The “Hikayat Simsim” Multimedia Edutainment Project in Jordan and its Role in Early Childhood Cultural Heritage Knowledge

El proyecto educativo multimedia “Hikayat Simsim” en Jordania. Su papel en la educación sobre Patrimonio Cultural en la infancia

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Abstract
In Jordan, it is a fact that cultural heritage resources are suffering. Many young children in Jordan and other countries of the Arab world are not taught about archaeology or other means of respecting and preserving the past. In order to reach children, we must utilize tools already popular with them, such as television and games, to teach lessons about Cultural Heritage. However, in order to interest children in these issues, it is essential to use modern multimedia tools. Hikayat Simsim is a national Jordanian Educational Multimedia project co-produced by Jordan Pioneers for Multimedia in Jordan and Sesame Workshop in New York. One of the main aims of the project is to create a new generation of Jordanian children proud of themselves and their country, their own culture, respectful of other cultures, and empowered to embark on both formal and informal educational endeavours, using its entertaining Muppet characters.

This paper attempts to discuss how the cultural heritage concept and material appear in the particular case of the Hikayat Simsim project with respect to two unique and complementary aspects: (1) The television show series; (2) The educational outreach initiative. The paper will also address how Hikayat Simsim, can develop methods to promote appreciation, awareness of cultural heritage issues among children. This will be achieved by the support of presentation of ideas, based on the educational goals of Hikayat Simsim curriculum.

Key words: Entertaining Muppet Characters, Early Childhood Education, Awareness, Multimedia, Cultural Heritage, Hikayat Simsim, Outreach material.

Resumen:
Durante los primeros años, y desde la perspectiva de los propios niños, el juego y el aprendizaje están unidos. Cuando alcanzan los cinco años, la gran mayoría ha aprendido mucho. Sin embargo, todavía están lejos de comprender los elementos del Patrimonio Cultural de su entorno local como parte de sus vidas, eso es algo ajeno a la vida escolar. Así, a la mayoría de la infancia en Jordania y en otros países del mundo árabe no se les enseña nada de Arqueología o de respeto hacia los restos del pasado.

Está claro que con el fin de llegar a la infancia, hay que utilizar las herramientas que les son más conocidas, como la televisión y los juegos, así como los recursos multimedia. Esto es lo que pretende Hikayat Simsim, un proyecto educativo multimedia producido por “Pioneros de Jordania para la multimedia”, en Jordania, y “Sesame Workshop” en Nueva York.

Uno de sus objetivos principales es crear una nueva generación de niños y niñas jordanos orgullosos de sí mismos, de su país y de su propia cultura, además de respetuosos con las otras culturas. Para ello se utilizan los personajes Muppet de entretenimiento. Este trabajo analiza cómo el concepto de Patrimonio Cultural se introduce, en el proyecto Hikayat Simsim mediante dos aspectos complementarios:
1. Introduction
Over the past half-century, child development research has provided an increasingly comprehensive knowledge base to explain how young children acquire skills and knowledge and define the environmental supports needed to stimulate and sustain development [1]. Early childhood education, however, is a critical means to address many of children’s developmental needs; the environment in which young children grow plays a major role in children’s development. During early years, from children’s own perspective, playing and learning are not always separate in practices [2]. By the time children are five years old, the vast majority have learned a great deal. They have reached “developmental competence” and “maturity,” meaning that they have achieved the normative learning benchmarks of their community [3]. Nevertheless, the notion of young children stepping out of the classroom to experience history, art and culture heritage as a living and breathing phenomena in their local environment has become alien to school life.

It has long been recognized that teaching children about cultural heritage and archaeology is essential to preserving history [4, 5]. Teaching young children to care for historically important sites and traditions is essential to preserving any society’s cultural heritage [6]. Children, however, like seeing other children engaging in activities to learn from. By promoting enjoyment and interest in participating in cultural heritage practices, children Cultural Heritage appreciation can be build up. This is basic issue to create generation of good Citizens to respect and to be responsible for preserving their Cultural Heritage. However, to discuss cultural heritage topics and activities that children enjoy, any treatment should include topics that interest both young and older targeted children, parents and teachers. It is fact that 2D &3D animation, games web site games, outreach material and Muppet held children’s attention. Therefore, a well designed, age –appropriate, and culturally sensitive educational and social activities during the early childhood years must be provided to facilitate interaction with the greater environment, and foster learning of an array of social, emotional and basic cognitive skills.

