

Helpful Hints in Planning your Kids' World Booth

GETTING STARTED:

1. Have a “**brainstorming session**” with your group. Take about five minutes to list everything you can think of about your country or culture. Stop at five minutes. Don't discuss the subjects or topics yet. There are no wrong answers. Just write down words, concepts, anything that comes to mind about your country or culture: heroes, flowers, business, tourism, famous battles, books, music, anything--good and bad (natural catastrophes, wars, plagues, etc. can lead to interesting concepts for your booth).

Next, as a group, review what you have written. Again, try not to get too concerned about details. Try to encourage a free flow of ideas. Circle the concepts that seem to appeal to your group. Now, begin thinking about how to best display or explore the concept in your booth.

This is a very simple exercise, but also very useful.

2. Take the ideas you came up (in number 1) and see if you can **tie the concepts together**.

Example: the state of ALASKA

A few possible topics:

Ice (affects clothing, food, housing, transportation)

Land mass (affects transportation, communication, economy)

Fish (economy, survival)

Whales, seals, bears and other animals used for food, oil and clothing

Endangered animals (What are they? Why are they at risk? What is being done about it?) Do we have one of these animals at the Tulsa Zoo?

Cruises (tourism)

Proximity to non-US lands

Pipelines (What do they carry? Who owns them?)

Booth Ideas for Alaska:

- Decorate booth with either faux or real animal skins that kids can touch. While they touch the fur, you can explain the reason the fur is so thick, other uses for the animal hide (skin), uses for the oil. You can ask the children questions about color, texture, the senses of touch, smell, etc. This will encourage them to ask questions.
- Display or make up a game about the ways fish are used in Alaska. Are they a part of the economy (exporting) or used mainly for food among the people who live there? Who else eats the fish, bears, whales, birds? What are these animals, and how do they live? Show how many fish a polar bear will eat in a day. Compare that weight to the weight of an eight year old girl or boy with a graph or poster. Easy to make, visual, fun to compare.
- Show a food chain. Laminate pictures of plants, fish, bears, whales, humans. Ask kids to put them in order in the food chain.
- Have kids make a collage, mobile or other art project with pictures of a food chain: plants, small fish, bigger fish, bears, etc.

- Make a fun display showing the amount of body fat in the average eight year old kid, compared with the fat in an eight year old seal or whale. This could be done with Jell-O or another gelatinous material in a plastic jar. Kids love this kind of thing. Now ask, “Why do these animals need so much fat?” How does their fat affect the way they move and live?
- Build an igloo with blocks of Styrofoam or other medium. Allow the kids to go in and experience the interesting shape. Talk about how igloos are made and why they are warm, despite being made of ice.
- Display pictures of Native Alaskans. Who are they? What are some of their customs?
- Compare communication 100 years ago in Alaska, compared to 50, 20, five years ago and today. How have transportation, telecommunications, the Internet, changed this? Use graphs, charts, games.
- Display maps with names of major towns. Ask kids to talk about ways to travel from one point to the next. What kinds of transportation issues, challenges will they face?
- Show the life in the day of an average kid in a large Alaskan city and in more remote areas.
- Display graphs, charts, maps about the weather and the temperatures in comparison with Oklahoma. What about daylight? Take the Tulsa World to KW and use it to compare weather in Tulsa and a city in Alaska that day.
- Compare the size, weather, and other physical properties of Alaska with Oklahoma.
- Discuss native languages and provide a few examples of words in Native Alaskan languages.
- Discuss Native Alaskan history, government, etc.
- Create a quick, easy game that compares the land size and population of Texas, Alaska, New York, and Maryland. For instance cut out and laminate shapes of these states and have the kids put them in order by land size, then, by population. Have a map of the US in the background for them to use as a guide.

3. Decorating your booth:

- If you don't have access to posters or large visuals for your booth, consider using the concepts you have discussed and **downloading pictures from the Internet** that do not infringe on copyright laws. Have the pictures enlarged. If you have an artist in your group, make posters. Otherwise, consider talking to a local school to see if **kids can help you make posters for your booth**. It would be a great educational exercise for them, too.
- Hang up pictures of your national flower, bird, animal, famous buildings, famous people. Put up a chart that shows the government structure of your country.
- Hang up traditional clothing—“costumes” used for dance or special performances.

