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The Oakland Explores Kid's Guide

Michael Southworth



The University-Oakland Metropolitan Forum is a partnership of the University of California at Berkeley; California State University, Hayward; Mills College; Holy Names College; the Peralta Community College District; and the Oakland community.

University of California at Berkeley
Institute of Urban and Regional Development

OAKLAND EXPLORERS

WORKSHOP WORKBOOK

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What Are The Oakland Explorers?

The Oakland Explorers are kids, sponsored by the Junior Center for Art and Science, who are learning about the city-- what's here, how to use things like public transportation, how cities are made; and much, much more.

The project is part of a long term effort of the Junior Center of Art and Science to make Oakland a better place for kids to grow up in. Long range project goals are to: (1) Create a living museum of Oakland--its places and people--which will involve children and teenagers in making and running the program; (2) Create a network of city learning centers; (3) Create an access system for kids to learn about and use the city; and (4) Develop a network of institutions, business, industry, and individuals who wish to help make the city more responsive to kids' needs.

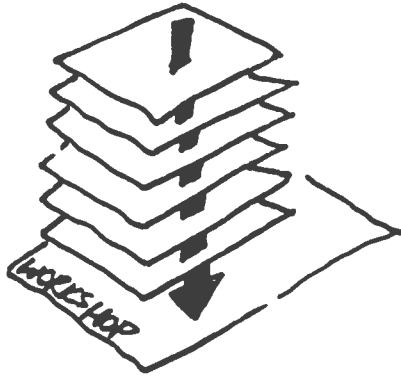
The Workshops

The first project with the Explorers is a series of 6 week-long workshops in the summer of 1988. It is hoped that the Oakland Explorers will continue to serve as a focus and catalyst for projects addressing issues of kids in the city, and that the workshops will be adapted for use by the public school system and other educational organizations.

The general goals of the workshops are to help children learn about and enjoy their city and to learn about their needs and interests in the city and ways that Oakland might be made more responsive to the needs of children. The workshops are meant to be fun and educational with an emphasis on doing things. Each workshop consists of projects, demonstrations, visits with resource people, and field trips. Each week will focus on a different theme of city exploration:

1. Signs of the Times--A Treasure Hunt in History (history and people)
2. Let's Go Behind the Scenes (transportation, manufacturing, municipal services)
3. Building A City--A Kids' Place (environmental design process, places for kids)
4. Dreams Come True (the arts and media)
5. Urban Wilderness (water, animals, geology, and plants in the city)
6. Building A City II (components of the city, environmental design processes)

Six basic issues are addressed in each of the workshops. These have been conceptualized as a series of "overlays" which keep the workshops in line with each other and with our overall goals.



1. The kids should be learning about the city. They may look at a lot of diverse things, but their relationship to the city should be expressed. Places of interest to kids should be found in each neighborhood.

2. We should learn about the kids' needs and interests in the city. This implies opportunities for feedback and kid-directed projects.

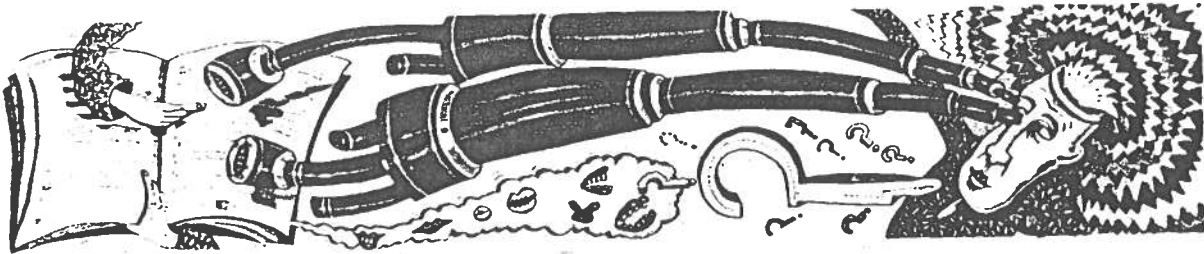
3. Communication of what's learned to a wider audience. One of the ongoing goals of the workshops is to collect thoughts, images, artifacts, etc. to pass on their experience in the future Kids' Guide and Exhibit. The workshops will also develop a network of communications among kids and city resources.

4. Different ways of learning. In the workshops, projects should reflect the different ways that humans learn, so that kids are able to deal with information and express themselves in a way that is comfortable to them. This is a good way to get superior results and enhanced self-esteem from kids who don't excel at the "read and write" model of learning. It also broadens one's awareness of other ways of doing/seeing things. Hence, there should be projects which involve different skill areas--imagination and invention, verbal description, motor skills and dexterity, and artistic expression.



5. Basic skills of observation and orientation. The kids, by participating in the workshops, should be developing their abilities to observe the environment around them, and to use that information to determine where they are, how to get somewhere, etc.

6. Using public transit. Built into each workshop will be opportunities to develop skill and confidence in the use of BART and AC transit. Since being able to use public transit empowers people (not just kids!) in their use of the city Oakland Explorers will learn "the ropes" of getting around. There will be opportunities to consult maps and schedules, plan routes, and take trips during each workshop.



Products

1. Oakland Explorers Guide. Much of the content of this guide will come from the summer workshops. The Guide will be illustrated for (and partly by) 9-14 year olds, and geared to appeal to that audience. It will identify and locate places that kids are interested in, and provide information on activities and access. It may develop as a small book or a folded map.

2. How Kids See Oakland. Much of the information gathered and projects carried out in the workshops will be used for an exhibit to communicate to the larger community children's needs and interests in Oakland.

3. A Video. The kids could put together a video on some aspect of their exploration/investigation. This could be shown as part of the exhibit, or used independently. It could be shown on public access T.V.

4. A workshop workbook. This provides a curriculum for the workshops, a selection of tools and projects, and room for comments, adjustments, and additions for use by other educational organizations and teachers.

Basic Weekly Format

Each workshop will run for one week, 9 a.m. to 4 p.m. daily. Since it is expected that the majority of kids will not be attending the whole series, we hope to develop some of the basic skills and ideas relevant to kids in the city at the outset of each workshop. To this end, we have created an introductory module which, with some variation, will introduce each workshop. This module is expected to fill Monday morning of each week. It is followed in the afternoon by a trip or project which ties directly into the theme of the workshop, and provides opportunities for use of the skills developed in the morning.

Tuesday-Thursday: Projects and trips. Small groups approach things from different viewpoints, such as studying a place in a Looking Team, Hearing Team, Smelling Team. Learn from seeing how different people approach the same problem. All of the groups might do the same exercise and then present their findings to each other. In response to the different ways of learning there could be a choice of an artistic project, or a physical movement project, or a writing project, etc. at several points during each workshop. An important part of the small group format should be allowing the

groups to learn from each other with feedback between groups. These groups might work best if they were determined randomly each day, to encourage kids to get to know the whole group and not to form tight cliques. There should also be ample opportunity for the kids to express their opinions, by voting or other procedures. The idea of communicating information should be introduced early, so that each day the group can make a point of collecting thoughts, images, artifacts, etc. so they can pass on their experiences to other kids via the exhibit or guide.

Friday: This would ideally have some quality of closure, a culmination of the week's experience. It should also be a Big Finish, a celebration of the week and the group. If the kids could be involved in planning/putting on some sort of celebration or performance related to the week's theme it would allow them to pull together the information they have absorbed, collaborate on the presentation, and have the festive atmosphere of a party. It could also be good material for a video, or be incorporated into the exhibit "How Kids See Oakland". This day should also include feedback from the kids on the workshop--what did they like, not like, what worked best, what else would be good?

Basic Daily Format

Each day should provide a balance between planned and kid-directed and developed activities, and should allow frequent periods of feedback--answering questions (hopefully many that they have formulated themselves), taking polls, making charts, interviewing each other, etc. There should be a basic structure to the days or half-days when the group will take a field trip. For the experience to be worthwhile, there needs to be some discussion before the trip about what to look for, and possibly some information about the destination or the topic of the trip. As Linda Williams points out in Teaching for the Two-Sided Mind, "Without proper preparation and guidance in how to approach the experience most students will be overwhelmed and unable to focus their attention." (p.172) This doesn't have to be boring--the kids can help formulate the questions they want to answer, it can be set up as a treasure hunt (find an example of "x", find something that is done by a machine, etc.) or small teams can be given a question to answer or issue to address which they will share with each other later.

