

# Puffin Rock Habitats



 An Chomhairle Oidhreachta  
The Heritage Council

 Cartoon  
Saloon

 Creative  
Climate Action



 Clár Éire Ilánach  
Creative Ireland  
Programme



Evaluation Report Feb 2025



## Background

Puffin Rock is a preschool animated TV show and feature film created by Cartoon Saloon in Kilkenny and Dog Ears Studios in Derry. The show is set on a beautiful island off the coast of Ireland and narrated by Chris O'Dowd, following a young puffin named Oona and her little brother Baba as they explore their world. Nature and wildlife are central to the stories and visual style of the show, featuring beautiful depictions of Irish flora and fauna. With wide international distribution, it has built a significant preschool audience for its focus on nature, gentle humour and positive values of connection and care.

The popularity of Puffin Rock offered a valuable opportunity to teach young audiences and their families and communities about the importance and interdependence of habitat and biodiversity conservation, a crucial subject which does not have the same level of understanding or awareness as climate change with the general public. The Heritage Council joined the project as an educational partner, to ensure that pedagogical and ecological learning was in line with national policy, and they further extended the efficacy of the project through production of an activity book, tailored workshops and a facilitator's guide. There were a minimum of two workshops offered to each venue, one intended to show venue facilitators how to use the exhibition as a teaching tool, and a second to allow facilitation workshop attendees to shadow a children's workshop and see this in practice. In 2024, the exhibition toured to five different counties and it will visit another three in 2025.

## Map of exhibition tour 2024-2025



## Key Participants

**Project Lead - Ann Mulrooney.** Ann has worked in the creative and cultural sectors for over 20 years, curating, producing and directing multiple exhibitions, engagement projects and creative programmes. Currently working with Cartoon Saloon and with a deep interest in biodiversity and sustainability, she saw an opportunity to use Puffin Rock's popularity and focus on nature as a vehicle to inspire active caring for nature in young fans and their families. Ann brought partners, funders, design team and venues on board and was part of the exhibition design team.

**Science and Pedagogy Lead - Tasneem Khan.** Tasneem is an educator, biologist, photographer, diver, sailor and adventurer who has crafted and taught field ecology through immersive, art-science experiential learning methods for over 17 years. Her work has spanned equatorial and arctic regions, exploring seas from the Andaman Sea to Ireland's coast. With a research focus on understanding people's connection to landscape, she devises and facilitates interdisciplinary initiatives in ecology, conservation, education, and art and is a co-founder of EARTH Colab in the Indian Ocean Region and SEA School, a mobile learning centre exploring science, ecology and art through field work in Ireland's south-east. Tasneem oversaw the science and ecology information and designed the pedagogical aspects of the project including the interactive zones, workshops and facilitator's guide, and was part of the exhibition design team.

**Exhibition Design Lead - Steven McNamara.** Steven is the founder of award-winning studio ROJI, where he curates and designs critically-acclaimed exhibitions. He has previously led a multi-disciplinary collective to represent

Irish design on behalf of PIVOT Dublin at World Design Capital Helsinki and has received the Exhibition Design of the Year award from the Institute of Designers of Ireland multiple times. Since 2018 he has designed a number of Cartoon Saloon exhibition projects in collaboration with the Butler Gallery, and he is currently Design Project Manager with the Design & Crafts Council of Ireland with a focus on growing Irish Design Week into a leading international design event. Steven led the exhibition design process and oversaw construction of the exhibition.

**Visual Lead - Enora Le Luherne.** Enora is a Background Artist, Illustrator and Art Director in Cartoon Saloon. Over the past 10 years she has worked across a range of projects including the feature films Puffin Rock and the New Friends, Song of the Sea and the Oscar-nominated Wolfwalkers and The Breadwinner; short films Somewhere Down the Line and the Oscar-nominated Late Afternoon; TV series Pete the Cat and the Emmy-nominated Puffin Rock. Enora was responsible for adapting and editing Puffin Rock characters and backgrounds for the activity book, exhibition and website. This was also supported by Cal McLoughlin, Content and Deliveries Manager, Louise McCague, Production Coordinator on Puffin Rock and Aoife O'Brien, Digital Marketing Manager.



**The Heritage Council** - participation was led by Head of Climate Change Catherine Casey and Head of Communications Pearse O Caoimh. As well as producing the Activity book and website and facilitating the workshop development, both Catherine and Pearse contributed to the exhibition design and offered feedback and advice on biodiversity and national policy throughout the process. They also brought in Juanita Browne to author the Activity book. Juanita is a Zoology graduate with an MA in Media Studies and has worked in communications for over 25 years, editing, writing and producing across print, radio and television, and consulting on communication in various biodiversity projects.