4. We encourage you to **have items that children can touch**. However, if there are items you want there just for show, be sure they are displayed high and toward the back of the booth.

5. The best booths have **interaction** between the exhibitors and the children. You don't have much time, **but think about two or three things you want to say to the kids**. Write these things down and make sure everyone that works in your booth talks to the kids about them. When we get closer to the event, Cristina will assist any of you that need help writing a **short** script for your volunteers (two or three ideas).

6. In order to help Kids' World better meet the teachers' objectives, it would be helpful to **use the same words that the teachers use to describe concepts**. These concepts and words are included in the pacing calendar available on the Tulsa Public Schools website. For example, if you are talking about the coast, you might talk about the "environment" and "organisms" live in the ocean. You are already doing this in your booth. We just want to make a more obvious connection with the teachers.

7. Similarly, there are tools that third graders are learning to use: thermometers, rulers, magnifiers. **Consider using tools** in your booth to describe your country. Use graphs, charts, maps, etc. For example, compare the temperature in November in your country and in Tulsa. Or, have the children measure something with a ruler in inches, then using the metric system.

8. Talk about **music** in your booth.

Sing, teach songs, and talk about famous forms of music that originated in your country or region. Use words such as "melody," "beat, and"harmony." This is the language of music they are learning at school. Again, these words are listed in the pacing calendar on the TPS website.

Demonstrate how to play an instrument. Talk about how it is made (the kind of wood, animal hide or hair).

Are there spiritual or symbolic rituals surrounding the instrument? Is/was the instrument used for another purpose besides music—to signal incoming danger for instance?

9. Utilize **timelines, maps, recipes, folktales, games**, etc. Cristina can help you with these ideas on an individual basis. For now, consider:

- **Timelines:** compare significant events in your country's history and US and OK history. Have kids put events in order on a timeline.
- **Maps:** develop activities that ask kids to measure distance, talk about directions (north, south, east and west), show point on the map with relation to hemisphere, Meridian, etc.
- **Recipes:** What foods are prevalent in your recipes? Why? Is a certain plant or animal abundant in the area that has historically provided food? What are "imported" foods that have affected the cuisine of your country? For example: Tomatoes originated in this hemisphere. The Italians have made tomato sauce a large part of their cuisine. Potatoes originated in the Americas, but Europeans have utilized them well.
- **Folktales:** Are there famous stories you can share with the kids in the storytelling room or in your booth? Can you turn one of these folktales into an activity in your booth? A puppet show, perhaps, or a game?
- **Games:** Play a game in your booth. Give away flyers that explain how to play a game. Feature game playing items, like balls, marbles, stones, string, cards, etc. in your booth.

10. Additional ideas:

- Weather/Hemispheres/Seasons: Compare country's temperatures with Tulsa's. Point out the seasons around holidays. Our winter holidays are summer holidays in Brazil, for instance.
- Smells, have spices from the country available for students to smell.
- Compare alphabets.
- Demonstrate dances from the country.
- Mix up versions of a fable or story from the country that the students have to put in order.
- Money activities – show the exchange rate with pictures, also show the buying power of the money – how much candy can the money buy.
- Inventions from the country – show items that students may use daily and how they evolved from the country.

11. Other ideas based on PASS objectives and benchmarks and the Pacing Calendar on the website of Tulsa Public Schools. I selected examples that would be easy to adapt to booth ideas:

- Identify the events and people associated with commemorative holidays. Show their pictures. Demonstrate how you celebrate. Have kids make a craft to illustrate this.
- Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of houses. For example: demonstrate through pictures, stories, models, activities, booth decoration.
- Identify three basic needs of people; food, clothing, shelter. Show how the clothing, food and shelter differ BECAUSE of weather, availability of resources, and mixture of cultures.
- Show past present, and future of your country or culture, through pictures, graphs, maps, stories, videos.
- Create activity in which kids put things in order (least to greatest, tallest to shortest).
- Use bar graphs, tables, pictures.
- Patterns: Show patterns and ask kids to guess what comes next.
- Use five senses to group or order objects by physical properties.
- Plants need air, water, food, light. How does that relate to your booth?
- Sun warms land, air, and water. How does that relate to your booth?