In Jordan, it is fact that cultural heritage resources is suffering. Many young children in Jordan and other countries of the Arab world are not taught about archaeology or other means of respecting, preserving even documenting the past. In order to reach children, we must utilize tools already popular with them, such as television and games, to teach lessons about cultural heritage. However, in order to interest children in these issues, it is essential to use modern multimedia tools [7].

For the purposes of this paper, cultural heritage is defined as manmade evidence of any aspect of culture, past or present. Culture includes all aspects of human society. According to the United Nations Economic and Social Council (UNESCO), cultural heritage used to refer mostly to physical ruins from ancient civilizations. The definition of cultural heritage has grown to include any aspect of culture from past or present traditions [8], which is what this paper focuses on. The UNESCO separates man made cultural heritage into tangible cultural heritage, such as ruins or artwork, and intangible cul-
tural heritage, such as theatre, dance, literature, and telling of oral histories [9].

2. The role of multimedia edutainment in children cultural heritage enhancement

Science and technology can be used not only to document, restore, conserve and preserve archaeological sites, historical monuments and artifacts themselves but also to promote awareness and appreciation. The rapid development in multi-media tools, especially in TV, filming, animation, website games, outreach material for children’s shall take place in supporting the efforts in children awareness and appreciation about their cultural heritage issues. This can foster the children appreciation of the people involved in cultural heritage and the work they do, seeing them at work and their creative processes.

The glory of cultural heritage, actually, is captured best through the pictures and sound provided by television, computers, and other multimedia modern technologies. However, instructional television received extensive comparative research attention in the 1960s when it began. Studies compared in-person learning to televised instruction, routinely finding no significant differences in learner performance between TV instructed and in-person students. Sesame Street has proven around the world that children can learn various academic and social lessons from television shows [10]. Research TV Consortium is looking for new means of distribution and interaction, including the Video. While the validity of classroom teaching is rarely questioned, teaching with technology invariably attracts the cautious question. Major institutions with an education outreach mission start to implement live curators to help teachers and students use their site. They should co-develop, accumulate, and disseminate curriculum ideas and lesson plans and they could provide referrals to other resources when others better answer constituent questions [11]. There would also appear to be a trend for more cross-curricular work, involving arts and other (non-arts) subject areas working together on creative and/or cultural themes.

Recently, Virtual heritage and archaeology start to play significant role in exploring issues involved in creating immersive cultural heritage projects enhancing our perspective and understanding of the environments in which our ancestors lived and worked. However, in spite of various concerns and objections regarding the appropriateness and educational efficacy of virtual reality, there remain compelling reasons for believing that virtual heritage projects warrant serious investigation and can provide strong tools for learning [12]. Virtual archaeology refers to the use of 3D computer models of ancient buildings and artifacts visualized through immersive technologies. VR hardware and software are reflected in the creation of a number of educational and cultural heritage programs targeted at the widest possible audience on many levels [13]. Institutions of informal education, such as museums, research, and cultural centres are now in a better position to make use of such advanced systems and investigate their educational potential while effectively shaping how they deliver public entertainment and education.

On the other hand, taking a more direct approach to these issues, many museums and media organizations have designed multimedia curriculums for children dealing with cultural heritage. Many of these sites and curriculums do not directly discuss the issue of preservation of culture, but indirectly promote an interest in and respect for heritage and history among students. For instance, the British Museum offers a website for kids about the ancient Greek Olympic Games [14]. The Metropolitan Museum in New York holds lectures and storytelling sessions for kids about medieval history.
The Public Broadcasting Service (PBS), a non-profit television and media organization in the US, has also used the medium of television to teach children about heritage and supplement elementary school history curriculums. For American teachers they have created “The Greeks,” a multimedia site with videos, activities, and other information about all aspects of ancient Greek culture and history [16]. The site offers students interactive tours of ruins, such as the Parthenon, as they are now and images of how they might have looked when ancient Greeks were using them [17].

