

Staying Alive!

The challenge of developing long-term programs for young learners can present an opportunity for educators to create new and exciting methods of interacting with youth. Youth service providers involved in long-term youth programs are fulfilled by their work because they are able to introduce, explore and examine a myriad of subjects with youth in informal ways and in so doing establish relationships that affect the core of a young person's life.

However, too often, youth programs remain on the fringes of the institutions or organizations within which they exist. Despite the quality and commitment of youth educators, programs lacking support from the institutional leadership and other staff members will fail to realize their goals and remain isolated units of activity unrelated to other parts of the institution. The lack of institutional support often leads to staff burnout, and can undermine the quality and integrity of otherwise excellent programs. *It is essential that youth programs reflect the goals of the institution and be supported by the administration on both a practical and philosophical level.* Youth programs should be fully integrated into the overall mission of

the institution as it establishes daily practices and sets its long-term goals.

On a practical level this is demonstrated by competitive salaries, availability of resources, allocation of space, follow-through on procedures, and opportunities for professional development—all needed in order to make sure that these programs not only survive, but thrive.

On a philosophical level, staff and administration need to understand that the commitment we make to young people goes beyond the programs we provide. Is there a dedicated space for young people to meet? Are program staff involved in strategic planning? Are young people seen as a resource when developing exhibitions, planning programs, or setting policies, especially those related to youth? What opportunities are given to encourage all staff to help further the institution's commitment to youth?

Staff and administrative support for Kids Crew did not automatically follow when we opened our doors to unaccompanied neighborhood youth. As the program has evolved, so have the ways that the program has come to be integrated into the institution.

Space is always an issue at our Museum. We try to provide Kids Crew with a regular space for their programming activities. During our recent renovation, discussions about where to place the Kids Crew check-in area was hotly debated. Before the renovation, the desk was in a highly visible public location next to the coat check, which allowed for a smooth check-in process. Preliminary designs for the new space isolated it from the main entrance area. The administration agreed with Kids Crew staff that the program is part of the daily workings of the Museum, and suggested that check-in be incorporated into the regular admission desk area. The new design acknowledges the importance of the program to the Museum and now the kids check in at their own section of the regular admission desk.

Over the years the mission and vision of our institution has changed to reflect the commitment the Museum has to the Museum Team program. Discussions—sometimes debates—over the years have helped to define the program's purpose and functions. We don't always agree, but once policy is set we maintain a united front. We are a Museum, not a social service agency—we do have a well-organized drop-in program (with registration, emergency numbers available, etc.), but we are not a service-for-fee program where attendance is taken. We provide programs and career development opportunities for

our youth, but not job location services. These parameters have had to be drawn through the years, as we have discovered the effective limits of the services we can best provide.

Making your program an integral part of the institution means involving all staff from the moment of their involvement with the institution. At BCM, candidates being considered for positions throughout the Museum are told about Kids Crew and its special relationship to the Museum and staff. In addition, ideas for programs can come from anyone in the Museum—an exhibition staff member as well as someone from the Education Department.

Not all staff are used to working with young people, or feel comfortable having them around their office space. At BCM, over the years discussions have ensued about whether it serves the young people and the program better to have all staff interact with Kids Crew, knowing that some will show their discomfort, or whether it is better to have a group of trained program staff handle all issues related to the program. This is an ongoing conversation, revisited periodically as new staff arrive.

Chief executive officers and/or directors set a tone for the rest of the staff, so it is important to keep them informed of all achievements and possible areas of challenge. In addition to staff and administrative support, it is important that the Board of Directors support after-school and other youth programming. At BCM this support has developed to the point that Board members see themselves as spokespersons for the program into the wider community and are keenly interested in the progress of Kids Crew.



Frequent communication concerning the activities of the program, and letting Board members know the positive impact of the program on the institution as a whole can go a long way toward ensuring your program's future success.

Working in Partnership

If you're dealing with youth, you're dealing with the challenges youth face on a daily basis. The youth program that is ready for these challenges, with an appropriate system of referrals at hand, will not only provide participants with the help they need, but will enable staff to focus on their own areas of expertise rather than becoming mired down in trying to handle situations which they have neither the training nor the resources to adequately address. Community partner-

ships with other institutions can offer crucial support to youth in the program as well as to the institution as a whole. Establishing relationships with local social service and mental health care agencies can provide supplementary services for youth, families and staff. When a student tells the librarian she thinks she is pregnant, the librarian should have a ready list of referrals so that she can direct the girl to someone able to provide the type of attention needed, but she should not try to deal with the problem herself. The librarian who attempts to take on the issue single-handedly is not only unable to offer the kind of help the girl needs, but is likely to be frustrated by her failure to do so.

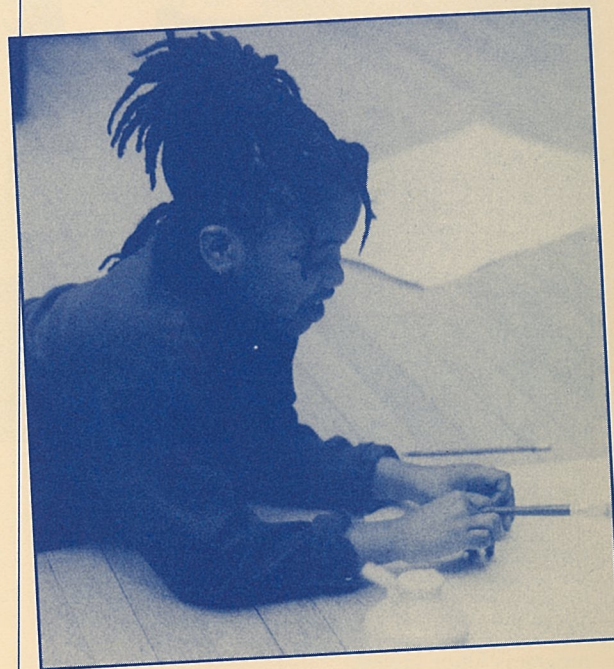
Staff development workshops have provided our Museum Team staff with information that has been essential to recognizing the warning signs of youth in crisis and organizing community partnerships. For example, three two-hour workshops with a child psychologist helped train our staff to recognize the signs of normal and abnormal behavior among youth at different stages of development. We have also sent our staff to multicultural and diversity workshops that have helped us to enhance our sensitivity to the multitude of cultures within our audience. This training has helped to establish the broad parameters that are essential to working effectively with the wide age range of our youth, and the wide variety of personal problems that affect them. Including the whole staff in these staff development

efforts provides an important framework and common language for our staff to use in discussing youth issues, while creating a sense of shared ownership in our youth programs, and integrating the youth program into the institution as a whole.

As members of YouthAlive, a nationwide network of museum professionals working with youth, our Kids Crew staff attend semi-annual conferences—seminars and workshops which have focused on diversity, curriculum building, and even how to build institutional support for your programs. Their town-hall-type meetings provide opportunities for open exchange and idea gathering from a group of professionals who are experiencing many of the same challenges you face. Finding, or starting, a local group of after-school care providers to share ideas and resources, as well as lend a sympathetic ear, can also be a way of maintaining morale, generating new ideas and building a support system that can help keep your program going when times get tough.