Summer 1988 Workshop Schedule

Content

	6-20	6-21	6-22	6-23	6-24	
1	SIGNS OF THE TIMES - A TREASURE HUNT IN HISTORY					history + people
	6-27	6-28	6-29	6-30	7-1	
2	LET'S GO BEHIND THE SCENES					transportation, manufacturing, municipal services sports
	7-4	7-5	7-6	7-7	7-8	
3	BUILDING A CITY - A KIDS' PLACE					places for kids, design process
	7-11	7-12	7-13	7-14	7-15	
4	DREAMS COME TRUE					arts + media
	7-18	7-19	7-20	7-21	7-22	
5	URBAN WILDERNESS					water, animals, geology, plants
	7-25	7-26	7-27	7-28	7-29	
6	BUILDING A CITY II					Components of city, design process

Introductory Module



The focus of the introductory module is on getting to know each other, establishing group identity, and developing some basic skills of observation and orientation, and to begin thinking about what exploring is, and what explorers might do.

This module will include making t-shirts for the group, which should have the Oakland Explorers logo and then be decorated by the kids, probably to relate to the weekly theme.

Structure:

This module will be inserted into each workshop, on Monday morning. The only exception is the Kid City workshop, which will not meet on Monday due to the 4th of July holiday, where the introductory module will run on Tuesday morning, July 5. These times are a guideline, which can be flexible to accommodate extra interest in any particular part of the morning.

9:00 a.m. Kids arrive, some time spent in starting to get to know each other. Try to use some quick exercises or games to break the ice. Some possibilities:

- Each child makes a name tag for himself. All tags are put in a box and each child draws a tag without looking. Then each child puts the tag on the child he thinks it belongs to. The game continues until each child has his own name tag.
- The teacher explains what a charade is and does one to introduce herself. Each child then thinks of a charade based on her first name and the other children have 2-3 minutes to guess it.

9:15 a.m. First observation exercise. See plug-ins.

9:30 a.m. Discussion of exercise, what was learned, etc.

9:45 a.m. What are Explorers? See plug-in. Give OAKLAND EXPLORERS Survey.

10:00 a.m. Outside observe/explore exercise.

11:00 a.m. Making t-shirts

12:00 noon LUNCH

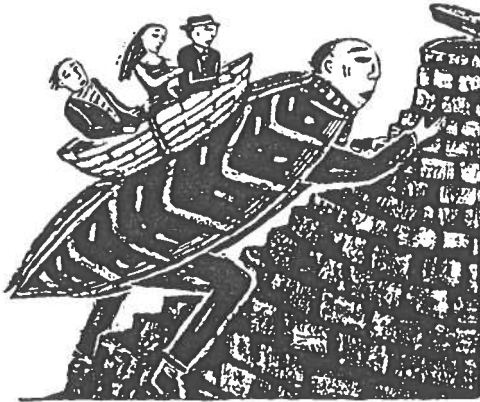
Plug-in Projects



There will be a variety of projects and exercises which are designed to "plug in" to the daily schedule. Some of these will be useful in many of the workshops, and some of them may be quite specific to one theme. By providing many of these, it will be possible to pick and choose to satisfy 1) desire for a particular type of project (outside, messy, etc.) 2) the need to provide variety of learning modes, 3) the anticipated need to adjust the daily schedule in terms of speeding up or slowing down--if spare time develops, another project could be chosen, or if time is short a quicker or simpler choice could be made. Since the teachers of the workshops will hopefully have experience and ideas about the theme, it is hoped that they will contribute greatly to these "plug-ins". Conceivably, they could be added to over time to create a considerable library of activities.

What Are Explorers?

The idea of being an explorer seems important, and worth spending some time on with the kids. Different types of explorer could be discussed--pioneers, discovering new lands; space explorers, going into the totally unknown; scientific explorers, trying to understand things in a new way. Why do humans explore? When in our regular lives do we explore? Are there important things to do or think about when we're exploring?



Exercise: Come up with a list of different types of explorers. Now have the kids break into teams of 2-3, and have each team be one of the types of explorers. Each team should look at an environment--the room, the buildings, the park--from the point of view of the type of

explorer they are being. What things would they notice as this type of explorer? What would be important? What could some of the things they see mean? (this can get as far fetched as the kids want to go--have them stretch their imaginations. If they're being pioneers, cars may seem like magic wagons; if they're space explorers on a new planet, the plants may be the inhabitants of the place, and they would need to figure out how to communicate with them, etc.)

What do explorers use? Tools--compass, maps, written accounts, guides. Also, clues in the environment--sort of like detectives. Traces of activity or people/animals, "streams flow to the ocean", where the sun rises and sets, etc. What clues can kids use in the city environment when they're exploring? What tools can they use?

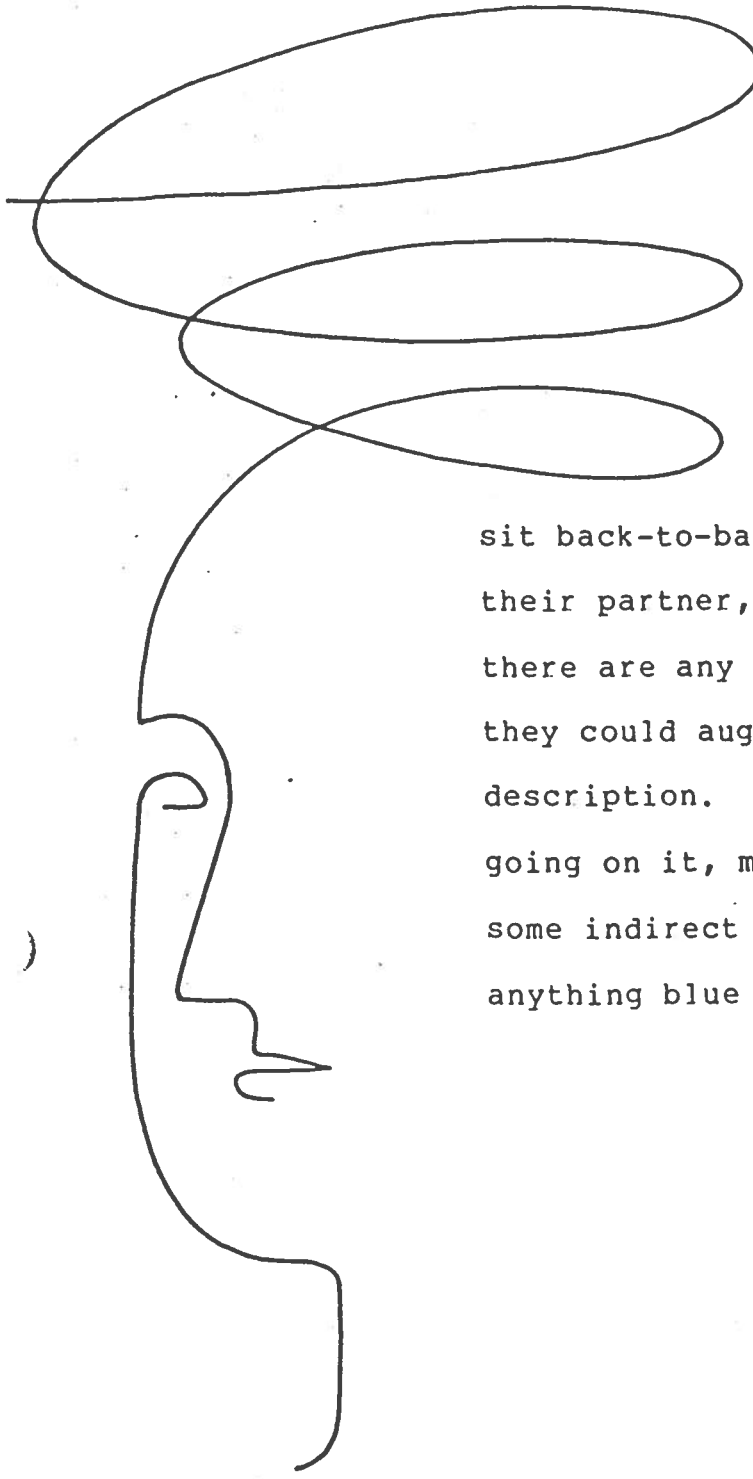
Exercise: Bring some tools for the kids to check out--see how many can use a compass, give a simple orientation exercise to learn how to do that. Look at maps and talk about how they work. Maybe do a short version of Todd's map talk.