3. Sesame workshop/ street as early childhood multimedia edutainment and the Arab region

Sesame Workshop is a non-profit organization based in New York, established over 40 years ago, and has been dedicated to addressing children’s critical development needs in more than 150 countries, loved by children, respected by educators and trusted by parents [18]. Sesame workshop’s four decades of experience have proven that with the right combination of humour, art and sensitivity, television can address those “hard to teach” topics and provide new images and messages that can help meet many of the current challenges. Sesame Street has proven around the world that children can learn various academic and social lessons from television shows [10]. Sesame workshop’s as international productions help to improve early childhood education quality and access and to expand the use of information and communication technologies for educational purposes.

Sesame Workshop, which first made Sesame Street and partners with local production companies in each country to make international Sesame productions [18]. As such, these projects contribute to the millennium development goal of achieving universal primary education for all initiative to expand and improve early childhood care and education especially for the most vulnerable and disadvantaged children. In the area of cognitive development, countless studies conducted in the United States and internationally have repeatedly evidenced the power of Sesame Street to introduce skills that have significant impact on children’s academic achievement and lives. The international versions of Sesame Street shows are produced in each country based on careful research about the local context children grow up in, so that lessons are related to children’s everyday lives and they can see how to apply them. A general diagram of Sesame Street methodology model and the Muppet characters are shown in Figure 1.

While the international adaptation of Sesame Street began in the early 1970s, the first sesame street co-production in Arabic began in Kuwait in 1979 with Iftah ya Simsim. Iftah ya Simsim have since aired via satellite throughout Arabic speaking countries and helped raise past generations of preschoolers with a wide range of educational and social skills. Since Iftah ya Simsim, sesame workshops had co-produced other series in Arabic to help address the educational needs of specific cultures and countries [19, 20]. These are:

**Al Manahel;** Co-produced in Jordan in 1988. It aired in more than 15 Arab countries and presented classical Arabic reading and writing skills.

**Share’ Simsim;** Co-produced in Palestine in 1998, was the first educational children’s program specifically developed for Palestinian children and addressed self pride, respect and understanding along with basic education.

**Alam Simsim;** Co-produced In Egypt beginning in 1999. The program is extended its broadcast to 22 Arab countries in 2003 on MBC and highlights girl’s education and health and nutrition, and offers a broad pre – school curriculum [19, 20].
Hikayat Simsim; Co-produced in Jordan since 2002, designed to support the educational sector to educate and entertain Jordanian children in primary schools; ages from 4 to 7 years old, through multimedia, including television, outreach distribution and training workshops.

4. The significance of Hikayat Simsim in Jordan educational objectives and model

There are currently a very limited number of television programs created for young Jordanian children that target specific developmental and educational needs in a quality manner [19]. Hikayat Simsim is a national Jordanian Educational Multimedia project co-produced by Jordan Pioneers for Multimedia in Jordan and Sesame Workshop in New York. The project aims to create a new generation of Jordanian children proud of themselves and their country, their own culture, respectful of other cultures, and empowered to embark on both formal and informal educational endeavours. Hikayat Simsim exposes children to the values and problems of their environment and using its entertaining Muppet characters, Figure 1, helps children gain positive social relation skills. In addition, to the professional cross-fertilization inherent in the same workshop model, the Hikayat Simsim project goes one step further toward engaging local stakeholders to work together toward the development and sustainability of high quality children’s media that contributes to Jordanian early childhood education. Hikayat Simsim following Sesame Workshop methodology has two unique and complementary aspects [19, 20]:-

- The television series.
- The educational outreach initiative and training.

