DCM Exhibitions – Staff Training Materials

Eco City   (PART A)

Exhibition Overview:

Eco City is an environmentally friendly, kid-sized city filled with familiar buildings and businesses. Laid out along a boulevard, *Eco City* is all about how people live and work together in their community. Visitors experience and operate the city as an interconnected system. Key activities, such as working at a job, buying groceries or withdrawing money from the bank, link businesses citywide and enable visitors to experience real-life sequences. The city's Wind Turbine is the symbol of *Eco City* as an eco-friendly city. Throughout *Eco City*, children have multiple opportunities to learn about green living and make choices that they, or their caregivers, can make in the real world.

Target Audiences:

Children ages 4 to 9 + adults (families), school groups (Pre-K through 4th grade)

Education & Experience Goals:

- Visitors become members of the community living and working in *Eco City* and make connections between the exhibition and the "real world."
- Visitors "try on" different occupations and role-play people in those lines of work.
- Visitors practice everyday living skills, including earning a paycheck, depositing or withdrawing money from a bank, working as a mechanic, preparing food in a cafe, working in airport control towers, shopping at a market, building at a construction site, or working in the healthcare field at a children's hospital.
- Visitors make choices about "eco-friendly" behaviors and learn about "green" alternatives & lifestyles.
- Visitors use problem solving, critical thinking, communication, and planning skills.
- Visitors play individually or cooperatively with friends or family members. Activities support both approaches.
- Visitors talk about what they're doing and discovering with friends, family members, teachers and Museum staff. The experience launches conversations beyond the Museum.
- Staff supports and extends the visitor experience by facilitating educational interactions, role playing, interacting with exhibit components, and leading programs.

Key Takeaway Messages:

- **People in a community live and work together.** People have different jobs in different businesses. Each business helps to meet a need in the community.
- **Living "green" means making "green" choices.** Each choice has a consequence. Understanding what the choices and consequences are helps you and your community protect the environment and the planet.
- **Work a job to earn a paycheck.** Workers earn money from their jobs. Money can be used to purchase goods and services, and money can also be saved for future investments.

<u>**Appendix A**</u>

Background Information:

Working Together in a Community
A community refers to a group of people living together in one place, or it can refer to the place itself. A person might consider his or her community to be a neighborhood, town or city, for example. While we might think of people such as police officers, firefighters, and city workers as having primary responsibility for keeping a community functioning smoothly, this is actually every resident's responsibility. All citizens – even children – have something to contribute. Some of the other roles in a community that children probably are familiar with include: teachers, students, librarians, bankers, retailers, restaurant workers, doctors, veterinarians, construction workers, and mechanics. Each makes unique contributions in a community. A community reaches its fullest potential when various community members work collaboratively.

Source:

Canadian Institute of Planners, A Kid's Guide to Building Great Communities
https://www.cip-icu.ca/Files/Resources/kidsguide.aspx

Living "Green"/Choice & Consequence
Environmentalism, or seeking to improve and protect the quality of the natural environment, also is known as the "green" movement. Environmentalists call on governments, businesses and individuals to avoid activities that harm the quality of the air, water, and land, including protecting vulnerable natural areas such as rainforests and wetlands. Striving to live a "green" life means making everyday choices that support environmentalism, aptly summarized by the well-known phrase "reducing, reusing, and recycling." These choices present themselves in daily life – from transportation choices to grocery-store purchases to how one packs a lunch for school.

Source:

Compton's by Britannica, Britannica Online for Kids
http://kids.britannica.com/comptons/article-9311166/environmentalism

Working a Job to Earn a Paycheck
People who have jobs are called workers, and they earn money. People who spend money are called consumers, and they purchase goods and services. Goods are items that people want and need, and services are work that someone provides for others, such as a vehicle repair, a medical procedure, etc. Some people are workers *and* consumers. Workers and consumers invest in the community by helping businesses grow and develop. Many business reinvest their time and resources into the people living in the community. It is also important for workers, consumers, and businesses to save money. Saving money is important for future spending, investing, donating and staying free from debt.

Sources:

The 5 Most Important Money Lessons To Teach Your Kids
https://www.forbes.com/sites/laurashin/2013/10/15/the-5-most-important-money-lessons-to-teach-your-kids/#2b507a376826

Earning, Spending, And Saving: The Building Blocks Of Personal Finance
https://www.forbes.com/sites/moneybuilder/2012/08/29/earning-spending-and-saving-the-building-blocks-of-personal-finance/#150e550b37c2

Roles & Role-Playing

Beginning around age 3 or 4, children start to learn to put themselves in other people's shoes. At this stage of development, children begin role-playing or pretend play. Children often imitate adults – dressing up in grown-up clothes, playing "house," and pretending to go to work. Any area of adult life that children have witnessed may become a subject of role-playing. Besides being enjoyable, the benefits of this type of play are many: having an opportunity to act differently than they normally do (e.g., acting brave when one feels timid), releasing impulses that might otherwise be unacceptable, and attempting to work out problems. Research has shown links between role-playing, or pretend play, and increases in language usage, the ability to express feelings, social skills, and the beginnings of "self-regulation," including delayed gratification, civility and empathy.

Sources:

Compton's by Britannica, Britannica Online for Kids
http://kids.britannica.com/comptons/article-9276464/play

Psychology Today
http://www.psychologytoday.com/blog/beautiful-minds/201203/the-need-pretend-play-in-child-development

Resources:

Working Together in a Community

http://www.planning.org/kidsandcommunity/
American Planning Association, Kids and Community

https://www.cip-icu.ca/Files/Resources/kidsguide.aspx
Canadian Institute of Planners, A Kid's Guide to Building Great Communities

http://learningtogive.org/lessons/unit261/lesson1.html
Points of Light Institute, LearningToGive.org, What is a Community?

Financial Literacy

http://moneyasyougrow.org/
Money As You Grow, developed by the President's Advisory Council on Financial Capability

http://www.themint.org/kids/
Financial literacy games and activities

http://www.financialeducatorscouncil.org/financial-literacy-for-students.html
National Financial Educators Council

Living "Green"/Choice & Consequence

http://www.eia.gov/kids/
Energy Kids website, U.S. Energy Information Agency

http://www.epa.gov/students/
Students for the Environment, U.S. Environmental Protection Agency,

http://environment.nationalgeographic.com/environment/
Green Guide, National Geographic

Roles & Role-Playing

http://www.psychologytoday.com/blog/beautiful-minds/201203/the-need-pretend-play-in-child-development
Kaufman, Scott Barry, "The Need for Pretend Play in Child Development," Psychology Today, March 6, 2012.

http://www.allianceforchildhood.org/restoring_play
Alliance for Childhood, Restoring Play