Kids Crew has profoundly affected the programs and exhibits, as well as the spirit and the soul of our institution. The multitude of relationships we have formed with young people in our community has enriched our lives and rewarded us in ways that are irreplaceable, both professionally and personally. Through the sights, sounds and feelings generated by happy and energized young people, Kids Crew has given the Brooklyn Children's Museum an identity and a warmth that can only be gained from years of genuine sharing and common growth. In exchange, we have been rewarded with the privilege of watching our young participants overcome barriers, meet challenges, develop the desire to succeed, and

become lifelong learners. Though these changes are not always easy to see from day to day, over time we can begin to see the impact that the program is having in their lives—sometimes in ways we could never have imagined.



Beyond Curriculum



Timeout

When youth encounter problems within the program, or outside of it—at home, school or in the neighborhood—it's important to be able to quickly and efficiently activate the mechanisms needed to help solve the problem. This exercise can help you and your staff role-play how you might best respond to several problem scenarios. Think of it as a fire drill, helping you to prepare your responses and have the necessary resources at hand to deal with these or similar problems as they arise.

First Step:

As a group, discuss various methods of approaching and resolving each of the following dilemmas and record your group's response.

- A student confides in a security guard that she has tried to commit suicide. The security guard hesitantly tells you about it, and says that the girl asked him not to share this information with anyone. This young person shows no obvious signs of distress.
- The parent of one of your participants accuses you of neglecting her child because you have asked the child to leave the program. The child has consistently ignored warnings about inappropriate behavior. Despite many attempts, you were unable to reach anyone when you tried to call home to

contact the parent. The parent is now sitting in your office, angry and convinced that you have breached a trust.

- Your institution has created a new program to attract underserved youth. After a few months you have noticed a troubling pattern. Every time vandalism or a theft occurs, the "youth program" is cited as the problem.
- Your program is well-regarded and adequately funded, but your staff members are burning out rapidly. The student-to-adult ratio is high, and there is no end to the number of young people interested in participating. The administration would like to see the numbers served *increase*.

Second Step:

Identify the key issues in each case. How did you approach solving the immediate problem(s)? What proactive measure can you set up to enable you and your staff to manage or to avoid these situations in the future?

Final Step:

Using the goals and/or mission of your program to help you define parameters, create a list of mechanisms and resources that you can employ in the future to avoid or resolve problems.

Museum Team

Mission Statement for Museum Team

Museum Team, created by the Brooklyn Children's Museum, is an alternative education program for neighborhood youth between the ages of 7 and 18, which seeks to heighten the sense of self-worth and cultural awareness of its participants. The core values of enlightenment, responsibility, and achievement are imparted to participants through cultural education, youth mentoring, and career training programs. The program uses the Museum itself and other available resources to inspire participants to succeed in their education and careers.

To promote fairness and individual accomplishment, Museum Team participants advance through the tiers of the program (Kids Crew, Volunteers-in-Training, Volunteers, and Paid Interns) based on demonstrated merit.

Museum Team Program Tiers

Tier 1: Kids Crew

Ages: 7-14

Members participate in a variety of on-site and off-site educational programs. **Criteria:** Return the Kids Crew application, filled out properly and signed by a parent or caregiver.

Tier 2: Kids Crew Volunteers-In-Training

Ages: 10-14

Members participate in Kids Crew Programs, the Artist/Scientist-in-Residence programs, and work with staff members on short-term projects or tasks.

Criteria: Demonstrate consistent attendance, exemplary behavior.

Tier 3: Volunteers

Ages: 12-14

Volunteers participate in Career Track program, Museum-related programming, and maintain long-term work assignments. Volunteers work under the

supervision of a staff member on specific assignments which might include administrative work, preparing materials for programs, or facilitating the Kids Crew Check-in desk. **Criteria:** Demonstrate consistent attendance, exemplary behavior, and the ability to handle assigned tasks.

Tier 4: Interns (Paid)

Ages: 14-18

Interns work in a variety of positions at the Museum, including explainer and administrative assistant. They participate in mentorships with staff in all areas of the Museum, and receive comprehensive instruction in job search methods, college/career planning, and job retention skills. Explainers receive instruction in content areas covered by our exhibitions and learn how to work with our public and Kids Crew audiences. **Criteria:** Demonstrate an ability to adapt to structured schedules, accept instruction, work independently and with minimal supervision, focus efforts, and display appropriate professional behavior.



Theme-Based Activities

The themes and programs outlined here should be used as a model and guide, and can be altered as you see fit to best address the priorities and concerns of your own special audience. It is important to remember that you do not need an ancient ritual object to ask questions such as:

- Who made this?
- What purpose does it serve?
- Why do you think it looks the way it does?
- What can we tell from looking at this object about the culture that made it?

Many contemporary objects, when removed from their everyday context, can be used to introduce discussions that go to the heart of cultural and personal values. Consider for example, closely examining the symbols and words on an American dollar bill. At first glance, the above questions seem easily answered. But on closer inspection, the choice of an everyday material such as paper, the symbolic meaning of the pyramid, the reference to God in relation to government, can lead to provocative and wide-ranging discussions.

If you do not work at a museum, you can do any of the programs outlined here, with only slight modifications by:

- Bringing in objects
- Bringing in books with pictures of objects
- Visiting a museum

Note: We have used the terms teamwork and object research to describe clusters of skills that are important in many of our programs, and are too cumbersome to list repeatedly. Below are the specific skills teamwork and object research encompass.

Teamwork




- Cooperation
- Communication
- Organization
- Understanding group process

Object Research

- Observation using the senses
- Library and multimedia research
- Recording observations
- Analytical thinking

Theme:

People Power

Program	Description
Inside and Out	Students learn about skeletons & their own unique individual characteristics using games & the Bone Yard exhibition.
All About Me	Through discussion & observation of animal specimens, students learn about the functions of skeletons & create collaged self-portraits.
What People Do... What People Can Do...	Students play instruments, look at art & make food from several cultures and then discuss cultural differences & commonalities.
 Family Objects	Students examine the personal and cultural values represented by meaningful objects and then create their own charms.
 Living History	Students examine the contributions of individuals by conducting a survey in a game format.
Greenhouse Adventures: How We Dress in the City	Students learn how factors such as climate & available resources influence the way people dress all over the world. They take a neighborhood walk to compare how people dress for different activities & occasions.
People Quilt (several sessions)	Students discuss the influential people in their lives & then design quilt squares representing those people.
Flying Your Colors	Students learn about the symbolism used in different flags & create personal flags.
 Build a Neighborhood	Students consider the components of their own neighborhood and build replicas of buildings out of paper.

 See following pages for a detailed description.

Students explore mythic and contemporary heroes and leaders and learn how they, too, can play an important part in creating history. They also examine family roles, create autobiographies, and learn about local people who are doing very special things in art. These programs focus on the development of social skills and the building of self-esteem, advocacy skills and self-awareness. Journal writing is used in many activities to foster reflection and personal assessment.