The statement of the educational objectives is divided into five sections. These are:
(1) Cognitive Skills, Language Arts, Mathematics, Science and Environment, (2) Health, Hygiene, Nutrition and Safety, (3) Child, Family, Community, and Group Relations, (4) Respect, Understanding, Tolerance and Diversity, (5) Culture, heritage, and Art. This document forms an articulation of skills that Hikayat Simsim television and outreach initiative encourage children to gain. It serves as the Educational Framework for the Hikayat Simsim project. According to Hikayat Simsim/ Sesame Street methodology Model, Figure 2, many of these topics and areas are directly to goals set by Jordan’s education reform and knowledge economy project (ERFKE).

![Figure 1. General diagram of Sesame Street methodology model and the Muppet characters.](image)
In the section about Culture, heritage, and Art the statement emphasizes how to instill in children a pride in their country, heritage and traditions. The statement encourages children to be proud citizens, and to participate in the common culture that is shared by all Jordanian people irrespective of religion and class. The statement also introduces:

- Archaeological sites and monuments of historical significance in Jordan (such as the Citadel and Roman Theatre in Amman, The Hadrian’s Arch and columned street in Jerash, The Siq and the Ancient city of Petra, Ajlun Castel in Ajlun, Shawbak Castle in Shawbak, The mosaic at the Greek Orthodox Church of St. George in Madaba.

- Information about Jordan to encourage children to appreciate and enjoy the formal and informal arts of Jordan including music, dance, folk dance, folk songs, and theatre.

- Appreciating Jordanian Art: Encourage children to appreciate and enjoy the formal and informal arts of Jordan (e.g., songs, music, dance, play, theatre, classical and modern music, musical instruments, visual arts, etc.)

- Children to local arts and crafts that have always existed in Jordan (e.g. rug-making, sand-bottles, glass-work, embroidery, pottery, mosaic, etc.).

4.1. Hikayat Simsim Community Impact
Hikayat Simsim has produced four seasons until now. However, the main community impact is obvious and can be summarized as follows:

1. **Television**: distributed educational entertainment content through television daily on air to all Jordanian children, parents & families.

2. **Public Survives Announcements (PSAs)**: Each of the PSAs targets a particular message linked to the series but relevant to issues of parent – child interaction. JTV has aired the PSAs during adult vie-
wing times in order to reach the largest possible audience.
3. **Educational Children’s Kits**: Hikayat Simsim has extended its influence to more than 80,000 children throughout Jordan in the distribution of the children’s kits.
4. **Full size Live Muppet shows (Walk around)**: More than 200 Muppet educational shows were conducted throughout Jordan reaching children, with a minimum of 300 children, and their parents, Figure 3.
5. **Educating 1200 Teachers**: Teachers have been educated in the proper use of the educational material covering key topics.
6. **Training 2100 Parents**: Hikayat Simsim has impacted the development of communities through the Parent Training Workshops conducted throughout Jordan.
7. **Capacity Building**: Training workshops for script writers, puppeteers, directors, children’s program directors, live action directors. Regionally, there is a gap in the field of early childhood education. Scriptwriters Hikayat Simsim has dedicated resources to creating a new generation of specialist writers in the field, through continuous capacity building writing workshops.
8. **Formative and Summative Research**: Several critical topics have been researched according to the needs of the Jordanian children resulting with educational framework serving Ministry of Education curriculum and other partners.

5. **Hikayat simsim cultural heritage material: analysis and assessment**

5.1. **TV Episodes Assessment**
Children in Jordan spend a considerable portion of their time watching television. It is one of the major forms of recreation because it is easily available, low cost, and can be done within the home environs. There is currently a very limited number of television programs created for young Jordanian children that target specific developmental and educational needs in a quality manner [19].

This part of the paper is based on an analysis of Seasons One to four of Hikayat Simsim, which together includes 104 episodes. Each 25-minute episode contains average 8-10 segments of two to three minutes each. Each segment and show has a specific educational goal, which relates back to the statement of the educational objectives / curriculum of the show that is based on needs defined by Jordanian educators, parents, government officials, and even children themselves [21].

