive Narrative

Interactive Type: Play table

Narrative:

Visitors will participate in a play table experience in which they will pretend play a leadership role using Barbie dolls. Along with Barbie director and actor dolls, visitors will see a mini soundstage environment on the table. Visitors will play out leadership scenarios on the table with the dolls.

Educational Flow:

1. Users will approach a play table set with a Barbie-sized classroom environment.
2. Users will also see Barbie dolls on the tables. The doll types will match the table theme. For example, users could find a director doll and other dolls representing actors on this soundstage-themed table.
3. Visitors will follow prompts to play out leadership role scenarios using the dolls on the play table.

You Can Be Anything Area: I Am A Creator!

I am a Creator!

Area Description

In this area, visitors will see Barbie doll displays and will participate in interactives that explore how they can be a creator in a variety of future occupations.

- **Creator Barbie doll display**
 - Display of dolls in creative careers over time.
- **Interactives that allow visitors to try out leadership roles**
 - Fashion designer creates fashion
 - Artist paints artwork
 - Chef prepares meals

Creator



I Am A Creator!

Showcased Careers



Fashion designer



Chef



Artist

I Am A Creator!

Fashion Designer



“Fashion Designer” Interactive Narrative

Interactive Type: Constructive Play

Narrative:

Visitors who participate in this interactive will be encouraged to picture themselves in the role of fashion designer as they tap into their creativity in order to fulfill the needs of their customers. Visitors will see a fashion designer’s studio environment that will include a touchscreen to receive customer closing design orders. They will also see a large display monitor. They will take part in the design process by receiving a customer order for a clothing item, selecting the style and fabric for the item, and presenting the finished product to the client to be modeled on the large display monitor. Labels and audio prompts will explain each step in the process.

Educational Flow:

1. Users will approach a touchscreen in a kiosk and a large video monitor mounted above the kiosk.
2. At the beginning of the activity, the touchscreen will visually and audibly indicate to users that customer orders have been received.
3. The touchscreen monitor will present users with a selection of customers. These clients will be represented by icons featuring an image of the clients’ faces.
4. Each client will place an order for clothing to be design for a special event.
5. Users will decide to fill a client’s order by touching the client’s icon.
6. After touching the icon, users will hear and see more information about the client’s order. For example, clients could learn that the clothing needs to be appropriate for a particular event like an outdoor birthday party, an evening awards dinner, or a safari.

continue...

“Fashion Designer” Interactive Narrative

Interactive Type: Constructive Play

Educational Flow continued:

7. Users can choose to accept the client or navigate back to choose a different clothing order.
8. Once the user accepts an order, they will be presented with audio and visual instructions on the touchscreen that describe how to select a clothing piece's style, select fabric, and add other details to the piece.
9. As they work, users will see their fabric designs applied to a piece of clothing on the large monitor located on the wall behind the touchscreen.
10. When they have finished their design, users will select the done button.
11. After completing the design, users will see an image of their client wearing the final design and will hear a message from the client thanking them for their work.
12. Users will be presented with the option to send an image of their design home via email.

Fashion Designer Interactive Comp



CLIENT 3

Garden party outfit

SELECT THE FABRIC

Now select the fabric for your design.

Touch the fabric swatches and drag them to the clothing to apply them to your design.

FABRIC SWATCHES



Touch 'NEXT' when you're ready to move on.



NEXT

I Am A Creator!

Chef



“Chef” Interactive Narrative

Interactive Type: Constructive Play

Narrative:

Visitors who participate in this interactive will step into the role of restaurant chef. When they enter the space, they will see a restaurant kitchen environment featuring soup pots on a stovetop. The chefs will inventively experiment with a variety of ingredients to create different flavors of soup. Visitors will learn that chefs must be creative in order to produce new and innovative items for their menus.

Educational Flow:

1. Users will approach a restaurant environment containing soup pots attached to a stovetop.
2. Above the stove, visitors will see a video monitor.
3. To the side of the stove, visitors will see a bin full of ingredients. The ingredients will be represented by disks with pictures of food on them.
4. Video monitor content will introduce the interactive, prompting users to create a soup by selecting a set number of ingredients in the bin and placing them into the pot.
5. As users add ingredients, they will see an overhead shot of the soup pot on the video monitor—similar to an overhead shot of food prep on a cooking show.
6. Each time the interactive reads the RFID tag of a new ingredient added to the pot, users will see that food being dropped into the pot on the video screen.
7. Once users have placed the allotted amount of ingredients into the pot, content will inform them that the soup is simmering. An image of the soup simmering will stay on the screen for about 3 seconds.

continued...