Quick Observation Exercise

To start getting the group "tuned in" to what is around them, and to what is going on, a first very quick and FUN exercise is planned. It could take many forms, but here are a few suggestions.

* Teacher in a bag. The workshop leader takes out a large bag or a sheet or something that is large enough to cover him/herself up with. As the teacher proceeds to disappear, she/he should instruct the students to draw a picture of her/him, showing what clothes are worn, eye and hair color, etc. The materials to do this need to be already set out, or the other teacher needs to make them available. The kids should work independently from memory, and it should get pretty funny as they realize they haven't noticed many things and have to make them up.

* Dramatic event. This is drawn from an exercise used in criminology and psychology classes, where students learn that people who have been present for the same event will not all agree about what happened. Pre-plan some dramatic occurrence (a pretended purse-snatch, a dramatic argument, an excited report of an unlikely occurrence or some such thing). The "dramatic event" might be planned and performed by 2 or 3 of the kids or by the drama class. Have the person(s) who will do this come into the room unexpectedly and act out whatever the event is, and then leave. Then tell the group that what just happened was done so that they can see how well they noticed things. Then, each person can either write down answers to questions about what the people looked like and what they



did, or you can have a group discussion about what took place, and notice the discrepancies between the individual perceptions.

* Draw your neighbor. Pair up the kids, and then tell them to sit back-to-back. Then have them each draw their partner, as in the teacher in a bag. If there are any desperate non-drawers in the group they could augment their efforts with a written description. If the kids can't seem to get going on it, maybe they could ask their partner some indirect questions, like "are you wearing anything blue today?" to jog their memories.

Sensory Experience - Listen, Touch, Smell

Vision is our predominant sense--we rely on our ability to see things as our main way to understand the world. Sometimes we're so busy looking that we forget the other ways of sensing the environment.

Exercise: Close your eyes (maybe use blindfolds if the kids are going to have a hard time not peeking or lose concentration). What can you hear? Which sounds are nice to listen to? Which sounds bother you? If you think of the sounds as clues, what can you figure out? (e.g. lots of traffic nearby, sound of water indicating creek or fountain or other water feature). A tape recording of different city sounds could be used.



Now, with your eyes still closed and your ears plugged, focus on smelling. Mosswood Park could be used as an olfactory study area, with kids identifying the scent of different zones. Samples of scented materials could be collected in fruit jars for identification in the workshop, e.g. damp leaves, cigarette butts, soil, flower petals. What can you smell that's good? Anything you don't like? Based on what you smell, can you figure anything out about this place?

[The section on touch needs to be done in pairs, with one person guiding the other and choosing interesting tactile surfaces. The first two parts of this exercise, above, could also be done in pairs, so a partner could help the experiencer to move safely from one spot to another without visually disrupting the experience]

At first, everyone should just stand still, with their eyes closed, and pay attention to their skin.

What can you feel, just standing there? Remember that the nerve endings in every part of your skin are sending information to your brain - most of the time we don't pay a lot of attention to what our skin is telling us because everything is fine. But if you touch a hot pan, or slam your finger in a drawer, those messages get a lot louder. Listen now to what your skin is telling you.

Have people report - they may feel the sun shining on them, the breeze, a scratchy sweater, a rock in one shoe, the uneven-ness of the ground. After the feedback runs down, break into pairs.

The assisting partner should guide the experiencer to objects with different types of surface. The experiencer should touch, tap, rub the object to experience it as much as possible by touch. Perhaps some things can be touched with different parts of the body - hands, cheek or forehead, perhaps with some surfaces sit or lean on them. As they feel these things, the partner should ask:

How does this feel? hard, soft, smooth, prickly, cold,
fuzzy...? Try to describe how it feels more than to guess what it
is, although you can guess, too. Is this a good feeling thing, or
not so good? Is it interesting?

Take A Look

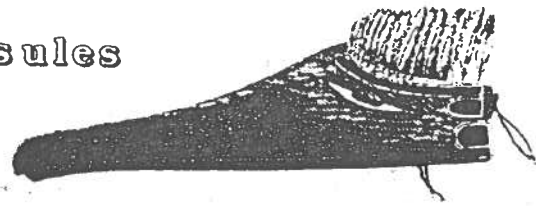
When we look at things, we usually just sort of mentally check them off - "a tree, ok; a car, uh-huh; some kids, right". We're matching up what we see with what we know about. When we see something we don't know about, or something that doesn't match, we pay more attention. We all like to watch them do things we don't know about at construction sites, and we take notice if we see someone in a gorilla suit riding a bicycle. One way to pay more attention to what we see is by looking at the world in different ways. Here are a few ways:

1. What shapes can I see? There's a surprising variety of squares, rectangles, circles, triangles and such in the world around us. Perhaps the kids could try to find three examples of each of several different shapes, then compare and see how many examples were found all together.

2. Look at the environment as if everything was alive. Do cars try to eat people, but find them too stringy and spit them back out? Are buildings like big trees growing slowly, so that low ones will someday be skyscrapers?

3. Imagine you're something other than a person - say an ant or a bird. What things are important to you now? What do the things you see around you mean? A flight of steps could be a month long expedition, or a tv antenna could be a nice place to sit down for a while. What do you need to know about what's around you, or need to find in the environment?

Time Capsules



For a very "hands on" experience of the passing of time, have the group create a time capsule in a shoebox or mayonnaise jar, which they bury or otherwise put out of reach on the first day, and retrieve on the last day of the workshop. Some things which could be included:

Predictions--Who will win an upcoming sporting event, what the weather will be like for the week, what will be groups favorite field trip, ...

Guesses--There could also be a question about one of the activities for each day of the workshop. For example, hold up a strange object (a photo, tool, rubbing, etc.) and ask kids to write down their guess about what it is and put it into the capsule. Several days later they will find out. This is a way of introducing the weeks' activities to the kids in a fun way.

Oakland Explorers T-Shirts

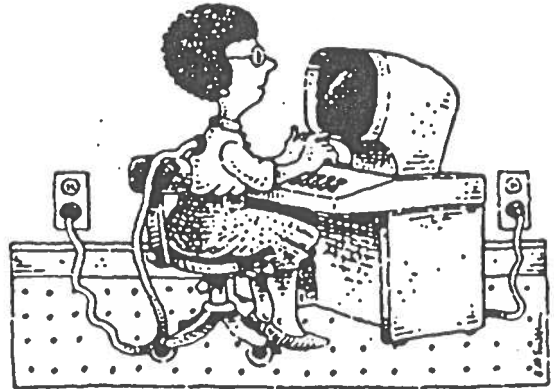
Each workshop group will make themselves t-shirts on the first day. The Oakland Explorers logo will be on each shirt and the kids to can add decoration to the shirts to reflect the week's theme. Perhaps the shirts should have the individual workshop titles on them as well. There are dye crayons, dye markers, and small applicators of glue-like squeeze on dye available, that are all easy to use. It's also possible to color xerox artwork onto transfer paper and then apply the transfer with either a press or an iron. It might be worth seeing if CCAC's textile department would help out with this, also check on what other dye materials are available these days. Other sources: Straw Into Gold, Amsterdam Art.



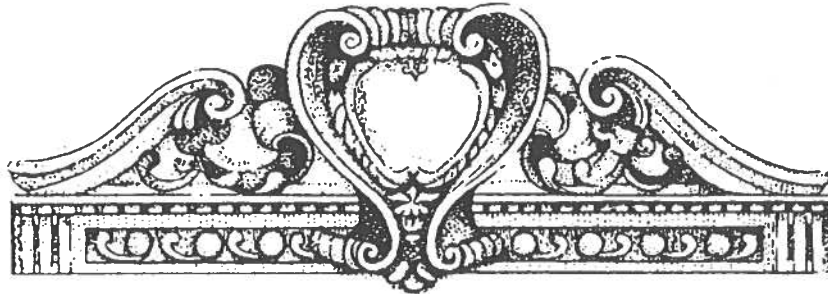
Supply List

There should be a daily supply list, and also a cumulative one for the whole workshop, to facilitate planning and shopping/procuring. The Junior Center may even want to put all the weekly lists together into one master list.