#### **Tour Venues:**

Riverbank Arts Centre, Newbridge Co. Kildare

Mayfair Library, Kilkenny City

Skibbereen Arts Festival, Co. Cork

Old Market House Arts Centre, Dungarvan, Co. Waterford

Glenveagh National Park Visitor Centre, Co. Donegal

The Ark, Temple Bar, Dublin City

Flowerfield Arts Centre, Portstewart, Derry/Londonderry, N.Ireland

Mermaid Arts Centre, Bray, Co. Wicklow

#### **Exhibition Objectives**

- To utilise creative methodologies in order to engage families and communities in understanding and appreciating our natural heritage and biodiversity
- To increase awareness and understanding of the threat of habitat destruction and biodiversity loss and our shared role in safeguarding our environment for future generations.
- To educate families and communities on ways that we can protect our natural heritage and biodiversity in our everyday lives

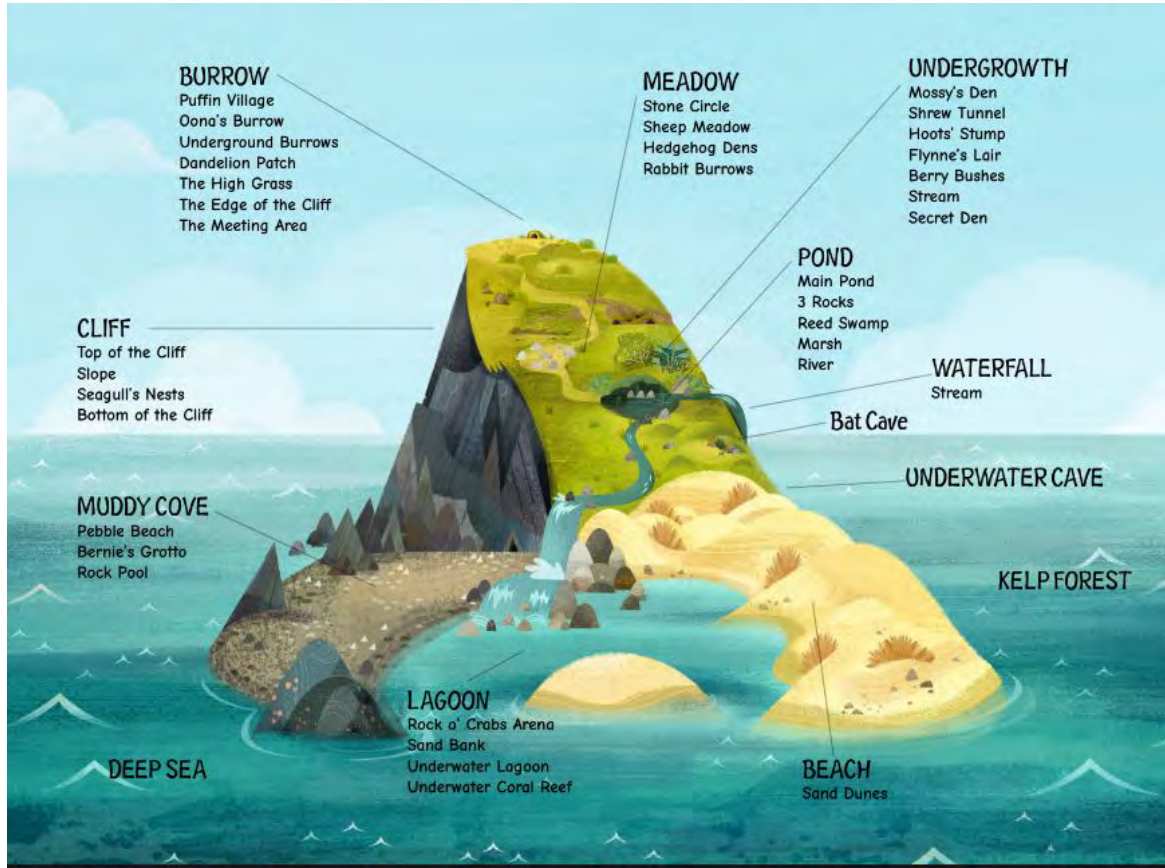
#### **Exhibition concept**

The exhibition concept was to communicate the idea of habitats as 'homes' for nature - by exploring Puffin Rock through some of its well-known characters as a series of habitats, it would encourage audiences to look at their own surroundings in this way and understand that the landscapes and green spaces around us are also 'homes' for nature that we need to take good care of.