“Chef” Interactive Narrative

Interactive Type: Constructive Play

Educational Flow continued:

8. Content on the screen will then inform users that their soup is complete! Users will see an image of their unique soup on the video monitor, and the soup name will be generated based on its ingredients. For example, if the user added pumpkin, cream, and shrimp, the soup would be called a “pumpkin seafood bisque”.
9. After the users see their finished soup, they will be congratulated for adding a new item to the restaurant menu.
10. Nearby labels will deliver information about the careers of real chefs.

Chef Interactive Comp

CREATE A NEW SOUP

Select ingredients from the bin and put them in the pot to make soup.

:08



Time to simmer...



CARROTS



SPINACH



PEPPERS

I Am A Creator!

Artist



“Artist” Interactive Narrative

Interactive Type: Constructive Play

Narrative:

Visitors will participate in a digital interactive that will encourage them to picture themselves in the role of an artist. Visitors will see an artist’s studio environment, which will include an easel and canvas. A touchscreen monitor will be embedded into the canvas. Participants will to choose a medium, will learn more about the medium, and will then follow prompts that will guide them through the correct use of the medium to create a piece of art.

Educational Flow:

1. Users will approach an art studio environment in which they will see a painter’s easel and canvas.
2. Users will see a touchscreen monitor set into the canvas.
3. On the studio wall, next to the easel, users will see a video screen framed to look like a piece of art hanging on the wall.
4. Prompts on the easel’s touchscreen monitor will invite users to create a still life.
5. Users will learn what a still life is and will see examples of work from a famous still life artist.
6. Users will then be given the option to choose the medium with which they will create their piece. Options could include watercolors, pastels, or oil paints.
7. After users select the art medium, they will see information that will discuss what the medium is made of, techniques and tools used to apply color to the canvas, and artists that have worked in that medium.

continue....

“Artist” Interactive Narrative

Interactive Type: **Constructive Play**

Educational Flow Continued:

8. Prompts will then guide users through the correct process of creating a still life in their selected medium.
9. When users are done with their piece of art, the image will appear on the framed video monitor located on the wall of the studio. The image will remain there until it is replaced by another work of art.
10. The interactive will conclude by returning to the start screen.
11. Nearby label copy will discuss the careers of real artists.

You Can Be Anything Area: I Am A Nurturer!

I am a Nurturer!

Area Description

In this area, visitors will see Barbie doll displays and will participate in interactives that explore how they can be a nurturer in a variety of future occupations.

- **Nurturer Barbie doll display**
 - Display of dolls in nurturing careers over time.
- **Interactives that allow visitors to try out nurturing roles**
 - Beekeeper cares for her hive
 - Veterinarian cares for large animals
- **Nurturing play table**
 - Doctor's office themed play table environments for nurturing doll play.

Nurturer



I Am A Nurturer!



Vet



Beekeeper



Doctor

I Am A Nurturer!

Farm Vet



“Farm Vet” Interactive Narrative

Interactive Type: Pretend Play

Narrative:

Participants in this interactive will take on the role of farm animal veterinarian. They will see an immersive barn environment that will include stalls that house calves or foals. They will give the animals a wellness exam, checking vitals and administering medicines. They will learn that excellent farm vets often have to visit large animals on the farm to provide service.

Educational Flow:

1. Users will approach a barn stall environment, each stall housing a life-size calf or foal.
2. Inside the stalls, users will also see farm vet tools. Tools could include a stethoscope, measuring tape, bandages, and syringe.
3. Users will be prompted to conduct a wellness exam. The exam could involve listening to the animals' lungs and heartbeat, checking eyes and ears, wrapping sore legs, and administering vaccines.
4. Users will also be prompted to help groom the animals with brushes.
5. Nearby labels will describe the careers of real people who work as large animal vets.

I Am A Nurturer!

Beekeeper



I Am A Nurturer!

“Beekeeper” Interactive Ed Flow

Interactive Type: Process Play

Narrative:

Visitors who participate in this interactive will be encouraged to envision themselves in the role of beekeeper as they take part in some basic activities required for bee care and honey harvest. Visitors will see an outdoor honey farm environment that will include a beehive and tools to extract honey. They will take part in the process of smoking a hive, inspecting honeycomb frames, prepping the frames for honey extraction, and extracting honey via a centrifuge. Labels will explain each step in the process and will present examples of real women who work in the field of beekeeping.

Educational Flow:

Smoke hive

1. Users will approach an open beehive in an outdoor environment and see a smoker tool, which will be attached to the hive.
2. Label content will inform users that beekeepers use a smoker tool to calm bees before they work with the hive.
3. Users will follow prompts that direct them to place the nozzle of the smoker near the entrance of the hive and squeeze the handle.
4. Near the beehive entrance, users will see a window that shows bees moving around the hive. This will be a small monitor showing animated bees. Users will be able to hear the bees buzzing.
5. When users squeeze the smoker handle near the hive entrance, the animation will show smoke entering the hive. The bees will slow down and buzzing will become quieter as the smoke calms them.

continue...