*Problem with the supply list strategy--the flexibility of "plug-in" projects etc. may lead to a very unpredictable use of supplies. One suggestion was to add a supply list on each plug-in, but unless the projects were chosen in advance, this still doesn't help a lot with supply planning. Perhaps projects which require considerable or very specific supplies should be decided on ahead of time, and more generic supplies stocked in adequate volume to accommodate fluctuating needs.



Signs of the Times Treasure Hunt



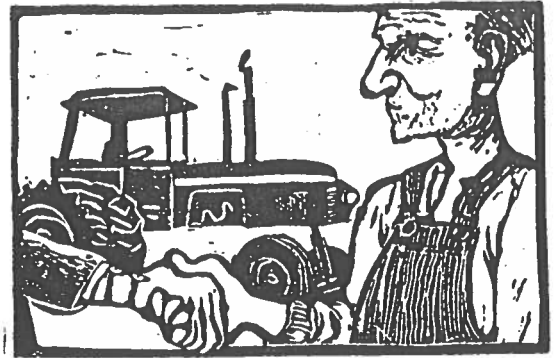
When the group goes on a treasure hunt to find "signs of the times" - indications of history or time having passed - some of the things they might look for are:

1. Dates (carved in buildings, on sidewalks, in advertising - "in this location since 1954" etc.)
2. Accretion--things that have built up over time (layers of paint, weeds grown up on a vacant lot, verdigris on copper, etc.)
3. Wearing away (short cuts across vegetation, paint wearing off of surfaces, marble steps worn down into dips, etc.)
4. Old things determined by style--it should be pointed out that this can be tricky since some new things are made to appear old (lamp posts, building materials like glass block and tile patterns on facades) in these days of post-modernism). Talk about style and show different eras, e.g. Victorian, Greek Revival, Art Nouveau, Art Deco, International Style, and Post-Modern.
5. Cyclical time: street clocks, celebrations, position of the sun and stars, signs of the seasons.

SIGNS OF THE TIMES - A TREASURE HUNT IN HISTORY

MON. 6/20	TUES. 6/21	WED. 6/22	THUR. 6/23	FRI. 6/24
Introducing module	Treasure Hunt for Signs of the Times'	Ethnic Oakland - Chinatown & Food Tour	Maritime History @ J. London Square Part boat tour	College Ave. Players
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Ardenwood	Old Oakland (Preservation Park?)	Ethnic restaurant	Rialta Adobe and/or Dunsmuir House	Oakland History + Culture Performance

**SIGNS OF THE TIMES :
A TREASURE HUNT IN HISTORY**



Monday

Morning:

Introductory Module. Include preparation and burial of time capsule, use of old photos of Mosswood for orientation exercise (see explanation sheets following schedule).

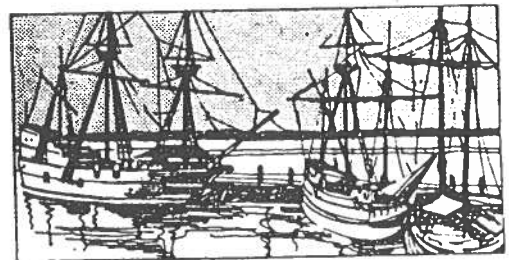
Afternoon:



Trip to Ardenwood Farm to see how things have changed over time in this area and to be reminded of the importance and prevalence of farming until quite recently. Get some old pictures of Oakland that show a few landmarks and the quite rural land surrounding it. Before going on the trip, spend some time preparing for what will be seen and learned. Determine what questions the group wants to try to answer, what kinds of things they want to document; set up small groups to work together. Send home a simple questionnaire regarding the kids ethnic background, to be talked about on Wednesday. Also, invite family members to the Friday afternoon performance. (see suggestions on information sheet, following schedule).

Tuesday

Morning:





Discussion and exercises dealing with the passing of time, old and new, styles, clues in the environment to suggest passage of time. Slide show to contrast old and new things, with kids voting on which

SIGNS OF THE TIMES: A TREASURE HUNT IN HISTORY



This workshop will take a good look at Oakland and its people-- just exactly who is Oakland and what is it's story? We will find out how Oakland began, and what it was like. We'll look for things which were part of the Oakland of long ago, but are still here, and we'll see examples of what's disappeared. How and where did people live in Oakland in different eras? There will be visits to places which show us what Oakland used to be, and to places which are being fixed up to bring back some of the old ways. Two special concerns of this week will be to explore the ethnic diversity of the City and to visit and understand the Port of Oakland--what is this fascinating place all about, and how did it come to be the way it is?



is which. This is followed by a treasure hunt looking for "signs of the times"--a list should be developed of things for the kids to look for. Try to send them out in small groups with instructions for "collecting" their finds--sketching, writing descriptions, photographing, making rubbings. Then the groups will get back together to share their treasure. Perhaps make a group map showing where the especially great finds are located. Explore the Mosswood Home as an introduction to this exercise for signs of time (materials, details, room functions, mechanical systems, wear, smells, ghosts).

Lunch: Maybe take the bus or BART down to the Old Oakland area, since that's where the afternoon trip is scheduled for. If so, be sure to have the kids do some sort of observation or evaluation of their trip on public transit. Have them plan the trip, too, if possible, and consider such things as whether there's one way to go and an alternative way to come back. Lunch could either be at somewhere like Rattos, or Housewives Market (both pretty historic), or a picnic in a plaza downtown (with the kids observing who is using it and how, and continuing to look for signs of the times).

Afternoon:

Visit to Old Oakland. See model in developer's office (Storek & Storek). It might be worth calling to see if someone could give the kids a short presentation on the development. Walk around and see all the things which are being restored, and peek at any construction visible. This is a great place for documentation--lots of things to photograph and probably some good details for making rubbings. Look at the great details on the old Swan's Market (alias

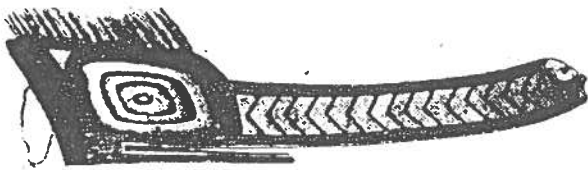
Oakland Free Market)--cornucopias, cows, fish. After seeing this area, it might be interesting to visit the Convention Center briefly, to compare a new place--or the one across Broadway (Trans Pacific Center) the kids could look for what's different, what they like better, not so well, etc. If this doesn't take up most of the afternoon, a visit (led by Oakland Volunteers) could also be paid to the Preservation Park area (just south of Freeway 980), which has some amazing mansions being restored. There are still many in fascinating half-way stages, including some that have been sawn in half so you can see room interiors. The contrast between the shabby and decrepit "Befores" and the stately "Afters" is striking. Several of the ones which are now in use are non-profit institutions --maybe the kids could even see the interior and talk to a preservation contractor or architect (Randolph Langenbach).



Wednesday

Morning:

This is the day we will explore Oakland's ethnicity. Share and discuss the family background questionnaire taken home on Monday, maybe make a map or chart showing the places that these Oaklanders have come from. Try to have some background material to give the kids on the development of Oakland--which groups settled here, and a few of the details of how and why. The kids could talk about why people move to a new country or different region, how it feels to be new and/or different, which things might be different between people coming from different places (language, clothing, food, religion...), or what we can learn from having people of many



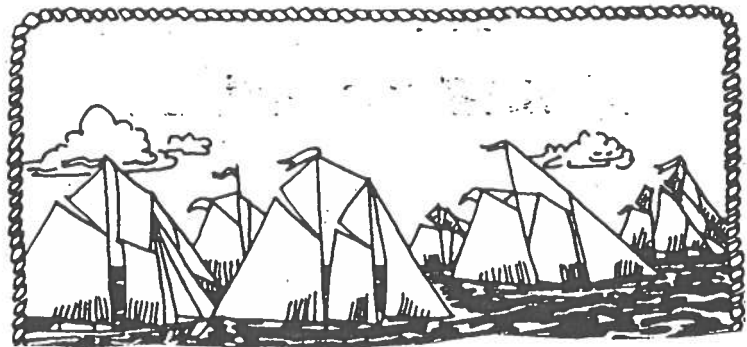
backgrounds in our community. Some information specific to Spanish and Chinese settlement in the area should be discussed as a way to prepare for the morning's field trip to Chinatown and a Hispanic neighborhood. Based on the things talked about, the group can decide what things they particularly want to look for on their trip. This could be an opportunity to use the Food Experience food trip guide and coloring book. Don't forget to document the trip!