Topics	Skills
Biology	Comparison, Self-awareness
Zoology	Object research, Self-expression
Music, Art appreciation, Cooking, Cultural studies	Cultural awareness, Critical thinking
Cultural studies Iconography	Object research, Communication, Organizational skills, Self-awareness, Cultural awareness, Critical thinking
Cultural studies Value formation	Research skills, Interview techniques, Self-esteem, Self-awareness, Cultural awareness, Teamwork, Critical thinking
Weather World resources Fashion	Research Comparative analysis
Personal history Quiltmaking	Self-awareness, Design, Sewing
Symbolism	Drawing, Analytical thinking, Self-expression
Community studies Architecture Geometry	Object research, Problem solving, Working with 3-D shapes, Drawing, Estimation, Measurement, Teamwork

Get your students to consider the importance of their teddy bear, grandmother's quilt or a college ring from their great uncle, and you've created a great discussion about values. Studying objects that have great personal or symbolic significance to families or cultures enables us to engage kids in reflecting upon what is important in their lives and why.

Description

Using various charms found in our Night Journeys gallery, students explore the special significance and values of each and create their own charms.

Topics

Cultural studies
Iconography

Materials

Charms
Variety of art materials

Skills

Object research
Communication
Critical thinking
Organizational skills
Cultural awareness
Self-awareness

Time Required

2 & 1/2 hours

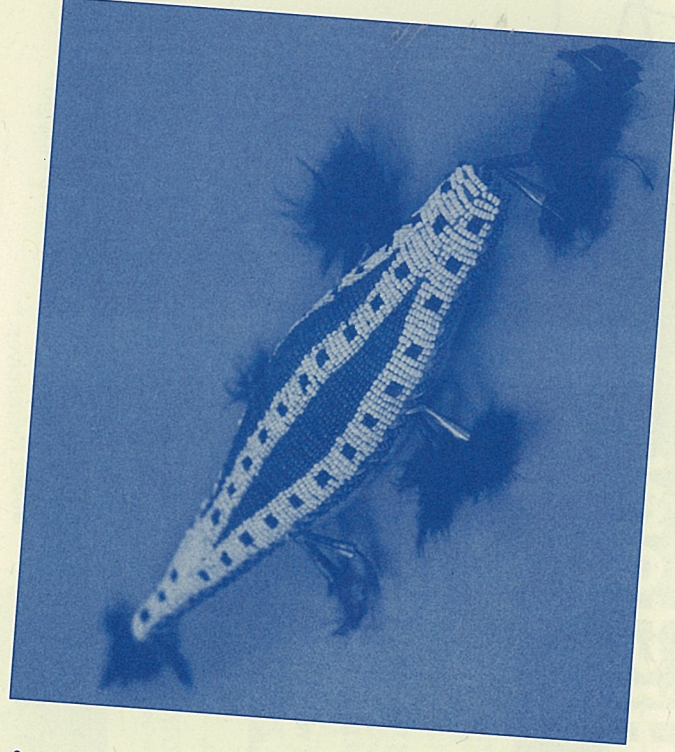
Instructor's Response:

"Working with touchable objects makes such a difference. It keeps things interesting and allows for lots of exploration. Kids really understood the idea of family charms and made some great ones of their own!"

Process

1. Have students explore some personal charms that are passed on through generations of families. (At BCM, we used a Native American Dream Catcher, a Navel Amulet, and Inu Harido and Hu Shen-Fu. You might use a rabbit's foot, or any personal charms you own.)
2. By reading exhibit labels, books, and through group discussion, students discover the basic purpose for each object. You may want to create a sheet for them to record their findings. (See illustration.)
3. Lead students in a discussion of items that their own families consider to be charms or special heirlooms, and talk about what makes them valuable.
 - Describe an object that your family thinks is very important—that may even have special powers.
 - Who has it belonged to?
 - Where are some places that people keep charms?
4. On a large piece of paper list the charms, and the special powers or values they possess. Students can refer back to this chart when doing the next step.

5. Have students use a variety of art materials to create their own charms that will provide their family with one of the values or powers they listed above (good luck, safety, protection from illness, etc.)
6. Have students share their charms and describe their special qualities to the group.
 - What is it?
 - Who made it?
 - What was it used for?
 - Why is it valuable?





At BCM, we frequently use interviewing as a vehicle for developing reading and writing skills. It helps students develop valuable communication skills and puts them in a position of authority, a situation that most kids crave. This activity, which is treated as a game, gives students the chance to learn about other people's values and experiences, and compare their own values to those of the people around them.

Description

Using interviewing and writing skills, students collect information about personal heroes and examine the many ways in which people make history every day.

Topics

Cultural studies
Values formation

Skills

Teamwork
Research skills
Interview techniques
Critical thinking
Self-esteem
Self-awareness
Cultural awareness

Materials

Living History notebooks
History slips
Stamp of approval
Ink pad

Time Required

2 & 1/2 hours

Student Responses:

"I like it because we learn about new people."
"It was nice to see what others thought about themselves."

Instructor's Response:

"They are enjoying moving around and collecting the information. HaSon is being meticulous with his job (professor), carefully reading each word and asking for clarification for all of the slips that come in. This is a fun and informative game."

Process

Prepare "Living History" notebooks in advance. Each student will receive a notebook with several "history slips" inserted inside (see illustration). Before starting the game, lead students in a discussion about the most appropriate ways to ask a Museum visitor if they would like to be interviewed by asking questions such as:

- When is it a good time to interrupt someone? How would you do so?
- What do you say to introduce yourself?
- How do you act when you are interviewing someone?
- What tone of voice do you use?

At BCM, we pair children so they can participate in a brief interview roleplay to ensure that everyone understands how to be polite and clear in their interactions with Museum visitors.

1. Assign one student the position of "History Professor." Tell students their goal is to collect as many "Living Histories" as possible within one hour. Students will bring completed history slips to the Professor for approval before they receive new ones. The Professor gives finished slips the "stamp of approval."

2. Remind students that at some point during the game they are required to fill out a history slip about themselves.

3. After students have finished, have them share their discoveries. Record their responses in the Curriculum Journal.

LIVING HISTORY SLIP	
name	Joe Lore
<small>(introduce yourself and ask the person if you may ask them a few questions!)</small>	
1. What are you doing at the Museum today?	Looking around
2. What do you like the best about being here today?	Animals show
3. Is there someone that you really respect and look up to?	My dad
4. If so, why?	because he loves them.
5. What is something special about you?	he's into people
6. In what way do you see yourself contributing to history?	baseball player

LIVING HISTORY SLIP	
name	Audette
<small>(introduce yourself and ask the person if you may ask them a few questions!)</small>	
1. What are you doing at the Museum today?	Bring kids to see stuff
2. What do you like the best about being here today?	It's fun
3. Is there someone that you really respect and look up to?	brothers and sisters
4. If so, why?	Because you teach them right from wrong
5. What is something special about yourself?	Because god made us
6. In what way do you see yourself contributing to history?	for Being Black

Build a Neighborhood



This activity is a fun way to engage students in exploring spatial relationships and geometric solids. It also gets them to explore the physical make-up of their own neighborhoods and to think about why they look the way they do. Through creating a three-dimensional model, students can literally look at how they interact within their immediate environment and consider the impact they and others have on it. This activity encourages students to consider how function may influence form, and how the different components in a neighborhood make up a community and fit together into one whole.

Description

Using books and their own observations from a neighborhood walk, students create a paper model of their homes and favorite places in Brooklyn.