- Weather changes from day to day over the seasons. Weather can be observed by measuring temperature and describing cloud formations. Take Newspaper to KW point out the weather in your country and in Tulsa. What is the annual rainfall in the capital city of your country? What is the average temperature? How does it vary from the coldest to the hottest day of the year?
- Demonstrate singing, echo singing. Yodeling, opera, chanting, etc.
- Compare objects in size and quantity.
- Explore calendars in your booth.
- Talk about the measurement of time, crossing international timelines, comparing time.
- Objects can be changed by sanding, shifting, pounding, tearing. Examples: Show woodworking, iron work in sword-making, ice sculpting, diamond making, sand art, paper tearing.
- Earth materials can be used as resources: building materials, fuel, and food. What is native or abundant in your area and how is it used?
- Size and shapes of shadows change at different times of day. Talk about position of the sun, length of the day. Laminate pictures of kids standing and pictures of their shadows. Have kids match them and talk about where the sun would be in the sky.
- Identify major landmarks in your country. Ask questions about distance between them, roads connecting them, north south etc. Make up a game or exercise in which kids are asked to go from point A to point B. Along the way they need to (for example) (1) see two landmarks (2) cross a bridge (3) use at least one major road. Ask them to draw a route for you. Change the criteria and do it again.
- Describe goods and services provided in your country and how they are exported to other countries.
- Identify basic landforms and bodies of water (plains, mountains, rivers, gulfs). four oceans, seven continents, human-made features. Incorporate these into your booth.
- Objects can be described in terms of the materials of which they are made. Mixtures and solutions can be separated (sand and marbles, salt and water). Example: Many beauty products are made from the waters around Israel. What are the properties of the water that make this possible?
- What makes a fossil?
- Sound is produced by vibrations. Compare how sound travels through air, water, solids. How do mountains, water, trees, buildings affect sound. What can you say about that in relation to your booth?
- Soils have properties of color and texture, capacity to retain water and ability to support the growth on many kinds of plants and animals, including our food supply. In Oklahoma we have a vivid demonstration of how this affects the terrain. This part of the state is green and lush in the spring and summer. We have brown dirt. The content of

different minerals in Oklahoma City makes the dirt a beautiful red color; however, the terrain is dryer and less green in the western part of the state.

- All animals depend on plants. Again, a food chain activity is a good way to illustrate this.
- Utilize numbers and simple fractions for a fun change in your booth. Develop a simple game in which kids measure fruit, fish, bread, meat. Cristina can explain this on an individual basis, if you are interested.
- How many different ways can you pay for something? One US dollar= 10 dimes or four quarters or twenty nickels or 100 pennies.
- Provide sheet music or resource materials for music from your country.
- Make up stories, problems using money, time, temperature
- Explain how people are influenced by, adapt to, and alter their environment, including agriculture, housing, occupations, industries, transportation, and communication.
- Describe the development of economic specialization in each region of the US (the world) including examples of interdependence among regions and connections to global trade. Who supplies the world with pineapples, bananas, beef, coconuts, chocolate, hearts of palm, diamonds, emeralds, corn, cheese, paper?
- Describe how people attempt to resolve geographic challenges (bridges, dams, tunnels, irrigation, land fills). What if you live on an island? Land with coast line? Desert?
- Use globes and maps in your booth.
- Dress up in traditional clothing. Have kids try on clothing shoes, masks in your booth. You can take Polaroid pictures and charge a nominal fee to cover your costs.

As you plan your booth, keep in mind the PASS objectives that teachers have to meet in their curriculum planning. These will make your booth more relevant to their teaching and provide you some great ideas. You can find these listed by grade and subject at:

<http://www.tulaschools.org/depts/currsvc/currsvc.shtm>

Please don't hesitate to call me to discuss ideas for your booth. I would be glad to attend a planning session for your group, if you think it would be helpful. Thank you so much for being a part of the Kids' World family.

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