Lunch

Afternoon:

Have some resource people come from local ethnic awareness groups (or the library) and do projects with the kids (East Bay Negro Historical Society, Ebony Museum, Mandeleo, a Hispanic group, etc.) This could also include some discussion of the famous people of Oakland--Jack London, Gertrude Stein, Isadora Duncan, and so on. Perhaps there's someone from the Historical Society or the Library who could present some material in an engaging, anecdotal way.



Thursday

Morning:

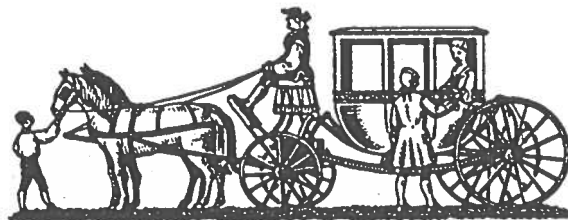
Visit Jack London Square and hear about maritime history with Bob Schwendinger. Take a harbor boat tour. If his presentation does not use the entire morning, the group could walk around the produce market, see the old Vulcan Foundry buildings which are being turned into trendy shops, look at the boats, etc.

Lunch: Picnic at Jack London Square or Estuary Park (ask the kids what should be here), or buy lunch.

Afternoon:

Visit Peralta Adobe and/or Dunsmuir House. At lunch time talk about and decide what to be looking for or trying to find during the trip. Another possibility is a trip to Lowie Museum to see an anthropological exhibit and to visit the archeological dig prototype in the Department of Anthropology to learn one technique for studying the past.

Friday



Morning:

Open the time capsule and review contents. Visit with the College Avenue Players. Have them do a performance and/or get the kids to act with them. Start preparing for afternoon performance--kids create skits, songs, dances, poems and stories, artwork to express the history and culture of Oakland.

Lunch

Afternoon:

Finish preparing for performance and put it on! Invite parents, siblings, the kids from the Montessori school?, community people? (invitations should go home at the beginning of the week with the ethnicity questionnaire). Make it festive, balloons, banners etc. Be sure to document this, even by video.

*Don't forget to have the kids fill out an evaluation form on the workshop (and the teachers). If it seems like the kids will end up trickling away after the performance, have them do the evaluation at lunch time. Let them give group verbal feedback too, and take it down.

Ethnic Background Survey

In preparation for the day focusing on ethnic Oakland, send home a simple survey with the kids to collect information on their family histories. Talk with the group about using surveys to find things out, how to decide what you want to know and formulate questions to bring out that information. The group may want to decide on some questions they particularly want to answer.



Some ideas for the survey:

- * Were you born in Oakland? Or somewhere else in the Bay Area? Or somewhere altogether different?
- * Do you know where your parents were born?
- * Do you know where any of your grandparents were born?
- * Sometimes people move to have a better chance to get a job, to be near family members, or to be somewhere they think will be better for their kids. If at some point, someone in your family moved to Oakland from another place, do you know any of the reasons why?
- * Songs, holidays, foods, special clothing etc. are all things that people bring with them when they move to a new place, and that we can share with each other. If your family moved to Oakland from somewhere else, do you do things, or have things, that come from that place? Draw a picture of them or tell about them.
- * Does anyone in your family have a story to tell about a place that your family is from, or about Oakland a long time ago?

Old Photo Orientation



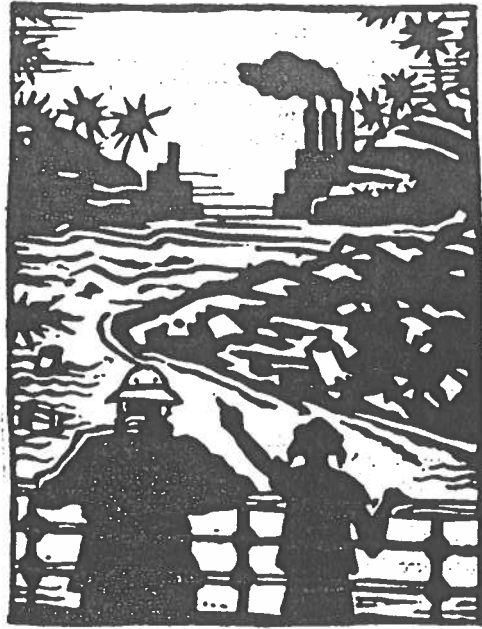
Using a selection of old photographs of a given location (Mosswood would be a good choice), try some of the following activities:

- * Try to stand in the same place that the photo was taken from. What do you need to look for or figure out to be able to do this?

- * What's changed? Why do you think these changes might have happened? Try to think of at least three possible reasons for each change.

- * Who do you think used this place, and what for? Are there any clues in the photos? Do you think the way this place is used has changed? Or the people who use it?

LET'S GO BEHIND THE SCENES



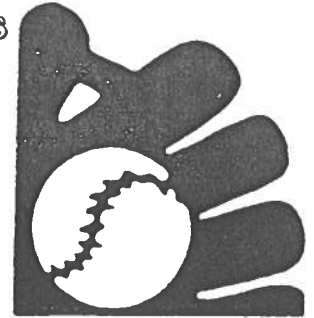
This workshop is designed to look at some of the major components of the city and to learn more about how they actually work, or what really goes on. A major focus is on transportation, which is important in understanding how goods and people move into, out of, and through the city as well as how to move around the city ourselves. Another aspect of this theme could be called "the world of work". Most kids are very interested in knowing more about what jobs exist, and what they are about. It has been noted repeatedly that in the modern city, children are seldom exposed to adults working. It is also true that for many children, the financial reality of needing a job creates an interest in work. This week will give access to several types of jobs in Oakland, as well as information on applying for jobs. Finally, even though manufacturing does not hold the pre-eminent place in cities that it once did, seeing how things are made, and what things are made locally, is an important way of learning about the city and introduces issues of commerce, marketing, consumption and so on. Seeing the manufacturing process is also a very tangible experience, unlike so many "information technology" jobs.

LET'S GO BEHIND THE SCENES

<p>MON. 6/27</p> <p>Introductory Module</p> <p>LUNCH</p> <p>Trip to the A's</p>	<p>TUES. 6/28</p> <ul style="list-style-type: none"> • Job Corps Court <p>LUNCH</p> <p>Airport ; Airport Museum</p>	<p>WED. 6/29</p> <p>AC BUS Barn</p> <p>LUNCH</p> <p>Port Tour</p>	<p>THUR. 6/30</p> <p>Manufacturers a.m. nearby (N. Oakland)</p> <p>LUNCH</p> <p>cont? P.M. East Oakland</p>	<p>FRI. 7/1</p> <p>Develop a Kids' BUS design & route</p> <p>LUNCH</p> <p>Take bus trip</p>
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LET'S GO BEHIND THE SCENES

June 27 - July 1



Monday

Morning:

Introductory Module. Include treasure hunts for orientation. First have the kids follow one provided by the workshop leader, then if possible, have small groups develop a hunt that they trade with another group. See if they've been able to formulate clues to successfully guide the other group through.

Afternoon:

Visit the Oakland A's. Before going on the trip, spend some time preparing for what will be seen and learned. Determine what questions the group wants to try to answer, what kinds of things they want to document. Set up small groups to find out particular things or to document it in different ways.

Tuesday

Morning:

Visits to the Job Corps and the Court. Before leaving, the group can discuss jobs--what would their dream job be? Why do we need jobs (try to get them to think about the ideas of self-expression and fulfillment as well as the money aspects), what sorts of jobs can kids do? What kinds of work have they done? What skills do they have? Also, some preparation can be done for the court visit, talking about the function of the courts, when you might need to go

to court, why we have rules (laws) and anything else that seems interesting to the kids.