More than half of these segments usually show the main Muppet characters, Tonton and Juljul playing together in a way that promotes one of the lessons of the show. For example, Juljul frequently plays on his...
computer, whereas Tonton plays outside or asks questions of Juljul and along with their human friends show children how to eat healthily, to exercise, be kind to each other, to be involved cultural events, heritage, art, and take care of the environment Figure 4.

The rest of the segments do not feature Tonton or Juljul or other regular characters. Some are cartoon stories of objects, Figure 5, animals or people from Jordan and other parts of the world. Others are “live action” sequences of children and families from various areas of Jordan Figure 5, explaining parts of their daily lives, their culture and their favourite places, how their families celebrate holidays such as Ramadan and Christmas, or giving a tour of their hometown.

We counted the number of episodes that contain any segment related to cultural heritage, and then analyzed and categorized each cultural heritage segment. Each segment was first categorized as Jordanian or International, and then broken down into types of cultural heritage, including Archaeology, General, Celebrations, Music, Food, and Arts. It is of importance to briefly define the categories of Jordanian and International cultural heritage segments on Hikayat Simsim before going on to analyze results. Among the Jordanian segments, these categorized as:-

• “Archaeology” segments take place at historical sites in Jordan, such as Petra, Jerash, or Salt showing Jordanian children who live near these sites Figure 5, and whose families work in the tourism industry or enjoy spending time at these archaeological sites and monuments. For example, the Live action segments “Sounds in Petra”; “Adnan in Petra”; “Colored Sand in Jerash.” These segments come closest to directly promoting archaeology and culturally important archaeological sites. However, they do not directly talk about conservation and preservation issues, but rather show people using archaeological sites in respectful ways.

• Musical segments deal with traditional Jordanian music, dance, and instruments. For example, the “Traditional Dress,” “Bani Hamida,” “Banana Leaves” segments. Arts-focused segments show artists and craftspeople in modern Jordan doing activities such as basket weaving, embroidery, or painting.

• Food segments show the process of making traditional Jordanian foods, such as olive oil or tabouleh, and “Homos,” “Simsim Song,” “Mankoosheh” segments.

• Celebration segments deal with important holidays, such as Ramadan, or other celebrations, including birthdays and weddings. For example, “Ramadan” segment.

• General heritage episodes clearly take place in Jordan and show scenes of daily life in various Jordanian towns and cities, but do not fit into any specific category. For example, “Rawditi Song” and “Memory Trunk 1” segments.

All of these episodes make reference to how cultural heritage manifests itself in current everyday life in Jordan, but do not directly discuss history or conservation of these traditions. International heritage segments is non-Jordanian cultural themes of any type, as Hikayat Simsim features some segments from China, Russia, Kenya, and other countries as for example, the “Aztec Geometric Forms,” “The Emperor and the Kite,” “Taiko Drums, Mom and Kid,” and “Wooden Cradle” segments. These segments are often not produced in Jordan. They are taken from the Sesame Street global library that allows all Sesame productions to share and borrow segments from each other to present different cultures and themes.

However, there is overlap between categories in some segments. For instance, food is featured in Ramadan segments, so these
segments could be placed in either the “Food” category or the “Celebrations” category. In view of that:-
• We chose to put each segment in only one category, to which it was deemed most relevant. “Jordanian” specifically, also in this case is a loose term, as some foods and arts are regional and not only present in Jordan.
• We chose to categorize anything that takes place in Jordan as “Jordanian,” regardless of whether or not it is only in Jordan or in other places as well. We did not include more general regional or religious categories in our analysis, as this paper is focused more on Jordanian cultural heritage.

5.2. Outreach Material Assessment
Hikayat Simsim outreach initiative, produced by Jordan pioneers and in conjunction with sesame workshop and the Jordanian ministry of education, includes the creation of materials for distribution throughout Jordan. These materials were distributed to preschoolers and community centres and focus on the characters and educational goals of the series. Hikayat Simsim also facilitated teachers training workshop to promote the usage of the outreach materials among children’s, educators and parents.

Among these materials are educational posters; featuring the series slogan (together living, playing, and sharing our stories, our clean city) with a series of questions for teachers to use for discussion in classrooms appears as well, storybooks; to promote the series goals and to foster an appreciation for storytelling to help stimulate younger readers’ interest.