Topics

Architecture
Geometry
Community studies

Skills

Teamwork
Object research
Problem solving
Drawing
Working with 3-D shapes
Measurement
Estimation

Materials

Books with pictures of local landmarks
Clipboards
Pencils & paper for sketching
Medium-weight paper for building
Shape templates
Drawing supplies
Local street map (optional)

Time Required

2 sessions-2 hours

Process

1. Have students research local landmark buildings, and each choose one that they would like to make a model of.

You may choose to take students on a walk to look at neighborhood buildings in person. Take clipboards and sketching supplies and have students draw a building that appeals to or is important to them. (It can be their own home if they like.)

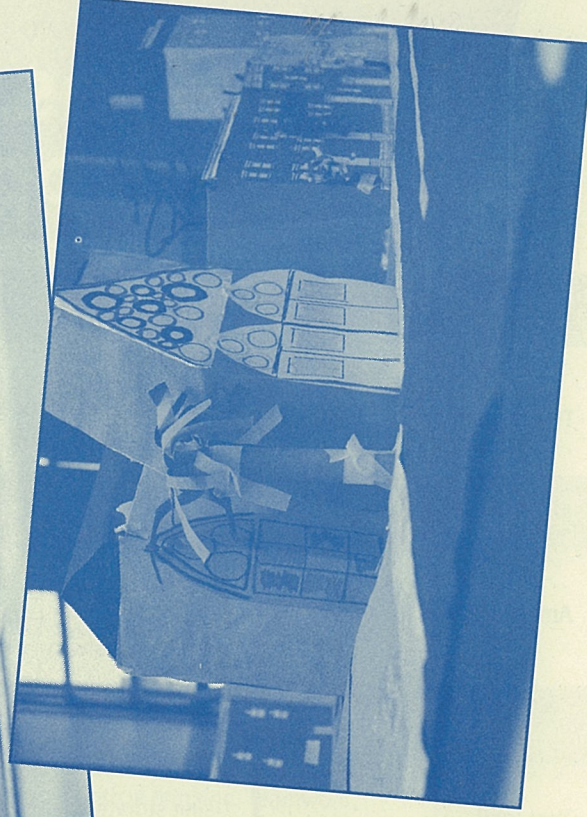
2. Show students how to create a simple standing structure from paper, using the shape templates provided, or your own version. Be sure to make different sizes and proportions to accurately represent various buildings.

3. Have students draw the windows, doors and other architectural details of their buildings, using the book illustrations or their sketches as a guide.

4. Have students organize their finished buildings into a display, adding streets and trees to complete a model neighborhood. Looking at a street map can help students retrace their walk and will help them in organizing the placement of their buildings.

Instructor's Response:

"Having a model made beforehand helped, as a few of them had a hard time understanding how to decorate and draw on a three-dimensional structure. This was fun!"





In New York, many different types of yams are available, and different cultures use the yams in quite different ways. This program introduces students to the idea that familiar foods can symbolize a wide variety of things—from fertility to thanksgiving—and play varied roles in the lives of people from different cultures. This is an example of a Kids Crew activity which features a broad range of activities used to explore one central idea.

Description

Using storytelling, geography, cooking and art, students learn how yams and other foods play an important role in cultural celebrations.

Topics

Cultural studies
Geography
Diversity

Skills

Object research
Critical thinking
Teamwork
Measurement
Drawing
Following written instructions
Self-awareness
Cultural awareness

Materials

Iroquois False Face mask
Tumbuan (yam cult) mask
Tumbuan mask story
Assorted yams
Clipboards
Paper & pencils
World map

Time Required

1st session: 2 hours
2nd session: 1 & 1/2 hours

Student Response:

"I never look at yams the same way again."

Instructor's Response:

"I learned a lot about holidays and traditions that I didn't know. Monika told us about how coffee beans are an important part of the Jewish holidays and Joseph found information about how wild turkeys were used during Thanksgiving. Their questions and comments were very thoughtful."

Process

Session #1

1. Students pass around and examine masks from the Museum's collection (or books about masks). As masks are circulating, ask the students questions about what they notice about the masks. If they ask their own questions, use the opportunity to encourage critical thinking by answering with open-ended responses such as, "Why might that be?" or "What do you see that makes you think that?"

2. Tell the story about the Tumbuan mask from Papua, New Guinea. (See next page.)

3. Have students locate New Guinea on a world map.

4. Lead a brief discussion on the importance of yams in the people's daily life, particularly at festival time.

5. Pass out yams bought at a local fruit market and ask students to compare the difference in size, shape and use between theirs and those in the story.

6. Break students into groups of 3 or 4, and tell them that their mission is to search for other objects made from foods or used for

ceremonial food preparation. Students generate a list of their findings in the museum and add items from their own family celebrations.

7. Students draw pictures of their yams and write short stories about them.

Session #2

Students make a sweet potato pie and share their own personal stories about special holiday foods and recipes.

Materials

Mixing bowls, Mixing spoons,
Measuring cups, Measuring spoons,
Knife, Cutting board, Pie tins, Sweet
Potato Pie recipe and ingredients

Prepare before students arrive:

Copy the recipe onto a large sheet of paper.

1. Have the students read through the recipe and ask questions about instructions that are not clear to them.

2. Briefly demonstrate pouring, measuring and mixing techniques.

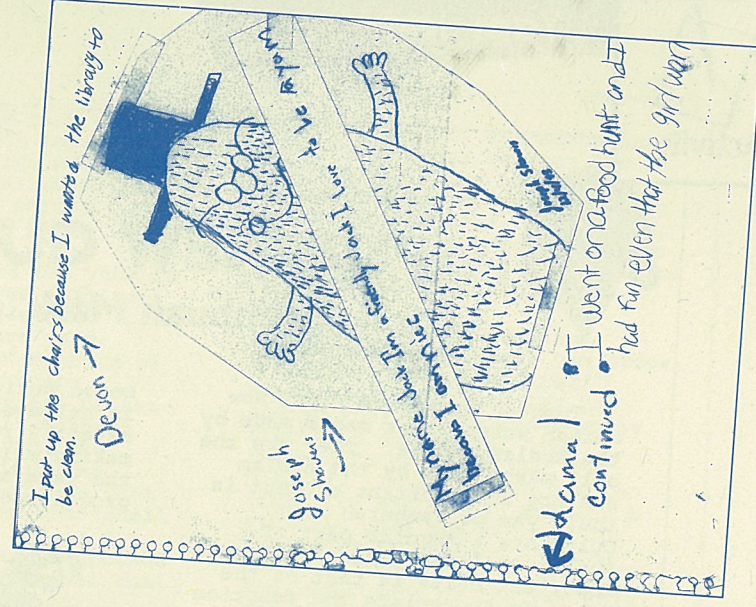
3. Break students into small groups and suggest that they discuss what task each individual will do within

the group before they begin.

4. Circulate between groups as students proceed on their own.

5. Have students clean up.

6. While pies are baking, have students share their short stories or discuss foods that had cultural importance in their families.





Decoration Documentation

Theme:
Traditions, Holidays
& Happiness

We are always looking for opportunities to have students look at themselves and their surroundings in new and different ways. In this case, students explored parts of their own neighborhood that they had never visited. During this walk they learned about holidays they were unfamiliar with, and observed how people use decorations to share their joy and excitement about the celebrations of their culture and heritage.