Lunch: Is there somewhere downtown that the municipal workers frequent? The kids could go along and see a "workers lunch hour". Another possibility would be lunch at the airport cafeteria for workers.

Afternoon:

Visit the airport and the airport museum. Can it be set up so that the airport visit can truly be "behind the scenes" with a visit to the tower, the back side of the baggage handling, an explanation of the x-ray machines, the employee lounge, or other such things? Have someone explain all the different types of jobs that exist at the airport. At lunch or on the way there, talk about who uses the airport, and why (e.g. your grandma comes to visit, business people go to Los Angeles for the day, etc.)

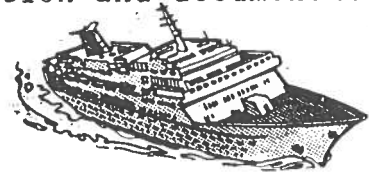
Wednesday

Morning:

Visit the AC Bus Barn. Before going, talk about using the bus-- who uses it and why, what's good and bad about it, especially for kids. Choose things to find out on the trip, and make plans for documentation. While there, try to find out what sorts of jobs exist in AC--there's more than drivers! Arrange to have kids try the computerized driver training module in the test bus, see the scheduling office, and see the bus painting shed.

Afternoon:

If done at AC in time, the group could go to Portview Park to eat lunch (picnic or snack bar) and look at the whole port area from the observation tower. Develop & discuss observation and documentation plans.



Port tour. This should include a harbor cruise and either a tour of the container loading facilities or a freighter. Try to find out the places of origin and destination of the ships using the port (you can tell what country many are from by looking at their names). There can be discussion of importing and exporting--how places essentially "trade" the things they have a lot of for the things they need, of the need to transport things and the development of the container system to tie rail/trucking/shipping together efficiently. Try again to see what kinds of jobs are associated with the Port.

Thursday

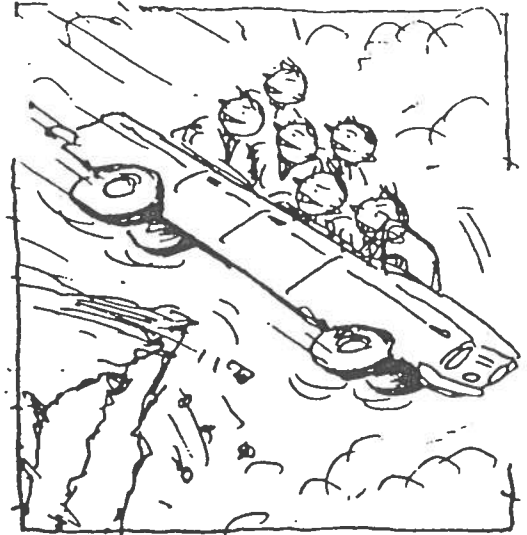
All Day

Visits to manufacturers. Find some information to discuss dealing with what products Oakland manufactures. Talk about who would use these things, how well known they are, how you find out about them. Decide on small group strategies for observation, finding out and documentation. Morning will be trips to nearby manufacturers (North Oakland) such as Dreyers, Neldams, Hoopers. Afternoon will be visits to plants in East Oakland--San Leandro Street: Fleishmann's Yeast, paper mill/recycling plant, Bartley's Mill (Millwork), Mother's Cookies, Granny Goose...Get samples where possible.



Lunch: At Arrowhead Park

Friday



Morning:

The group will develop a Kids' Bus route and design a Kids' Bus. The workshop leader should discuss what is important in planning a bus route. Then make a list of places in Oakland that are great for kids and should be on the route. These can be discussed in many ways--what types of places are they, are they good for kids of all ages, are they spread out around Oakland or only in some areas, are they free or do they cost money, and so on. Work on a preliminary map of the route, including descriptions and/or drawings of the places. Then the kids should make models of a bus and decorate it to be a Kids' Bus. (If there's some great way to make them from plaster, the models could be made on an earlier day and decorated on this day.)

Lunch: Pack up a wonderful picnic basket.

Afternoon:

Take the Kids' Bus trip. If too many stops have been decided on, it might have to be a short version. Have the kids evaluate the trip as they take it, and document it!

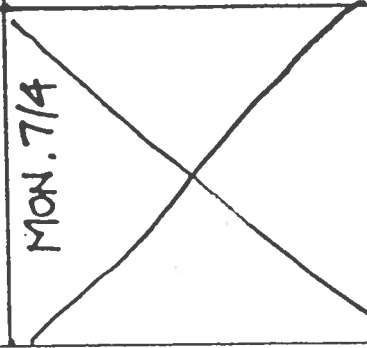
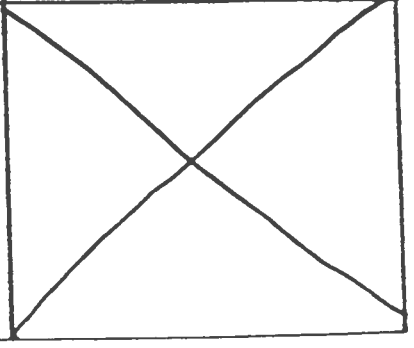
* If the Dreyer's bus is not available (or a van) then this activity will have to be replaced with something else.

BUILDING A CITY - A KIDS' PLACE



This workshop deals with the idea of a City for Kids--what would that be? We will look at places that kids like and need, figure out what places aren't good for kids and why, visit places that kids like and decide what makes them good. We'll talk about what kids do, about how they move around the city. There will be visits to places that the kids identify as good, and maybe some to places that don't seem like places for kids. We will be trying to decide what goes into making a place good for kids and what kinds of places for kids Oakland needs. The group will then design those kinds of places taking specific sites such as Estuary Park, Jack London Square, or Mosswood Park.

BUILDING A CITY - A KIDS' PLACE

<p>MON. 7/4</p> 	<p>TUES. 7/5</p> <p>Introductory Module</p>	<p>WED. 7/6</p> <p>Downtown Oakland</p>	<p>THUR. 7/7</p> <p>Construction Site</p>	<p>FRI. 7/8</p> <p>Guidelines for a kid City or kids' Place, design Design Place</p>
<p>NO CLASS</p>	<p>LUNCH</p>	<p>LUNCH</p>	<p>LUNCH</p>	<p>LUNCH</p>
	<p>Survey</p> <p>Trip to great kids place - by vote</p>	<p>Chinatown ; Jack London Waterfront</p>	<p>More "good kid places" or outdoor places</p>	<p>Model, Exhibit, Newsletter of the place designed</p>

BUILDING A CITY - A KIDS' PLACE

July 5 - 8

Monday

No class due to 4th of July holiday

Tuesday

Morning:

Introductory Module. For observation, focus on shapes, patterns, colors in the designed parts of the environment. Use slides as a springboard.

Afternoon:

) Discuss Oakland Explorers Survey results. Come up with a list of places that the group thinks are great places for kids in Oakland, and vote for and visit one of them. If there are dissenting opinions, have the kids present reasons why their choice is a great choice, and keep track of the reasons as a start on determining criteria for good kids' places. There can be criteria provided for the day's choice, which must be met--such as cost, or amount of time available, etc. Before taking the trip, decide what questions to try and answer about this place, who will document which aspects of the trip, how to get there, etc. Visit a site for making a kids' place and record information about the place in photographs, sketches, video, tape recording, olfactory jars, etc. (Laney College Sculpture Garden, Estuary Park, Jack Londong Square area, etc.) Use this information in the Friday design project.



Wednesday

Morning:

Downtown Oakland. Talk about what downtown is for, what sorts of things go on there, and what sorts of people go there. See if the kids have identified any places that are either good or bad for kids in the downtown area and talk about why. Plan a trip on public transit to go downtown and visit a variety of places where the group will pay attention to what is physically in the place, how they feel, if there is anything that appeals to them, if they feel welcome, etc. Visit Kaiser rooftop garden, several of the plazas, try going inside some municipal buildings, maybe the convention center, the lobby of the Hyatt, etc.

Lunch



Afternoon:

Chinatown and Jack London Waterfront. See how these places compare with the downtown area. Are they interesting? What can you do? What can't you do? Perhaps try setting up a treasure hunt list of things to look for that are signs of a good place. Come back to the Junior Center by a different means of transportation.