The Teacher’s guide books are resources for educators to elaborate on the series by leading children in a range of activities that promote respect and understanding of other cultures. Meanwhile stickers featuring the Jordanian Muppet characters and Videotape (DVD) were distributed to schools and day-care centres equipped with television and VCRS.

In addition there is production of Public service announcement (PSAs); decades of PSAs extend the series messages directly to parents and other adults have been aired during adult viewing times in order to reach the largest possible audience. Lastly, the outreach initiative extends its activities to reach children through the Full size Live Muppet shows (Walk around) Figure 3. Accordingly, many educational materials concerning cultural heritage take place in the outreach material at historical sites in Jordan, such as Petra or Jerash Figure 5, showing Jordanian children who visit and live near these sites, enjoy spending time at these archaeological sites.

These segments come closest to directly promoting historical and cultural heritage traditions and important sites. However, they do not directly talk about conservation and preservation issues, but rather show...
people using archaeological sites in respectful ways.

5.3. Discussion and Results

By mobilizing media as a tool to expose children to the values and achievements of their own culture, Hikayat Simsim, builds pride in Jordanian culture and helps children gain positive social relation skills requisite to appreciating the diverse world in which they live. Meanwhile Hikayat Simsim currently has dealt with many issues in Jordanian cultural heritage as it exists today, but it does not directly discuss history or how to promote awareness in order to preserve and conserve heritage.

Based on an analysis of first two seasons (52 episodes) of Hikayat Simsim, there were 53 segments dealing with some type of Jordanian heritage and 7 dealing with International heritage. 65% of episodes in Season One and 73% of episodes in Season Two contain at least one segment dealing with heritage or culture. However, in only one episode did all of the segments deal with a cultural heritage theme? This was Episode 26 of Season 1, called “Happy Eid,” which covered various aspects of the celebration of the end of Ramadan, called Eid al-Fitr.

Over the first two seasons of the show, the number dealing with Jordanian cultural heritage increased from 24 to 36 segments. The highest number of segments dealt with Food and Arts, showing how Jordanian cultural traditions manifest themselves in contemporary everyday life. For instance in the Food category, one segment shows various uses of chickpeas and how they are made into hummus, falafel in animation style, and other traditional foods. In the Arts category, one episode showed a grandmother in rural Jordan teaching her granddaughter how to weave baskets out of dried banana leaves in Live action segment style.

In Archaeology, only 8 segments in all of the first two seasons, was the least common among cultural heritage themes. Most of these segments did not talk about the sites themselves, but used them as settings...
to show everyday life in Jordan. For example, one Live action segment “Adnan in Petra”, shows a boy riding with his father, who drives a tourist carriage in the Siq/canyon of the world heritage site of Petra for a living, Figure 6.

Another shows in animation cartoon “Sounds in Petra” A bat living in a cave in Petra. Neither discusses Petra’s ancient Nabataean origins, nor shows how the site was discovered and excavated. Though, while these episodes teach children to understand and appreciate some aspects of cultural heritage, they do not directly address the issue as a critical one in Jordan. The highest number of segments dealt with cultural heritage, showing how a Jordanian child’s themselves in contemporary everyday life.

On the other hand, based on an analysis of the other two seasons 3 and 4 (52 episodes) of Hikayat Simsim, there were only 14 segments dealing with some type of Jordanian heritage.

Analytically, in Season 3 only two Studio segments; Folklore bands celebration, showing the Muppets and the human characters with children’s learning all together the traditional Jordanian Dabbke dance Figure 7, and Fayrouz (Awad) covering heritage and culture/ dance and music, in addition to three live action segments (Easter, Country life, and Mosaic showing the children’s experience in Madaba Mosaic School in Jordan, Figure 8, covering cultural heritage and art -cultural practices, in addition to one animation segment, Talking Vase, covering cultural heritage practices Figure 4.
In Season 4 only five Studio segments (The Poet Juljul, The Broken string, The Musician, Art is a great talent, Good citizen) covering culture and musical instruments, meanwhile three live action segments only; Taboun, showing the children experience with their grandmother in making the traditional bread “Taboun” in the villages in Jordan, Figure 8, the Fisher man and Soap House, covering cultural and art-cultural practices and Appreciating Artists.