“Beekeeper” Interactive Ed Flow

Interactive Type: Process Play

Educational Flow continued:

Check frames

1. Users will approach an open beehive.
2. Label content will inform users that bees build honeycomb to store honey on rectangular frames inside a beehive.
3. Label content will explain that beekeepers inspect frames to assess whether they are full of honey and ready to harvest.
4. Users will follow prompts to lift frames out of the top of the hive to check whether they are ready to harvest.
5. When users pull the frames up, they will see that the frames are about half full and are not ready for harvest.

Scrape frames

1. Users will approach a counter next to the beehive.
2. On top of the counter, users will see a touchscreen dressed to look like a beehive frame.
3. Label content will explain that the wax seals on top of the honeycomb must be scraped away in order to access the honey.
4. On the touchscreen, users will see a frame full of honeycomb that has not been scraped.
5. Users will follow prompts to use their fingers on the touchscreen to scrape away the wax.

continue...

“Beekeeper” Interactive Ed Flow

Interactive Type: Process Play

Educational Flow continued:

Spin frames in centrifuge

1. Near the beehive and counter, users will see a large centrifuge that contains beehive frames.
2. Label content will describe how beekeepers place scraped beehive frames into a centrifuge and then spin the frames to extract the honey.
3. Users will follow prompts to rotate a crank on the centrifuge to spin the frames.
4. As they crank, users will watch a visual readout on the centrifuge that communicates when the receptacle is full of honey.

Collect honey

1. Users will see the honey-collecting centrifuge with a spout on the side.
2. Near the centrifuge, users will see a shelf with honey containers.
3. Users will follow prompts to place a honey jar under the spout and turn the handle on the spout to fill the jar.
4. When the knob is turned, visual indicators on the spout will show honey moving through, and users will hear the honey pour into the jar.

I Am A Nurturer!

Doctor



“Doctor” Interactive Ed Flow

Interactive Type: Play table

Narrative:

Visitors will participate in a play table experience in which they will pretend play a nurturer role using Barbie dolls. Along with Barbie doctor and patient dolls, visitors will see a mini doctor’s clinic environment on the table. Visitors will play out nurturing scenarios on table with the dolls.

Educational Flow:

1. Users will approach a play table set with a Barbie-sized classroom environment.
2. Users will also see Barbie dolls on the tables. The doll types will match the table theme. For example, users could find doctor and patient dolls on this clinic-themed table.
3. Visitors will follow prompts to play out nurturing role scenarios using the dolls on the play table.

You Can Be Anything Area: I Am A Problem Solver!

I am a Problem Solver!

Area Description

In this area, visitors will see Barbie doll displays and will participate in interactives that explore how they can be a problem solver in a variety of future occupations.

- **Problem Solver Barbie doll display**
 - Display of dolls in problem solving careers over time.
- **Interactives that allow visitors to try out problem solving roles**
 - Builder rebuilds a home
 - Programmer codes a robot
 - Archaeologist repairs a broken vase

Problem Solver



I Am A Problem Solver!

Showcased Careers



Builder



Archaeologist



Robot Coder

I Am A Problem Solver!

Robot Programmer



I Am A Problem Solver!

“Robot coder” Interactive Narrative

Interactive Type: Constructive Play

Narrative:

Visitors who participate in this interactive will step into the role of a robot programmer and will work with basic pieces of code to fill in some missing directives in a robot’s programming. They will see a robot and physical puzzle pieces that represent code. Each piece of the code will represent a simple instruction for the robot. Using physical puzzle pieces to represent code is a technique that has been used to teach young children coding literacy. Labels will let visitors know that the robot is supposed to be programmed to perform a function that assists in testing a newly-built Barbie vehicle. Labels will prompt visitors to arrange the pieces of code together to give the robot the correct set of instructions necessary for operation. Visitors will also learn more about real women who work as programmers.

Educational Flow:

1. Users will see a robot programmer’s work environment with a robot, work counter, and laptop.
2. The robot will be placed under a bonnet so that users will not be able to touch it. There will also be a nearly completed Barbie vehicle toy placed with the robot.
3. Label content will inform users that when working correctly, the robot completes actions that perform a final test on the vehicle to make sure it is in proper working order.
4. On the work desk with the laptop, users will see puzzle pieces that each represent a single piece of code. Some of the pieces will be permanently attached to the workspace. The others will sit loose in a bin.
continue...

I Am A Problem Solver!