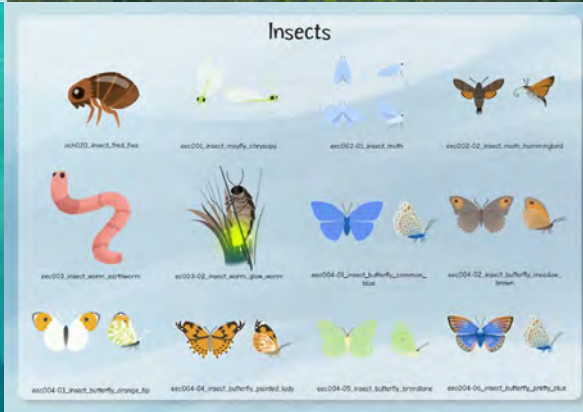
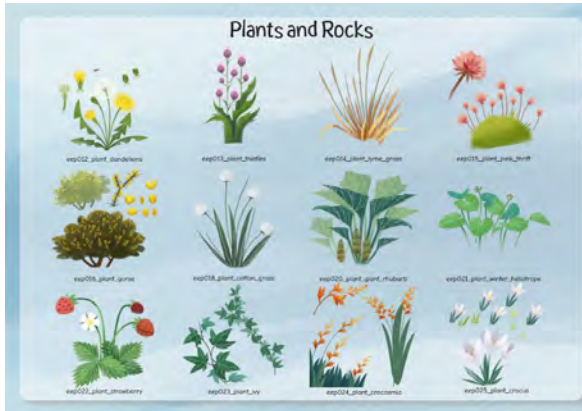
We started by identifying different habitats on Puffin Rock, combing through content and assets to identify the flora and fauna included in the show for each habitat.

The Activity book offered multiple nature-based activities and games to support children in developing observation and identification skills and to communicate some simple ways that children could help care for nature.

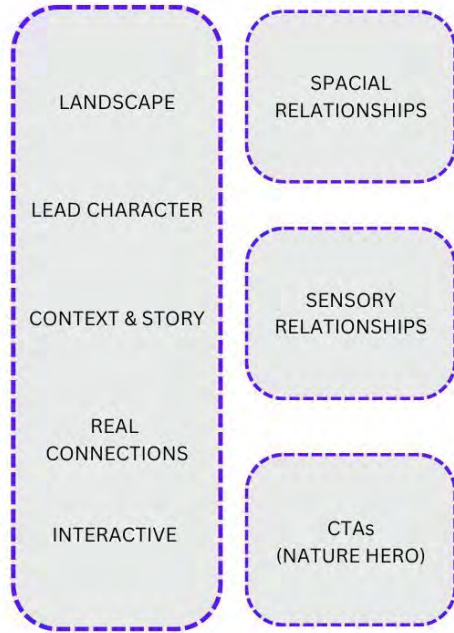
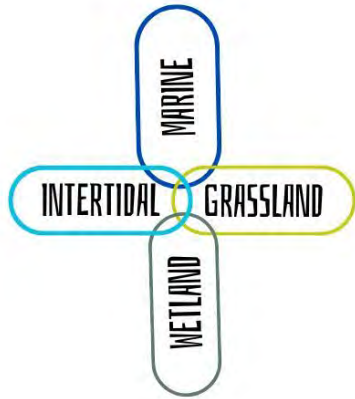




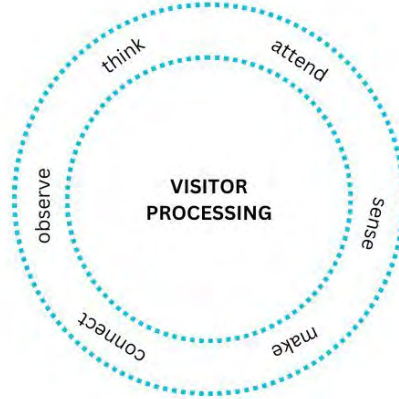
Identifying habitats on Puffin Rock



Identifying and categorising some of the plants, animals and insects

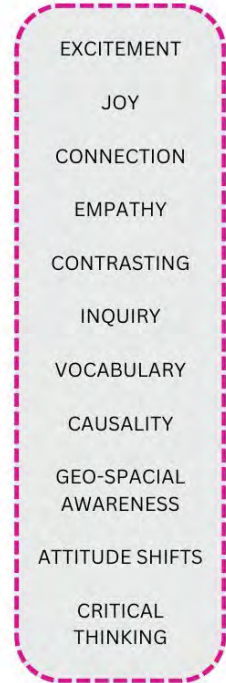


MOVEMENT BETWEEN HABITATS & SPACES

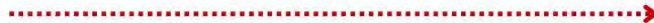


EXPERIENCE GOALS

[ FROM CARE TO CRITICALITY ]



watch out for: fatigue, boredom, feeling lost



Pedagogical map of exhibition design



## Exhibition Design

For the exhibition design, we focused more closely on four specific habitats: Marine, Intertidal, Grassland and Wetland. We crafted a journey through these habitats, led by puffin characters Oona and Baba, and meeting different Puffin Rock characters in each habitat. We then amalgamated different scenes from the series and film, to incorporate a rich diversity of flora and fauna for each habitat.

Each habitat was illustrated with a large immersive three-dimensional image housed in a large backlit cabinet. To encourage exploration and play, we created a welcome zone of a play boat to start people on their journey, and created an interactive sensory zone for each habitat. We also considered the specific conservation messages we wanted to communicate for each habitat. The website was also constructed around the exhibition design concepts, to support communication of the key messages.

We were conscious of the carbon footprint of the exhibition, and wherever possible we used repurposed and recycled materials or sourced the most sustainable versions of new materials. We commissioned handmade exhibition furniture from Greenwood in Co. Wicklow. The exhibition will be re-homed and have a second life following the tour and if/when it is finally decommissioned, we will sort the various materials and recycle correctly.