At BCM, we focused the program on the great variety of cultures within our own Crown Heights community, and had students examine where and how they saw themselves fitting in. It was a valuable experience for all of us.

Description

Students explore and document holiday decorations in their neighborhood and create a display.

Topics

Cultural studies
Community studies
Diversity
Skills
Photography
Language arts
Teamwork
Object research
Critical thinking
Self-awareness
Cultural awareness

Materials

Polaroid cameras and film
Construction paper
Labels
Markers

Time Required

2 hours

Student Response:

“Today we went on a neighborhood walk. I enjoy it a lot, it was very interesting to see all the different people. And today it make the fourth day of Hannukkah and how I know it is because four lights were on.”

Process

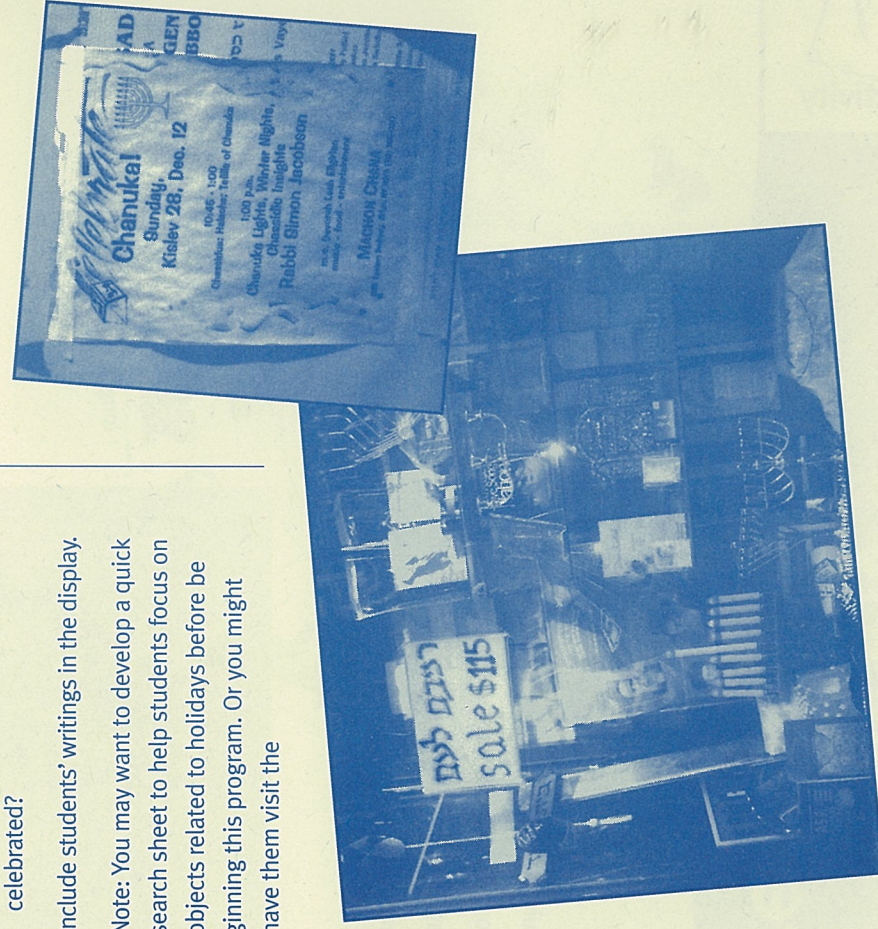
- Lead students in a discussion of the similarities and differences in how various cultures celebrate holidays. Ask questions such as:
 - What holidays does your family celebrate?
 - Describe how you celebrate it and what kinds of decorations you use. (Be sure at least several students answer these questions.)
 - What are some similarities between the holidays that were just described?
 - What are some differences in how these holidays are celebrated?
- Take students on a walk around the community and have them take photographs (with a Polaroid camera), of as many examples of holiday decorations as they can find.
- Have students organize the photographs they have taken into a display and then have them identify each holiday represented. While they work, you may want to encourage students to reflect by informally discussing their observations and thoughts about what they saw.
- To augment the display, have students write answers to the question:

- How does our neighborhood use decorations to represent the holidays we celebrate?
- What are the similarities/differences in the ways different holidays are celebrated?

Include students' writings in the display.



Note: You may want to develop a quick search sheet to help students focus on objects related to holidays before beginning this program. Or you might have them visit the

library to find books about how a culture celebrates a particular holiday. Either approach will help focus and stimulate the discussion.



Theme:

Shake, Rattle & Roll

Program	Description
 Visitor Transportation Survey	Students examine how we move around the city by interviewing people and then graphing the results.
Motion Movers	Students discover different types of objects related to movement in the Museum's galleries and then create "motion movers" with water & oil.
Earthquake!	Students learn about vibrations, faults & plate tectonics and make a cake that quakes.
 Water In Motion	Students help set up a demonstration of the water cycle and record places it occurs.
Exhibit-Know-It-Alls (several sessions)	Students prepare an exhibit activity guide including object descriptions, activity search, and written story.
Shake A Leg (several sessions)	Students pair up to explore theater, movement, and rhythm games.

Students explore the concept of movement in a variety of different disciplines and contexts. Topics include transportation, wind and water, computer communications, cooking, music and dance. Programs focus on building math and science skills and are designed to help students draw connections between concepts.

Topics	Skills
Transportation studies, Statistics	Research skills, Interviewing techniques, Analyzing averages, Organizational skills, Critical thinking, Graphing, Teamwork
Kinesthetics, Chemistry	Object research
Geology, Geophysics	Reading, Research skills, Cooking
Hydrology	Problem solving, Organizational skills, Following instructions, Applying new science concepts, Teamwork
Varies depending on exhibit	Object research, Critical thinking
Kinesthetics	Self-expression, Self-awareness



Demonstrations are a lot of fun, and are an excellent way to introduce science concepts in a way that is engaging and entertaining. A demonstration is a reenactment or model version of a phenomenon or action and reaction. Water in Motion illustrates how movement happens in varied and subtle ways and shows that cycles and systems are going on around us all the time.

Description

In a demonstration-style workshop, students explore how water moves through a cycle of evaporation and condensation, and then create drawings of the water cycle process.

Topics

Hydrology

Skills

Teamwork
 Problem solving
 Organizational skills
 Following instructions
 Applying new science concepts

Materials

Electric burner or stove
 Tea kettle
 Soda bottle
 Paper towels
 Drinking glass
 Drawing paper
 Markers, crayons or colored pencils

Time Required

1 & 1/2 hours

Student Responses:

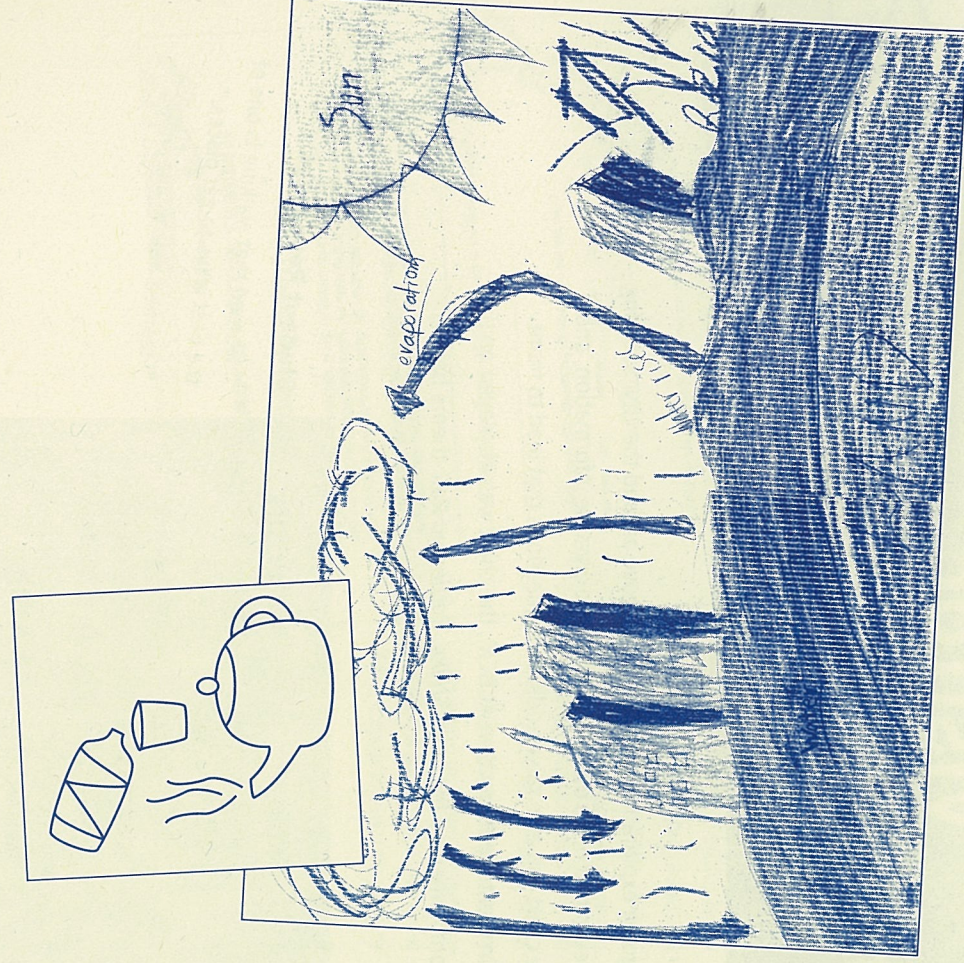
“I learned how water evaporates. That heat of the sun can make water vapor and when it is cold it falls back down like a cycle.”
 “I learned nothing, but I had fun.”

Process

- To introduce the demonstration, lead students in a discussion about larger hydrologic processes:
 - Where does rain come from?
 - Where does the run-off go?
 - How does water get up into the sky?
- Have students help set up the demonstration:
 - Place a tea kettle with water on a burner and heat it until steam escapes from the spout.
 - Wrap the soda bottle in wet paper towels and hold the mouth of the bottle over the kettle's spout. (Be careful to avoid contact with the steam.)
 - Place the glass underneath the mouth of the bottle so that as the steam condenses, it drips into the glass.
- As the steam fills the bottle and then condenses, prompt students to describe what they see happening.

Help students relate what they are seeing to changes in the weather, the steaminess of a bathroom during a shower, the condensation on a soda can in warm weather—wherever evaporation and condensation occur.

- Have students create illustrations of the water cycle, interpreting it any way they like.



Theme:
Shake, Rattle
& Roll

Visitor Transportation Survey



Activity

The transportation survey was part of an ongoing exploration of how people move around the city. Showing children how to create a graph of the data they gather helps them to learn how to organize information, and teaches important math skills. Analyzing the chart can also raise additional questions that lead to more in-depth investigations, and help them to gain greater perspective. At BCM, the chart was displayed on the wall of the Children's Resource Library and complemented the large *Shake, Rattle and Roll* theme banner the children made.

Description

Using a questionnaire, encyclopedias and their own personal experiences, students will explore what transportation is. They will also discuss which are the safest, most common and least expensive forms to use.

Topics

Transportation studies
Statistics

Skills

Teamwork
Research skills
Critical thinking
Organizational skills
Interviewing techniques
Graphing
Analyzing averages

Materials

Transportation questionnaires
Large blank or graph paper
Encyclopedias

Time

Required
2 hours

Student Responses:

"I learned that walking is one of the best ways to get places."
"I learned how to interview."

Process

To Prepare: You can make a bar graph ahead of time, or have the first students who return with their statistics help you get it ready. Be sure to leave space to add other types of transportation in addition to those mentioned in the survey.

1. Explain to students that they will be interviewing visitors to find out how people traveled to the Museum and other things about transportation.

2. Lead students in a discussion about the best way to ask a visitor's permission to be interviewed, and how to go about conducting an interview.

Facilitator: Joey, how would you begin your interview?

Joey (age 9): I would just give them the sheet and tell them to fill it in.

Facilitator: Would you introduce yourself first?

Joey: Yes.

Facilitator: How?

Joey: Hello, my name is Joey. I am in Kids Crew and we are trying to find out how people came to the Museum today.

Facilitator: That's great. What if they say they are busy?

Joe: Well, I would say it's only going to take a little time.

Facilitator: Could you say, "thank you" and ask someone else who looks less busy?

2. After reading through the questionnaires, have students walk through the Museum interviewing adult visitors, staff and young people.

3. Back in the group, have students share their results and chart them on a large graph on the wall.

4. Based on the statistics they have gathered, lead students in a discussion that sums up and analyzes their findings: What forms of transportation are the most commonly used, the least expensive, and the safest? What are the reasons for these findings? Also discuss other forms of transportation that weren't included on the survey, and when and where they would be the most appropriate.

5. You might encourage students to continue to research the topic by adding information they find in encyclopedias or know about from their own personal experiences.

KIDS CREW MOVES VISITOR SURVEY!!

TRANSPORTATION IS MOVEMENT

WHEN YOU INTERVIEW SOMEONE PLEASE REMEMBER TO BE POLITE. SAY "EXCUSE ME" AND ASK IF YOU MAY SPEAK WITH THEM. TELL THEM THAT YOU ARE PART OF THE KIDS CREW PROGRAM AND TELL THEM A LITTLE BIT ABOUT KIDS CREW IF THEY ARE INTERESTED.

TELL PEOPLE THAT WE ARE TRYING TO FIGURE OUT THE MOST COMMON FORM OF TRANSPORTATION THAT PEOPLE USE TO GET TO THE MUSEUM, AND WHY IT IS THE MOST COMMON.

1. What form of transportation did you use to get to the Museum today?

2. Which form of transportation do you like to use the most?
circle one: car subway bicycle boat plane
other: _____

3. Why do you like that form of transportation the best?

3. Which form of transportation do you think is the safest?
the least expensive? _____
the best for the environment? _____

Kids Crew Checkouts

Checkouts Search Sheets

Theme-based research sheets lead Kids Crew members on open-ended explorations throughout the Museum and combine specific seek-and-find questions, with observational exercises where youth literally watch other Museum visitors and record their activities.

Checkouts Games

• Dilemma!