“Robot coder” Interactive Narrative

Interactive Type: Constructive Play

Educational Flow Continued:

5. Label content will inform users that each piece of code instructs the robot to perform an action. When the pieces of code are fit together in a line, the robot will be instructed to perform that string of actions.
6. Label content will prompt users to notice that some of the pieces of the robot’s line of code are missing from the workspace.
7. Users will be instructed to complete the robot’s line of code by taking pieces of code from the bin and fitting them into the incomplete line of code attached to the workspace.
8. As users place the missing pieces of code, a light will shine to indicate that the code is correctly placed. When the line of code is completed, a button labeled “Run Program” will light up.
9. When users press the “Run Program” button, the robot will read the line of code and will perform all the actions, including the permanent pieces of code and the newly added pieces.
10. As the robot reads each piece of code, the light next to the code piece will blink to show users the robot’s progress through the code script.
11. Users will experiment with the code pieces until the robot successfully completes the actions that perform the test on Barbie’s vehicle. Actions that the robot could perform are:
 - a. Lifting an arm to complete a circuit that tests the vehicle’s headlights
 - b. Lifting an arm to fix vehicle’s side mirror
 - c. Moving a foot that presses a pedal that activates a test of the vehicle’s wheels.
12. When completed successfully, Barbie will congratulate users for their work.
13. Users will then be prompted to reset the interactive by activating a lever that drops the loose code pieces into a bin.

I Am A Problem Solver!

Archaeologist



“Archaeologist” Interactive Narrative

Interactive Type: Constructive Play

Narrative:

Visitors who participate in this interactive will step into the role of an archaeologist. Visitors will see a conservator’s workspace including a countertop set with pieces of an ancient vase. Visitors will examine the vase pieces on the countertop and will carefully fit them back together to repair the vase. Labels will deliver content about the work of real archaeologists.

Educational Flow:

1. Users will enter a conservator’s workspace and will see a countertop.
2. On the countertop, users will see the broken pieces of an ancient vase.
3. The vase will be made of a robust material, similar to that of the Terra Cotta Warrior pieces in *Treasure of the Earth*.
4. Label prompts will direct users to examine the vase sherds and carefully piece them back together.
5. Additional label content will discuss the careers of those who work to uncover, conserve, and study the remnants of ancient civilizations.

I Am A Problem Solver!

Builder



“Builder” Interactive Narrative

Interactive Type: Constructive Play

Narrative:

Visitors who participate in this interactive will step into the role of a builder, helping to assess and make repairs to Barbie’s garden fence. Visitors will see a small garden surrounded by a colorful wooden fence. Visitors will learn that small animals have been sneaking into the garden through loose or broken slats in the fence. Prompts will encourage visitors to check the fence, using tools to replace any loose slats and bolts.

Educational Flow:

1. Users will see a small home garden surrounded by a cheery, multi-colored fence.
2. Near the garden, visitors will see a workstation and bins holding tools, bolts, and extra fence pieces.
3. Labels in the area will explain that small animals have broken into Barbie’s garden, and that she needs the users’ help to check and repair her fence to keep the animals out. continue...



I Am A Problem Solver!

“Builder” Interactive Narrative

Educational Flow continued:

- 4) Users will follow prompts to put on a builder’s yellow vest and use tools to check the slats of the fence.
- 5) As users check the fence, they will tighten bolts and replace slats to make repairs.

Doll Box Photo Op

Doll Box



Doll Box Interactive Narrative

Interactive Type: User Generated

Narrative:

In this interactive photo opportunity, visitors will be prompted to imagine their future careers or roles in adult life. Visitors will see a life-sized Barbie doll box environment. They will enter the box and use digital controls to adjust the copy and images on the box to display their name and their future dream career or role. Nearby prompts will encourage visitors to pose in the box and have their picture taken by a family member.

Educational Flow:

1. Users will approach a life-size Barbie doll box environment.
2. On the outside of the box, users will see a video monitor that will display a person's name.
3. On the inside back wall of the box, users will see a large monitor that will display a background image.
4. Near the box, users will see a touchscreen kiosk.
5. Prompts on the touchscreen will encourage visitors to imagine what their future dream role or career will be.
6. The touchscreen interactive will then ask users to type in their name. Once users have entered their name, it will appear on the front monitor located on the outside of the box.
7. Users will then be prompted to select their future dream career from a list provided by the interactive. The name of their career will appear under the user's name on the outside monitor.
8. Users will then be prompted to pick a background image that matches their future dream career or role. Once selected, the image will appear on the inside back wall monitor.
9. Finally, the user will be prompted to pose in the box while family members take their picture.

Barbie™

YOU CAN BE ANYTHING

THE EXPERIENCE

PRODUCED BY:

CHILDREN'S
MUSEUM
INDIANAPOLIS®

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Target Age: 6-10 years old

Size: 5,000 Sq ft

Cost: \$165,000 plus inbound shipping

Term: 3 months

For More Information Contact:

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