The habitat scenes - (L-R top to bottom) Marine, Intertidal, Wetland and Grassland

## Marine Cabinet



## Marine Interactive zone





## Intertidal Cabinet



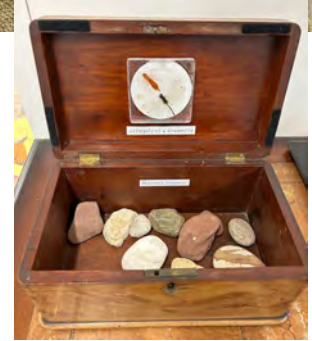
## Intertidal Interactive zone



## Wetlands Cabinet



## Wetlands Interactive zone





## Grasslands Cabinet



## Grasslands Interactive zone



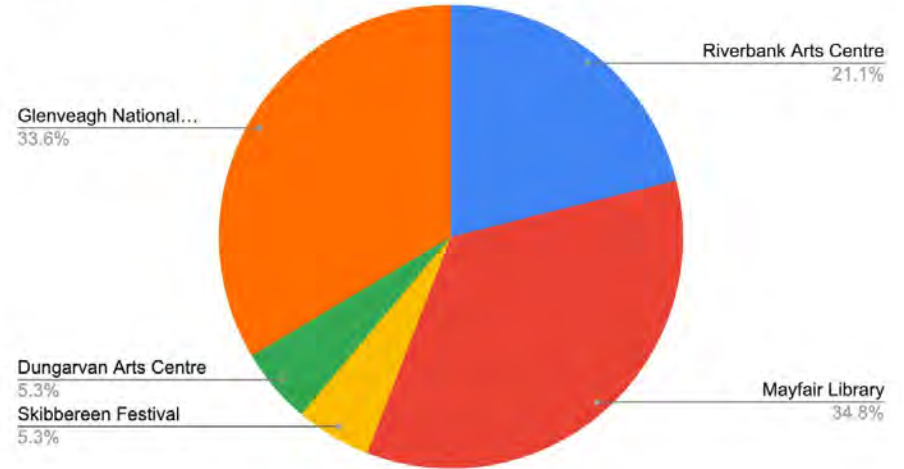
## Venue metrics

Venues to date have included a local festival, a city library, a national park visitor centre, a multi-disciplinary arts centre and a small art gallery. The exhibition duration in each has been approximately ten weeks, apart from the festival, which was ten days. The venues have large variations in their levels of resources in terms of marketing, facilitation, audience engagement and technical/installation roles. Their capacity to develop partnerships or engagement with local communities, schools, Biodiversity Officers or other ecology professionals or activities in their area is largely reflected in the visitor numbers. For some, the two project workshops were the only formal engagement activities offered. For others, these workshops were a springboard for developing their own programme of activities.

\*The exhibition opened in The Ark, Dublin, on 18th February 2025. Their visitor figures are not included in this report but the workshop with Ark staff and facilitators is included.



## Audience breakdown by venue



## Evaluation Methodology

There were a number of challenges in devising suitable methodologies to evaluate the efficacy of the project in moving audiences towards active participation. Firstly, the key audience is very young children. Secondly, the majority of venues do not have the resources required to gather evaluation material. To address these challenges, we integrated a measurement tool in the exhibition design, plus we surveyed the exhibition venues and the Biodiversity Officers in each county that the exhibition visited, gathered observations and feedback from venue staff and workshop participants, and measured the shift in children's associations with natural habitats before and after workshop participation.

## Evaluation via exhibition design

We created a Puffin Rock Nature Hero trail through the exhibition, with text panels pointing to additional actions that children could take with grown-ups help, from reading a book about the subject, to making a poster, to visiting an Irish NGO website with more information on the specific habitat. To track participation in this, we created a 'Get Involved' section in the Puffin Rock Habitats website. If someone undertook all the actions, they could download a Puffin Rock Nature Hero Certificate.

Whilst the 'Get Involved' website page has had 577 unique visits, there has been a very low participation rate in completing all answers and downloading a certificate. This may be that the instructions were too complex for a preschool audience, or that the activity was too far removed from the exhibition experience.

Overall, the website has had 3583 visitors, with 533 of those categorised as active users who visited between 1-3 times.