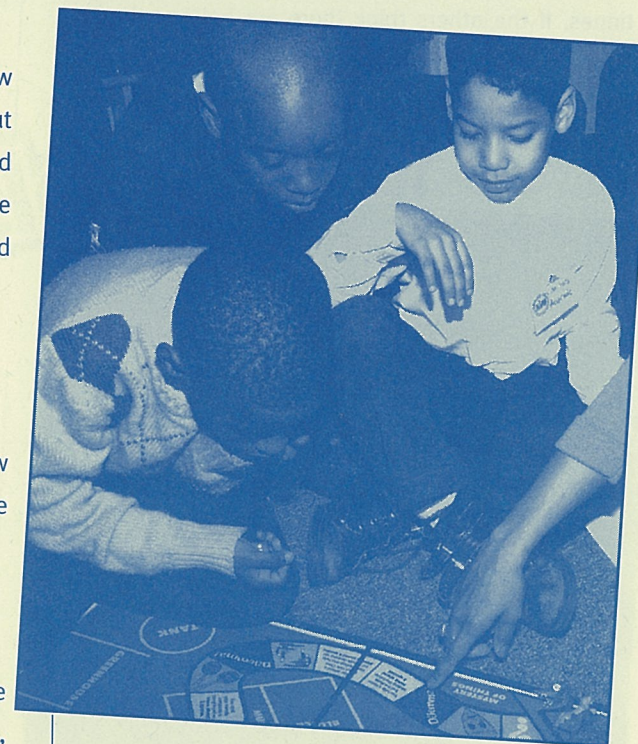
A board game based on the daily life of Kids Crew members at the Brooklyn Children's Museum. The game helps model communication, coping and conflict resolution skills.

• Dr. Hot Dog

A role-playing game that encourages young people to consider situations from various perspectives, and to enhance their skills in mediation.

• Time Traveling

A child-centered personal history game for use at the Museum or to take home, that builds reflection



and communication skills, and provides opportunities for intergenerational sharing.

Dilemma!

Players place their markers at THE ENTRANCE and begin the game at the SIGN IN. They take turns rolling the dice to determine how many spaces they move in a turn. As they advance around the board, kids will encounter situations and dilemmas. When a player lands on a Dilemma! space, he or she draws a card, reads it aloud and shares with the other players an idea for the best solution to that dilemma. If everyone agrees that this is the best way to deal with the problem, the player continues. If the others think there are better solutions, the player has to start over at the beginning. The winner is the first to make it to SIGN OUT.

Examples of Dilemma! Cards:

Someone drops garbage on the Museum floor and walks away. What should you do?

Nobody is paying attention to what you say during a workshop. What should you do?

A Museum Team Explainer called you a bad name. What should you do?

A Kids Crew member punches you for no reason. What should you do?

Two Kids Crew members start fighting right in front of you. What should you do?

You had a lousy day at school and come into the Museum feeling angry. What should you do?

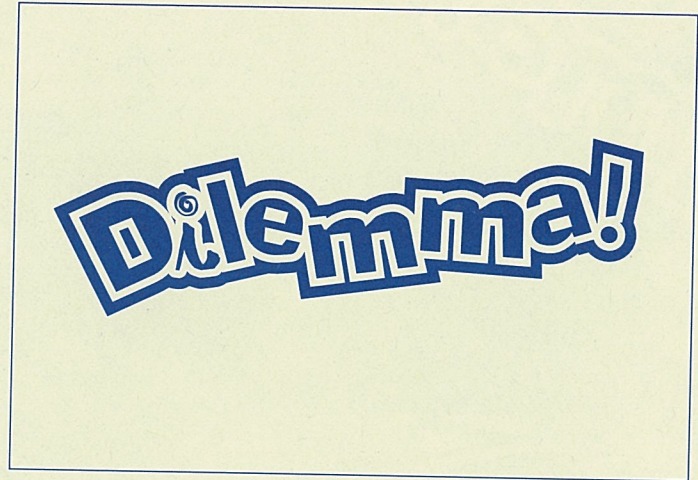
Someone who is very different than you tries to become your friend. What should you do?

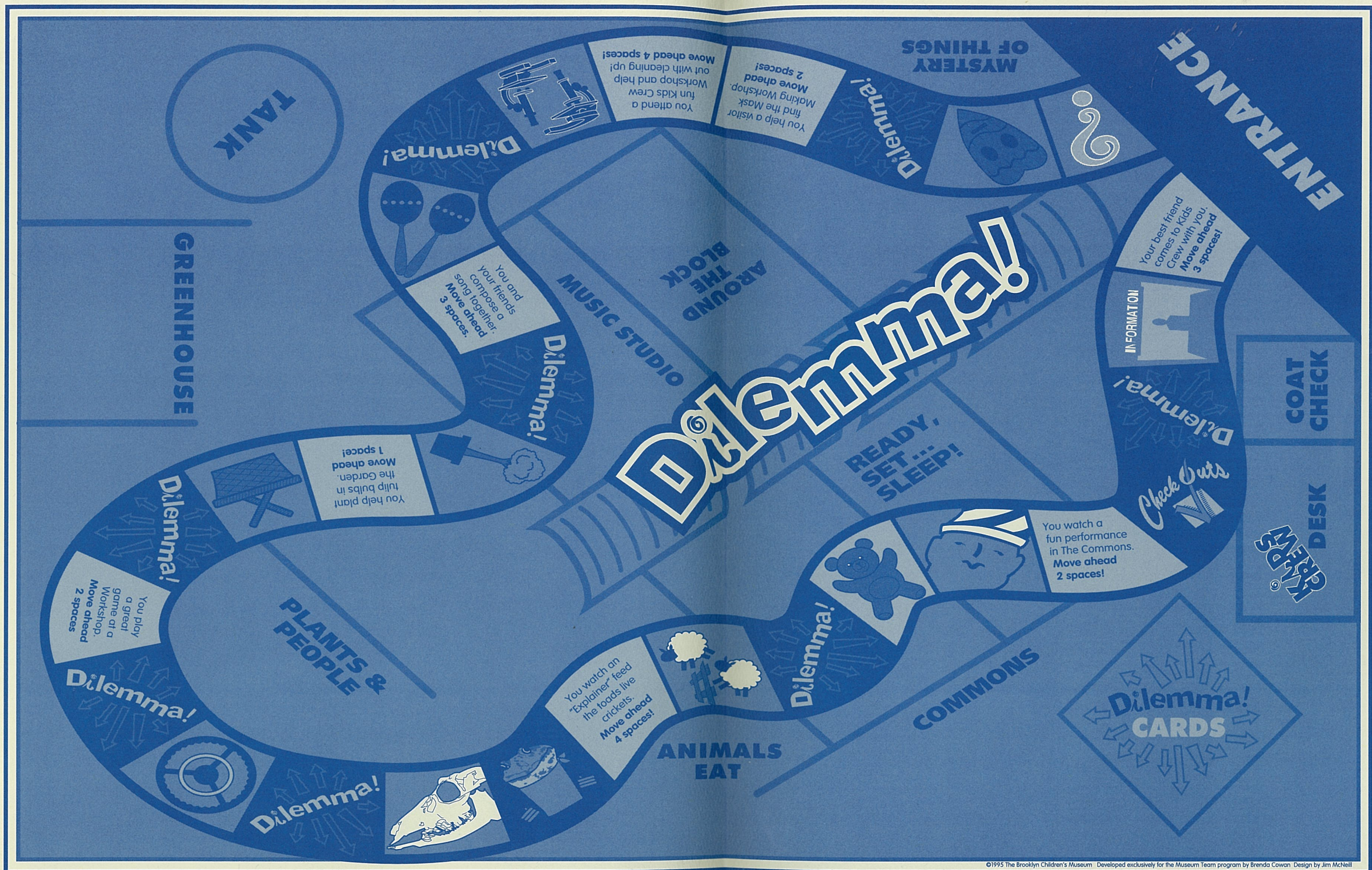
It's Mother's Day and you notice that the Museum's garden is full of beautiful flowers. What should you do?