Thursday

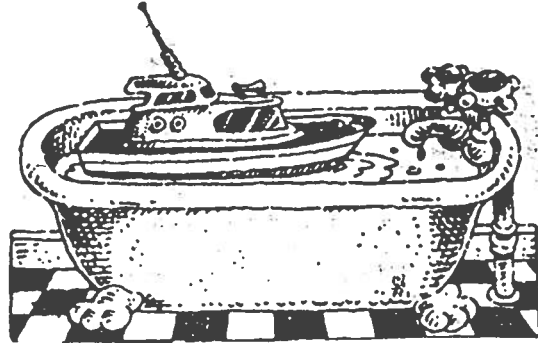
Morning:

Arrange a visit to a construction site such as Preservation Park or a place where they've excavated way down to build something entirely new.

Afternoon:

Either take trips to more of the places that the kids identified as good kid places, or perhaps try a tour of some outdoor places--Lake Merritt, the Adventure Playground in Berkeley where they could build things, North Waterfront Park because it's so unfinished and open and has a great sense of possibilities (also good to bring kites to), up to Tilden or Redwood Park where they can go for a hike and explore.

Friday



Morning:

Develop guidelines for a Kid City or a Kids' Place in the City. What things are important to include? If it's a place in the city, where should it be located? Who can use it? Design a kids' place using three-dimensional materials (cardboard, clay, branches, wood scraps, styrofoam) based on the earlier site visit. What would make it better for kids?

Afternoon:

Invite outsiders to come and review the projects at the end of the day (architect, planner, press).



DREAMS COME TRUE



The topic of this workshop is the arts and media in Oakland. The kids will visit and be visited by representatives of the visual and performing arts, and have a chance to see how television, radio and print media work. Best of all, the kids will have a chance to experience all these things themselves--it could easily be a chance to live out some of their dreams, or become inspired to develop a talent. Trips will be taken to real working artists' studios, to see public art--murals, sculpture etc., and to Channel 2's studios at the Jack London Waterfront. Music, dance and acting groups will work with the kids to let their imaginations run free and develop their expressive abilities.

This workshop will provide an opportunity for kids to experience their artistic, expressive selves, which in these days of diminished school resources, is something not often possible.

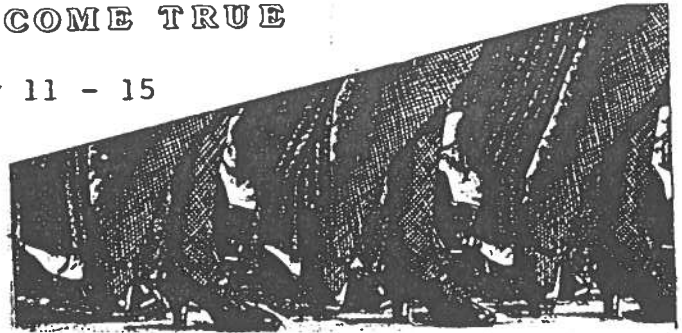
DREAMS COME TRUE

<p>MON. 7/11</p> <p>Intro. Module</p> <p>LUNCH</p> <p>visits to public art - murals, sculpture garden</p>	<p>TUES. 7/12</p> <p>Artists Studios</p> <p>LUNCH</p> <p>Art projects • mural • mosaic wall</p>	<p>WED. 7/13</p> <p>College Ave Players + see how a theatre works - lighting/ sets</p> <p>LUNCH</p> <p>Blues Mandeleo</p>	<p>THUR. 7/14</p> <p>Radio Station Ch. 2 (KTUU)</p> <p>LUNCH</p> <p>Newspaper (Trib? Mont- clair? N'hood paper?)</p>	<p>FRI. 7/15</p> <p>Prepare a Performance College Ave Players</p> <p>LUNCH</p> <p>Put on Performance (with kids only, or with a group)</p>
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DREAMS COME TRUE

July 11 - 15

Monday



Morning:

Introductory Module. After doing the outdoor observation exercises, have the kids share what they experienced in more artistic ways-- dancing, writing poems, drawing--as well as talking about the experience.

Afternoon:

Trip to visit public art. Talk about the difference between public art and the art that's in galleries or museums, the use of public art to make a statement, often political. Set up teams to bring back what they find to communicate to others. Go to see murals - the undersea mural at Claremont and Highway 24 is nice, the space mural in the parking lot at Rockridge might appeal, the "health" mural on the old co-op building on Telegraph, the 3-d mural on La Pena, and many more. Also, perhaps a visit to the Estuary sculpture garden, and/or to downtown Oakland to see what sorts of public art the City and the big companies have chosen to sponsor. For temporary art, is the kid-painted construction fence still up at Old Oakland? or the professionally painted fence at J.L. Square?

Tuesday

Morning:

Trips to artists' studios. Trips are planned to CCAC, and to a painting studio. Can the kids go to one of those buildings where a

bunch of different studios are located? There are some in Emeryville. There are also several very interesting glass blowing and pottery studios in Oakland. How about textiles? If visits can be planned with artists who are really interested in giving the kids an exposure to what they do, perhaps they would be willing to let the kids do some sort of small projects in their studios--that would be very exciting. If that seemed possible, then the visits could probably be spread out over the whole day, with a lunch break. If that isn't really possible, then an art project should be planned for the afternoon when the kids return to the Junior Center. Before going on the trip, the group should plan what things they would like to learn from the artists, develop some questions, and determine which people will collect which information.

Afternoon:

If the kids will be spending a fairly short time in the studios, a substantial art project should be planned for the afternoon. Perhaps the group could paint a mural on a wall at the Junior Center, or create mosaic panels for a kiosk, or do some sort of junk sculpture (the makings being gathered in advance).

Wednesday

Morning:

A trip is planned to a theater and to work with the College Avenue Players. Could the kids go to the Paramount* to see a really ornate theatre? Or perhaps to Zellerbach Auditorium at UCB, to see a modern theater. The College Avenue Players at the Julia Morgan

*Also, Oakland Ensemble Theater



Theater are a real contrast. At one or more places, it would be good if they could see how the actual elements of the theatre work-- the lights, scenery, a costume wardrobe, trapdoors, the curtain, and so on. It would be neat if they could experience being on stage, maybe even with the lights up and the house dark, to see what it's like for performers. The usual pre-trip planning should occur before heading out.



Afternoon:

Have the Blues in the Schools person come to spend a little time working with the kids. Are there blues to be written about being a kid in Oakland? Then have the dance group Mandeleo come and stir things up again. This would all be good material to document.

Thursday

Morning:

Visits to media. The group can discuss why it's important to communicate, and what the various ways to do so are. Then a trip is planned to a kid-run radio station, and to the studios of Channel 2 at Jack London Waterfront. At either one of these, can the Explorers actually get "on the air"? Or at least see what a practice run would be like? Channel 2 has something called KTVU Kidstown, which does news reports with kid reporters. Maybe the Explorers could be interviewed? They could report on Oakland as a kids' city.

Lunch: Is there a cafeteria? It might be fun to eat at the station if there is.

Afternoon:

Visit a newspaper--The Tribune or Montclairion are probably the most traditional "real" newspapers, but there is also the Classified Flea Market, the Parents Press, The Express, Children's Advocate, and some neighborhood papers all in this area. It might be fun to find out what sorts of jobs there are at newspapers, the process of getting news or a feature story, writing it up, and getting it into print, what the photographers do, etc. What is the role of computers in the newspaper business? What about desktop publishing for small groups who want a newsletter?

Friday



Morning:

Brainstorm what sorts of things can be done to create a celebration and performance of Kids and Art in the City. Continue work with College Avenue Players. Make costumes, sets, plan and prepare songs, skits, music, dances, art display, etc. Maybe some of the kids could put together a newsletter to desktop publish or even just xerox, dealing with the experiences of the week.

Lunch

Afternoon:

Put on the performance--invite parents, siblings, neighbors. An acting, music, or dance group could come and be part of the performance, or it could just be the kids.

URBAN WILDERNESS



This workshop will focus on nature in the City - plants, animals, geology, and water systems. There are numerous field trips, both to places which seem "natural" and to some which will be surprising. Through trips, projects and exposure to people who work with the elements of nature, the group will have a chance to learn about "urban wildlife" - the animals and bugs that are all around us, no matter how hard surfaced and man-made our environment seems to be, the "hidden creeks" of Oakland, the way our East Bay watershed operates (especially interesting in this year of water conservation), and the animals which we can learn about at the zoo and in our neighborhoods.