## Wetlands

### Look up

Ask an adult to help you visit [biodiversityireland.ie/surveys/wetland-detectives](http://biodiversityireland.ie/surveys/wetland-detectives) (This is the website of the National Biodiversity Data Centre)

### Take Action

- Visit a wetland and explore it with our Wetland Detective Kit. Ask an adult to help you share what you've discovered on the [biodiversityireland.ie/surveys/wetland-detectives](http://biodiversityireland.ie/surveys/wetland-detectives) page. This really helps us to learn more about the wetlands in Ireland and what we can do to protect them.
- Make a poster about some of the animals and plants in wetlands
- Read a book about frogs to learn more

## Grasslands

### Look up

Ask an adult to help you visit [www.pollinators.ie](http://www.pollinators.ie) to learn more about how to help protect pollinators at home or school

### Take Action

- Make a poster about how to help pollinators and share it with your school or family
- Check out the [pollinators.ie/ideas-hub](http://pollinators.ie/ideas-hub) for things you can do to help pollinators at home or in school
- Read a book about bees to learn more

## Intertidal

### Look up

Ask an adult to help you visit [www.cleancoasts.org](http://www.cleancoasts.org) for lots of inspiration #2minutebeachclean

### Take Action

- Take part in a local beach clean
- Make a poster about not littering on the beach and share it with your school or family
- Read a book about seashore creatures to learn more

## Marine

### Look up

Ask an adult to help you visit [www.iwdg.ie/junior-section/](http://www.iwdg.ie/junior-section/) to learn more about Irish whales and dolphins.

### Take Action

- Join IWDG (Irish Whales and Dolphin Group)
- Make a poster about protecting Irish sea creatures and share it with your school or family
- Read a book about marine life and learn more about sea creatures

## Wetlands

What new fact did you learn from the [biodiversityireland.ie/wetland-detectives](http://biodiversityireland.ie/wetland-detectives) page?

Enter your answer

Which action did you take?

Enter your answer

## Grasslands

What new fact did you learn from the [pollinators.ie](http://pollinators.ie) website?

Enter your answer

Which action did you take?

Enter your answer

## Intertidal

What new fact did you learn from the [cleancoasts.org](http://cleancoasts.org) website?

Enter your answer

Which action did you take?

Enter your answer

## Marine

What new fact did you learn from the [IWDG](http://iwdg.ie) website?

Enter your answer

Which action did you take?

Enter your answer

Calls to action on the website



From the venue surveys -

**80% strongly agreed that the exhibition brought in new audiences**

*“ The exhibit helped to target families more specifically. It also helped reach out more to teachers and empower them to do their own sessions.”*

*“The exhibition brought a younger audience to the gallery and we would be keen to repeat this experience so that young people and their families feel that a visit to an art gallery can be seen as a fun learning opportunity for everyone.”*

**80% strongly agreed that the exhibition was a valuable opportunity to communicate biodiversity learning to young children**

*“The connection to the tv/film characters of Puffin Rock played an integral role in welcoming new faces to the gallery. Many children were familiar with the characters already, which created a deeper connection to the exhibition from the outset”*

*“Interactive elements such as the detective table and the viewfinders encouraged children to get tactile and curious within the gallery. The variety of mediums kept them engaged”.*

*“A static exhibit creates a great start, but the input of skilled facilitators and educators adds real value”*

**80% strongly agreed that the exhibition created an opportunity for future collaborations/projects around biodiversity education**

*“The Puffin Rock Habitats Installations were such a positive experience for both visitors and the people working here, it would be great to engage again with some of the local schools around biodiversity education”*

*Going forward it would be great to be involved in working again with the Council’s Biodiversity Officer”*

**80% strongly agreed that the project inspired new ways of thinking about how they might communicate biodiversity learning to young children in the future**

*“The team got first-hand training on how to lead workshops and ideas on how to bring the exhibition themes into other groups”.*

**All venues felt that the workshops and the facilitation training were a highly impactful aspect of the project**

*“A static exhibit creates a great start, but the input of skilled facilitators and educators adds real value”*

## Evaluation in the Workshops

The Habitat Workshops are central to the project's learning objectives, and are designed as interactive experiences that blend the stories of "Puffin Rock" characters with real Irish landscapes. These workshops guide participants, especially children aged 4 to 12, to explore, learn from, and protect nature.

Throughout 2024, Science and Pedagogy Lead Tasneem Khan, developed and conducted a series of workshops across six exhibition venues and one school, engaging both adults and children. In total, 16 workshops were held: 5 for adults, including facilitators, local art practitioners and exhibition venue staff, and 11 for children aged 4 to 12. So far, the workshops reached a combined total of **302 participants - 61 adults & 253 children**.

Overall, the **Puffin Rock Habitats** workshops successfully engaged a broad audience, fostering **curiosity, observation skills, and ecological awareness**. The interactive and multi-sensory components allowed children of different learning abilities and language backgrounds to participate meaningfully, demonstrating that the exhibition is a valuable tool for inclusive environmental education.



## Workshop breakdown by venue:

### Riverbank at Newbridge:

Adults: 1 workshop (8 participants) for exhibition staff and local artists, focusing on utilising the exhibition through interactive teaching and place-based-learning methods.

Children: 4 workshops—two for ages 4-7 parent toddler workshops (12 children each + parents) and two for ages 8-12 (16 children each).

### Mayfair Library, Kilkenny:

Children: 2 school-associated workshops—one for ages 4-7 (28 children) and one for ages 8-12 (20 children).

### St. Aidan's Public School, Kilkenny:

Children: 1 workshop for 7-year-olds (28 children), conducted at the school but covering the same topics and interconnected activities as the exhibition.