In comparison with the original American Sesame Street, which has aired for over 40 years, there are some cases precedent for archaeology and cultural heritage on the show. One episode explains the profession of archaeology and several feature Indiana Jones parodies. For example “The Golden Cabbage of Snuffertiti” and “Ernie and Bert explore and Egyptian Pyramid”. Similar to Hikayat Simsim, there are episodes featuring holidays and visits to American and international cultural sites. In one episode, Big Bird, a large yellow bird Muppet, sings “Feliz Navidad,” or “Merry Christmas” in Spanish, highlighting aspects of Hispanic American culture such as “Christmas Eve on Sesame Street”. In one TV special, Big Bird visits China, “Big Bird in China,” introducing children to archaeological sites such as the Great Wall. In another episode, “Big Bird in Japan”, he visits Japan, showing children the famous temples of Kyoto and the skyscrapers of Tokyo.

Although these episodes teach children to understand and appreciate various as-
pects of cultural heritage and historical sites, they do not directly address the issues of awareness for preservation and conservation. Similar to Hikayat Simsim, American Sesame Street mostly uses archaeological sites for settings to teach lessons or tell stories, but does not discuss the history or the importance role of the archaeologist in the excavation of the archaeological sites themselves.

6. Recommendations
After assessing cultural heritage themes on Hikayat Simsim we decided to look for new ways to address heritage, archaeology, and preservation. To figure out how to better promote awareness and preservation of cultural heritage among Jordanian youth using multimedia tools, we have compiled a literature review of heritage curricula, television shows, and games internationally. These materials exist mostly in schools and museums.

In addition to these sites about appreciation of history, there are more multimedia tools more directly encouraging students to become archaeologists and learn about preserving cultural heritage, especially ruins. For instance, the US National Parks Service (NPS) has a website for children about archaeology, how to become an archaeologist, and even how to start your own dig [22]. The Archaeological Institute of America publishes a magazine for kids, called Dig, to promote youth interest in the field [23]. There are many interactive archaeology games online for kids, such as the British Broadcasting Corporation’s (BBC) “Dig Deeper,” which asks about ancient cultural
heritage history [24]. PBS also has a game called, “Be an Archaeologist,” where children have to fit together the pieces of a pot from a dig site [25].

Using characters that children already know and learn from, Hikayat Simsim, according to Jordanian particularity, can follow the examples of the Public Broadcasting Service and the Archaeology Institute of America’s curricula for teachers. Sesame Street in the US has also included brief discussions of archaeology, and many episodes incorporating holidays from various cultures present in the US. Hikayat Simsim, however, can offer infinite possibilities as a platform for young children in Jordan to explore heritage and archaeological themes with the Muppet characters that already entertain and educate them. Based on what Hikayat Simsim has already done to teach children about heritage and on other international models of cultural heritage education, there is a need:

- To continue addressing new and critical topics of cultural heritage resources.
- To suggest new ways to promote cultural heritage appreciation among Jordanian young children in the future using Hikayat Simsim and other multimedia resources. As an example, Hikayat Simsim outreach material could be the basis for many games to allow children to experience, for example, the Nabataean and Umayyad cultures.
- To seek in upcoming season new content to teach children more about cultural heritage, archaeology and conservation issues in Jordan.
- To include more studio segments with the Muppets concerning archaeology and cultural heritage conservation.
- To include more visits in the studio and live action segments by Jordanian children to these archaeological sites and monuments.
- To feature segments showing children in Jordan or with the Muppets learning about the profession of archaeology and why it is important.