You were told to sign out early for acting too wild, but you want to stay in Kids Crew longer. What should you do?

You accidentally break part of an exhibit. What should you do?

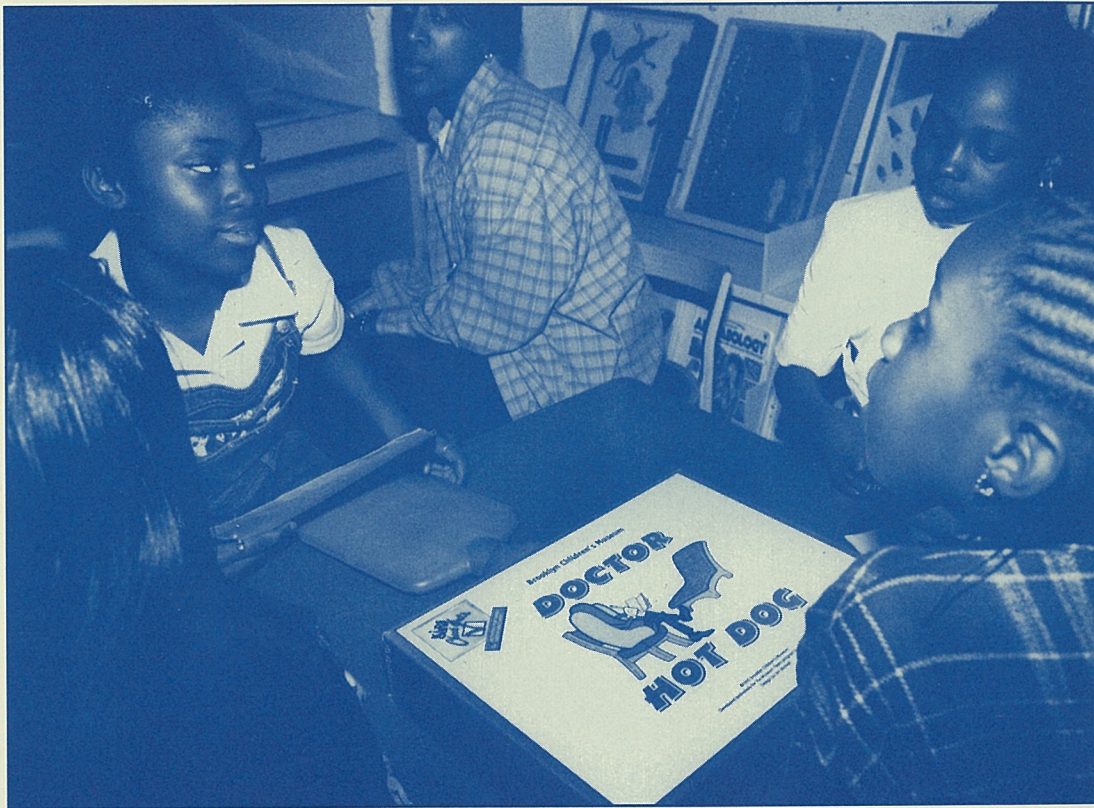
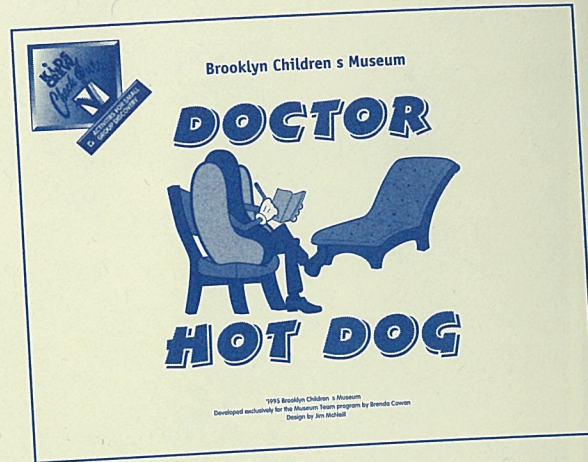
A security guard yells at you for something that you didn't do. What should you do?





Doctor Hot Dog

Curtis, the hot dog vendor who works in front of the Museum, is famous for solving people's problems. In this game, one player pretends to be Curtis (Dr. Hot Dog), and the other player pretends to be a Kids Crew kid with a problem (The Patient). Dr. Hot Dog puts on the apron and reads an advice card. The Patient holds the hot water bottle, selects a problem from the Problem Card and seeks the advice of Dr. Hot Dog. They do all three problems on the card, and then switch roles.



Dr. Hot Dog Advice Card

1. Listen carefully to the problem.
2. Repeat the problem to the patient so that you understand it clearly.
3. Look at both sides of the problem. What are the different points of view?
4. Decide what the best thing is that your patient can do and tell them!
5. Feel proud of your answer!

Dr. Hot Dog Problem Card

Problem #1

I spread a rumor about a Kids Crew kid that has gotten out of control. I feel really bad about it. What should I do?

Problem #2

People never understand what I mean, no matter how hard I try to explain something. What should I do?

Problem #3

Think of a Problem that will stump Dr. Hot Dog! See if you can think of a situation that the Doctor will have to struggle to solve!



Time Traveling

This game is for a Kids Crew member and an adult. Included in the package is a timeline, a 2-foot long, 6-inch wide piece of paper with a line dividing its width, and green lines spaced every 3 inches. Players take turns selecting cards and reading them aloud. Both players follow the directions on the card at the same time, until they have finished with each card. The finished timeline is brought back to the Museum for a prize.

Some of these cards say:

- Choose a green line and draw a picture of your first best friend. Write down how old you were. Were your best friends like each other in any way?
- Choose a green line and draw a picture of your first day of school. Write how old you were. How did you feel?

- Choose a green line and draw a picture of yourself playing this game. Put today's date by this picture!


- Choose a green line and write down your name and how old you are. Were you named after someone else?

- Choose a green line and draw a picture of your first visit to the Brooklyn Children's Museum. Write down how old you were. What was your first visit like?

- Choose a green line and draw a picture of the first time you ever got in trouble. How old were you? Decide who got in worse trouble.

"BROOKLYN: ALIVE AND WILD"
SEARCH SHEET!
Brooklyn is ALIVE with many living things!

1
Somewhere in the Museum you can see a sign that says:
"Hold on to your wigs and car keys!"
What gallery is it in? _____
What famous place in Brooklyn is it from? _____

2
Go to the **Animals** Exhibit and see each of these:

Circle the animal that you can see in _____

3
In which gallery can you see many different people from Crown Heights?

4
In **The Inside Scoop**, you can see 7 people who moved to Crown Heights from different parts of the world.
Where do they come from?
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
Why would someone want to come to Crown Heights to live?

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