### Old Market House Gallery, Dungarvan:

Adults: 1 workshop (10 participants) for exhibition staff and local biodiversity officers, focusing on public awareness strategies.

Children: 2 workshops—one for ages 4-7 (25 children) and one for ages 8-12 (20 children).

### Skibbereen (Art Festival):

Families: 2 workshops—one for ages 4-7 (20 participants) and one for ages 8-12 (20 participants).

### Glenveagh, Donegal:

Adults: 2 workshops—one for national park staff (8 participants) and one for local teachers (12 participants).

Children: 1 workshop for ages 4-7 (30 children).

### The Ark Dublin:

Adults: 1 workshop—venue staff and educators (5 participants)

## Participant Engagement and Feedback:

Feedback and observations during and after the workshops indicate a high level of engagement across all workshops. Adults, including exhibition staff, artists, and educators, expressed appreciation for the practical insights on integrating the exhibition into their educational and public outreach efforts. They commented on direct links to the National Curriculum as well as crucial links to child development across aspects of critical thinking, vocabulary, cause-and-effect, biophilia and local contextualisation.

Children displayed enthusiasm and curiosity, association with names of flora and fauna and extended attentive learning through interactive elements. There was a marked shift in the connections children made to the natural habitats presented, before and after the exhibition experience. This was captured through a qualitative word association game that we played to open and close each workshop.

As a scientist and education designer facilitating these workshops, Tasneem observed that participants, both adults and children, demonstrated heightened curiosity and continuous engagement with the exhibition. Children, in particular, demonstrated sustained attention during interactive activities, often spending extended periods exploring each habitat and its associated sensory installation. The blend of storytelling and factual information appeared to enhance their learning experience, making complex ecological concepts accessible and enjoyable. In summary, the Puffin Rock Habitats workshops through 2024 successfully engaged a diverse audience, fostering a greater appreciation and understanding of Ireland's natural habitats through interactive and educational experiences



## Workshop Summary Table

Venue	Children Attended	Adults Attended	Key Observations
<b>Riverbank, Newbridge</b>	56	20	Children engaged well with tactile elements, particularly the "Wetland Detective Lab". Some children with sensitivity preferred visual aspects like the view-master & map interactive id tool for the intertidal zone. Several children from non-English-speaking backgrounds were seen using gesture-based exploration and connecting words to images. The flower making activity was a huge success across all age groups including the adults.
<b>Mayfair Library, Kilkenny</b>	48	4	Children asked detailed questions about food chains and predators, showing critical thinking. Some participants identified birds and marine creatures they had seen locally and compared them with the exhibition models. There was a significant draw to the audio visual sensory experience associated with the marine habitat installation - we noticed extended and repeated interactions here making repeated links between species and their modes of communication.
<b>St. Aidan's Public School, Kilkenny</b>	28	2	Teachers noted that students, especially those with different learning abilities, responded well to the activity bases, multi-sensory approach. Children engaged with creative observations within local habitats. And attentive scientific engagement at the microscopy station.
<b>Dungarvan</b>	45	10	The adult workshop led to discussions on how the exhibition could be adapted for broader community learning and interest from the County Council to document citizen engagement through a resource mapping activity. The children's groups showed excitement when recognizing familiar plants and animals. Some linked the exhibition's coastal habitats to places they had visited or knew well. A number of non-verbal children attended these workshops and demonstrated continuous and sustained engagement particularly at the sensory stations.
<b>Skibbereen (Art Festival)</b>	40	0	The open-family format encouraged children to ask spontaneous questions and initiate extended discussions with their parents. Parents also noted that children who usually struggle with traditional learning methods were more engaged due to the hands-on sensory components and the discovery based activities. A group of siblings compared puffins to seabirds they had seen on a recent trip.
<b>Glenveagh, Donegal</b>	30	20	The teacher workshop sparked discussions on incorporating nature-based learning into school curriculums. Children were observed making connections between Irish boglands and the wetland sections of the exhibition. One child linked the kelp forest habitat to a rock pool they had visited. The workshops in Glenveagh triggered a lasting collaborative engagement between the National Parks, local schools and a conservation organisation whose founders also attended the workshops.
<b>The Ark, Dublin (2025 opening)</b>	0	5	Staff training focused on making the exhibition more accessible for diverse learning needs. Participants discussed using interactive elements to support children with language difficulties and sensory processing challenges. Tasneem also conducted a "how to run a workshop" session with this team, equipping them to duplicate the intended outcomes.