7. Summary and concluding remarks

It is essential for Jordan to encourage its future generations to improve awareness in order to preserve its cultural heritage resources. By introducing young children to a variety of sources and resources, including activities and making learning about cultural heritage sites and artifacts enjoyable, by using reconstruction images and conduct events on historic sites, we can help them to develop their responsibility to this critical matter in Jordan. Children’s edutainment in Jordan can better utilize the powerful multimedia of television, outreach initiative, and a computer game to inspire young children’s to learn more about antiquities and cultural heritage.

Hikayat Simsim, however, is a perfect multimedia tool to introduce young children to different aspects and themes of cultural heritage and archaeology. Hikayat Simsim has a proven track record of using its entertaining Muppet characters to teach children a variety of lessons, and it is a valuable tool for teaching children about archaeology and cultural heritage as well. However, now the typical approach and treatment to introduce for children to local arts, traditional crafts that have always existed in their environment (e.g., sand-bottles, glass-work, pottery, mosaic etc.), is not sufficient to understand and share with them the dangers facing our Cultural Heritage. There are many international examples of using technology and television to promote children interest in archaeology and cultural heritage that could be applied in Jordan and the Arabic region.

Based on an analysis of 104 episodes of Hikayat Simsim season 1-4, the Hikayat Simsim project represents a high-quality model of children’s educational/entertainment multi-media and serves as the pilot for
additional series that can help to foster understanding and mutual and Cultural Heritage respect. Addressing a wide range of educational objectives, the Hikayat Simsim project is a dynamic tool to present critical learning opportunities for young children and can serve as a case study of how multimedia can be used to foster educational cultural heritage and archaeology aims.

For that, Hikayat Simsim sustainability is necessary to continue serving the educational needs of primary Jordanian children, parents and teachers. With its multiple media approach and educational objectives exploring a comprehensive approach to child development, the project can help educate a new generation of Jordanian children to be proud of themselves and their own culture, to be empowered to embark on both formal and informal educational endeavors.

Currently Hikayat Simsim has dealt with many cultural heritage issues in Jordan, but it does not actually teach lessons about archaeology and conservation directly; It has included some studio segments, cartoons or live action segments at historical sites, such as Petra and Jerash and also shown children learning about traditional cooking, dancing, arts, or farming in Jordan. Following precedents set by museums and television shows with more developed curriculums dealing with heritage and preservation, Hikayat Simsim should seek in upcoming seasons to teach children more about cultural heritage, archaeology and conservation issues in Jordan. However, good citizenship concepts should be more emphasized in Hikayat Simsim to teach principles of social behaviour on the efficient use and management of cultural heritage.

The TV show already features segments explaining various professions, or showing Tonton and Juljul dream about what they will do when they grow up. Therefore, Hikayat Simsim could feature segments showing children in Jordan or the Muppets learning about the profession of archaeology and why it is important. This would fit well with existing segments about a little girl wanting to be a pilot (“I Can Fly,” in Episode 7, Season 2 and Episode 12, Season 2, Hikayat Simsim, DVD, 2003), or the Muppet Tonton wanting to be a doctor (“Act I,” in Episode 20, Season 1, “Professions,” in Episode 7, Season 2, Hikayat Simsim, DVD, 2003). With Jordan’s wealth of archaeological sites, Hikayat Simsim could also include more visits by Jordanian children to these places, in addition to existing segments featuring Jerash or Petra, like the Umayyad palaces and other world heritage sites. Hikayat Simsim could also design a Hikayat Simsim-themed website or computer game dealing with Jordanian cultural heritage, similar to many museum websites.

In future season of the project, Hikayat Simsim should intend to broaden its reach and national awareness about cultural heritage, engage with multiple sectors to help deliver educational content, and continue to address critical topics in archaeology and conservation, within the trusted and beloved context of sesame street that has quickly captured Jordanian viewers’ hearts, minds, and imaginations.

The creation of Cultural Heritage applications for outreach material in relation to cultural heritage digital edu-entertainment games, even VR systems is a learned process with its share of challenges. Hikayat Simsim could also design a Hikayat Simsim-themed website or computer game dealing with more about efficient use and management of cultural heritage. However, archaeological objects should start to be used in Hikayat Simsim also to teach principles of other social and physical sciences.

References
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