## Sample qualitative observations recorded from workshop participants in each venue

### Riverbank, Newbridge

- *Child (age 6, pointing at the puffin mound/nest in the grasslands habitat):* "Do they always come back to the same house every year?" (Inquiry & Critical Thinking)
- *Parent:* "They're recognising the birds from the exhibition in their own environments and a site we had visited—that's a great sign!" (Making Local Connections)

### Mayfair Library, Kilkenny

- *Child (age 9, looking at the Marine Habitat display):* "So if the fish are gone, then the seals won't have any food? And what do the fish eat?" (Understanding Ecosystem interconnectedness)
- *Facilitator:* "This was the first time I saw some of them so focused—they kept asking what certain words meant and trying to use them in sentences." (Vocabulary Development)

### St. Aidan's Public School, Kilkenny

- *Child (age 7, observing soil through a viewfinder frame during a grasslands activity):* "I have found so many cool bugs and worms. Can I dig into the world underneath the ground?" (Inquiry, Exploration, Making connections)
- *Teacher:* "I think the children who struggle with uncertainty or fear are suddenly open to exploration— and the distracted ones seem to be focused as they can now explore without needing to rely on text." (Inclusive Learning)

### Dungarvan

- *Child with auditory difficulties, using view-master and map:* Expressed excitement at recognising the illustrations and realising they belong to a habitat close to where they live (Geospatial awareness)
- *Adult workshop participant:* "This could be a great resource for explaining conservation to the public in a way that's easy to understand." (Application Beyond the Exhibition)

### Skibbereen (Art Festival)

- *Child (age 7, the dragonfly developmental stages block):* "Is it real?—like the same animal that looks like this when it's a baby and then like this?" (Observational Skills)
- *Parent:* "They were asking about every animal in the exhibition when we went home—they remembered the names better than I did!" (Engagement Beyond the Workshop)

### Glenveagh, Donegal

- *Child (age 8, comparing wetlands to a local bog):* "Does this have the same kind of bugs as the one near my grandad's farm?" (Making Cross-Habitat Comparisons)
- *Teacher (after the training session):* "The hands-on elements will help us explain biodiversity in a way that textbooks can't." (Teaching Application)

### The Ark, Dublin

- *Staff member:* "The different engagement options make it much more accessible—we can adapt it for different learning styles in our programs." (Training for Inclusivity)

## Documenting Perception Shifts Through Sensory Mapping

Children displayed enthusiasm, curiosity, and an increased association with the names of flora and fauna, extending their attentive learning through the exhibition's interactive elements. A notable shift was observed in the way children connected to natural habitats before and after the workshop experience. This was captured through a qualitative word association activity called the *Sensory Map*, which subtly documents perception shifts and biophilia (an innate connection to nature).

### Method: Sensory Mapping as a Perception Study

At the start of each workshop, every participant—both children and adults—was asked to associate a **smell, sound, texture, and visual element** with four key habitats represented in the exhibition:

- **The Seashore**
- **The Bog**
- **The Ocean**
- **The Grassy Hills**

*The alternate names for these habitats were only introduced during the workshop : Wetland, Grassland, Marine, Intertidal.*

These initial responses were documented on a large chart, using one color to record their perceptions. After exploring the exhibition, the same activity was repeated, and the new responses were added to the chart in a different color. This allowed for a direct comparison of perception changes.



### Examples of Sensory Map Responses Before & After

Habitat	Smell (Before → After)	Sound (Before → After)	Texture (Before → After)	Visual (Before → After)
<b>Seashore</b>	"Rotten fish" → "Fresh salty air"	"Nothing / Crashing waves" → Pistol shrimp / seagulls / tide	"Sticky seaweed" → "Soft sand / warm rockpools / smooth pebbles"	"Dirty rocks" → "Shiny shells / bright blue water / hermit crabs / superpowers"
<b>Bog</b>	"Mud and stinky" → Wet earth / moss, / heather / adventure	"Nothing" → Frogs croaking / wind in the grass / bees	"Soggy" → Soft / springy like a sponge	"Brown and boring" → Golden grass / purple flowers / dragonflies
<b>Ocean</b>	"Fishy / seaweedy" → clean air / breeze / freedom	"Deep and quiet" → whales / dolphins / bubbles	"Freezing" → Silky seaweed / cool water / salty crystals	Dark and deep / Storms" → Sparkly water / shades of blue / coral / colourful
<b>Grassy Hills</b>	"Nothing" → Sweet / flowers / wet grass	Windy" → Birds chirping / leaves crunching / bunnies	"Prickly" → Soft moss / warm sun /	"Just green" → Rolling hills / different plants / mushrooms / insects / colors"

## Findings from Sensory Mapping

- Before the workshop, 64% of word associations were neutral or negative, indicating a lack of personal connection or even mild discomfort with the habitat. Only 36% of responses reflected love, belonging, or positive associations.
- After the workshop, 68% of word associations shifted to positive connections, indicating a greater sense of affection, familiarity, and appreciation for these habitats.
- 22% of new words introduced in the second round came from vocabulary learned through the exhibition.
- The remaining responses often included references to exhibition characters, showing that storytelling was a powerful tool in making the habitats feel relatable and memorable.

The Sensory Mapping exercise demonstrated that before the workshop, many children associated natural spaces with negative or neutral descriptors—often emphasizing discomfort, fear, or a lack of engagement.

After the workshop, there was a marked shift towards rich, detailed, and positive descriptions, suggesting that immersive, multi-sensory experiences can reshape perceptions of the natural world.

It is important to note that this Sensory Mapping exercise was not conducted as a formal scientific study; the numerical findings are based on a small sample size and estimates drawn from observed patterns across workshops. However, the marked shifts in perception and vocabulary acquisition strongly suggest that interactive, sensory-based experiences significantly impact how children and adults relate to natural habitats.





## Media metrics

We can see that there has been widespread traction on social media, but venues have not been able to supply metrics for their media posts. However, we can include Cartoon Saloon's social media followers and reach:



**Cartoon Saloon and Puffin Rock - 49K followers**



**Cartoon Saloon and Puffin Rock - 81K followers**



Kilkenny People 13th May 2024

## Cartoon Saloon's interactive biodiversity exhibition launched at Mayfair in Kilkenny



Virginia Teehan, Chief Executive of the Heritage Council and Malcolm Noonan TD, Minister of State at the Department of Housing, Local Government and Heritage PICTURE: DYLAN VAUGHAN

Irish Examiner 5th May 2024

### Nature enthusiasts



At Cartoon Saloon's new interactive biodiversity exhibition Puffin Rock's Habitats were Salvador Marquez, Eva Yrgoc, and Alice Marquez enjoying some intertidal habitats at Kilkenny's Mayfair Library. The exhibition is free and fosters in children a love of nature. Picture: Patrici Struwe

By **Mary Cody**

13 May 2024 12:41 PM



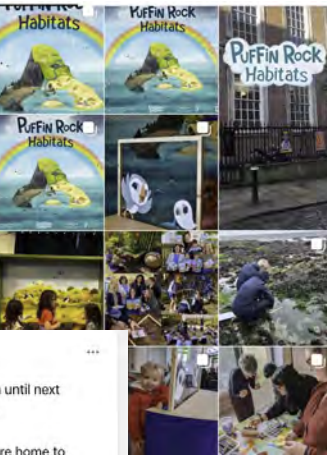
**FREE NEWSLETTER**  
Sign Up Today

Minister Malcolm Noonan TD recently launched Cartoon Saloon's new interactive biodiversity exhibition Puffin Rock Habitats supported by the Heritage Council at the Mayfair library.

At the exhibition launch at the new Mayfair Library was Virginia Teehan, Chief Executive of the Heritage Council and Malcolm Noonan TD, Minister of State at the Department of Housing, Local Government and Heritage

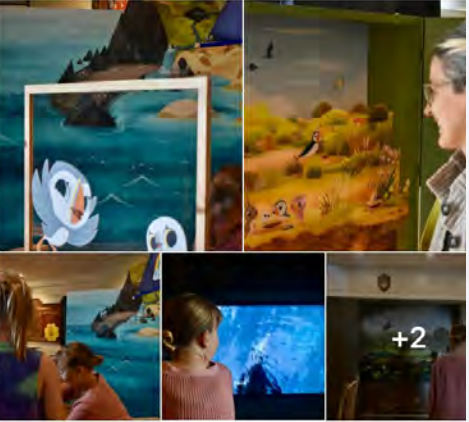
The Puffin Rock Habitats exhibition is based on Cartoon Saloon's much loved Puffin Rock series and with the ambition to inspire a sense of wonder and improve "nature literacy" among families with young children. Through characters including young puffins Oona and Baba, and Marvin the otter, audiences are invited to listen to underwater communications, observe the rhythm of changes in tidal areas, learn about

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Skibbereen Arts Festival

July 27 at 2:10 PM · 📍  
The Puffin Rock exhibition is open from today Saturday 27th until next Saturday, August 3rd, in O'Donovan Rossa Community Hall.  
Open daily from 11 till 5.  
Beautifully illustrated exhibits show the four habitats which are home to Ireland's native woodland and marine life.  
This is a free exhibition.  
Please pop in to meet the adorable characters from Puffin Rock.



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16 Sep · 📍  
Call in to Old Market House Arts Centre to see the wonderful child and family friendly Puffin Rock Official interactive exhibition and have some fun learning about Irish animals and habitats! The exhibition is funded by Creative Ireland as part of Creative Climate Action and the workshops are devised and funded by The Heritage Council. 🐧



Liselott Olofsson  
May 17 · 📍



Cartoon Saloon  
May 17 · 📍  
Looking for something to do with your little ones this weekend? Look no further than @kilkennylibrary which is hosting the Puffin Rock Habitats Exhibition!  
This... See more

Thank you for coming in to us team and facilitators  
thearkdublin Mid-term break is just

Puffin Rock Habitats Exhibition

Glenveagh are delighted to be the first National Park in Ireland to host the Puffin Rock Habitats exhibition on its all-Island tour from 11th November 2024 to the end of January 2025.

Puffin Rock Activities · Irish Wildlife and Dolphin Group Video · Students Watching Irish Wildlife and Dolphin Group Video · Students Looking through Viewers