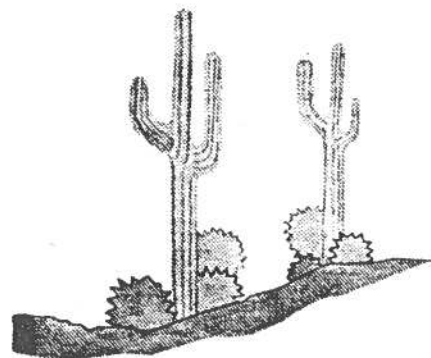
It is often a concern of city-dwellers that children are not exposed to the natural world. This workshop addresses that concern, and will show the kids how to find nature all around them - not just by taking a trip to the country.

URBAN WILDERNESS

<p>MON. 7/18</p> <p>Introductory Module</p> <p>LUNCH</p> <p>Trip to Roundtop</p>	<p>TUES. 7/19</p> <p>"Follow the Stream" Treasure Hunt</p> <p>LUNCH @ Lake Merritt</p> <p>Water Treatment Plant</p>	<p>WED. 7/20</p> <p>EBMUD Watershed</p> <p>↓</p> <p>LUNCH Picnic</p> <p>↓</p>	<p>THUR. 7/21</p> <p>Urban Wildlife (Estuary Walk)</p> <p>LUNCH</p> <p>↓ Continued, or see Daily Schedule</p>	<p>FRI. 7/22</p> <p>Zoo - Special Tour</p> <p>LUNCH</p> <p>Project - mural or exhibit/ performance</p>
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URBAN WILDERNESS

July 18 - 22



Monday

Morning:

Introductory Module. For part of the observation experience, try including the "Micro-Hike" exercise.

Afternoon:

Junior League Earthquake Lab and Trip to Roundtop. Before leaving, spend a little time preparing for trip--choose teams to bring back information in different ways, devise a treasure hunt list, make up some questions you want to answer, etc. Look at faultlines. Use David Kahn's project to plan trip, also.

Tuesday

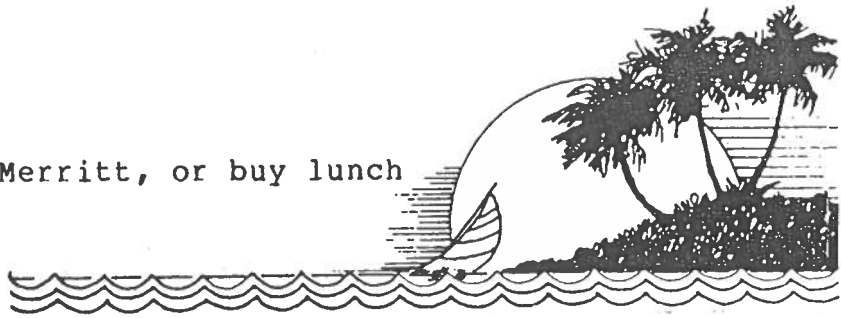


Morning:

"Follow the stream" treasure hunt. This will follow the stream mapped by Mira, starting at the cemetery. There can be some things done at the cemetery before starting out--rubings can be made, the kids can look at dates, family names, the different styles of markers and crypts. There are also slides of the Cemetery that the Junior Center has--see Lydia Matthews' paper. The kids could look at these first. The treasure hunt could be done in teams, either with the same list of things to find, or with different ones. This might be a good thing to use the "sensory reporting" teams for--so when the group finishes they could put together a mural dealing with

the look, smell, feel, and sound of the trip as well as what was found along the way.

Lunch: Picnic at Lake Merritt, or buy lunch



Afternoon:

After lunch, the kids could continue to follow the creek out to the channel. This may be the location of the Urban Wildlife walk, so it shouldn't be repeated, or perhaps visit the water treatment plant. Some review of the treasure hunt should be done at lunch time--let the teams report to each other, or ask/answer some of the simple questions--What was most surprising, the neatest thing, the most yucky, etc. After returning to the Junior Center in the afternoon, a mural could be made with drawings, words describing the walk, etc. If pictures were taken, they could be added.

Wednesday

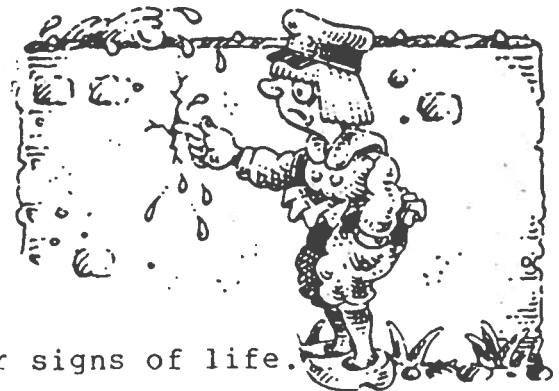


All day visit to the East Bay Watershed with EBMUD; bring a picnic. Again, plan for documentation, develop some ideas for what to find out, and plan some exercises in case there is a need for focus or renewing interest.

Thursday

Morning:

Urban Wildlife walk in Estuary Park for signs of life.



Afternoon:

If there is time left, visit the Botanical Gardens, or maybe a talk with the Animal Control department--they probably have some interesting stories about raccoons and other creatures, or perhaps a visit to the stables of the Police horse-patrol, or to a kennel?

Friday



Morning:

Visit the zoo--they put on a special tour for the group.

Afternoon:

Either find a location for the kids to paint a "Nature in the City" mural, or perhaps have someone come who could explain Native American and other mythology dealing with nature/animals, symbols and meanings. Then have them do artwork, or masks and costumes and put on an exhibit/performance at the end of the day.

Note: this could actually be a whole day project, with resource people in the morning, making of props, and then planning and putting on a show in the afternoon. If that seemed better, the zoo trip would need to move to another day.



BUILDING A CITY - II



This workshop will introduce kids to the environmental design professions, and to an understanding of what goes into the planning and design of cities. The kids will look at the environment in a variety of ways, design things, talk about the parts of a city and what is important to kids, visit professional offices and the College of Environmental Design at U.C. Berkeley. During this workshop the kids will find out more about their city, and learn how to begin to be planners.

BUILDING A CITY II

<p>MON. 7/25</p> <p>Introductory Module</p>	<p>TUES. 7/26</p> <p>Neighborhoods</p> <ul style="list-style-type: none"> • Paths, landmarks + boundaries • Chinatown • Scale 	<p>WED. 7/27</p> <p>visit to office - M.I.G. or Ratchliff</p>	<p>THUR. 7/28</p> <p>Waterfront</p> <p>Tall Buildings</p>	<p>FRI. 7/29</p> <p>Design a place - redesign Mosswood or Waterfront?</p>
<p>LUNCH</p>	<p>LUNCH</p>	<p>LUNCH</p> <p>UCB Campus - Coody Cafe?</p>	<p>LUNCH</p> <p>Portview Park</p>	<p>LUNCH</p>
<p>Neighborhood walk/shapes patterns etc.</p> <ul style="list-style-type: none"> • rubbings • design a building 	<ul style="list-style-type: none"> • Mosswood • N'hood • N'hood Assoc. rep representative 	<p>C.E.D</p> <ul style="list-style-type: none"> • simulation lab • windtunnel + daylight lab • Campanile 	<p>Oakland Planning Dept? or? Old Oakland</p>	<p>Build a model</p>

BUILDING A CITY - II

July 25 - 29

Monday

Morning:

Introductory module. Perhaps instead of, or in addition to the outside sensory awareness exercises, the group could swarm over the Mosswood home and try experiencing it via their different senses.



Lunch

Afternoon:

Do some exercises based on shape, pattern, color (see Lydia Matthews paper, info. sheets) What makes places great and not so great? Make a list. Then take a neighborhood walk or city tour and look for those things in the environment. This would also be a good time to make some rubbings of things with interesting texture, shape, etc. After returning to the Junior Center, the kids could design a building, and either make a 3-d cardboard model, or perhaps pottery buildings (could simple pottery shapes be pre-made, or made this morning and painted in the afternoon?)



Tuesday

Morning:

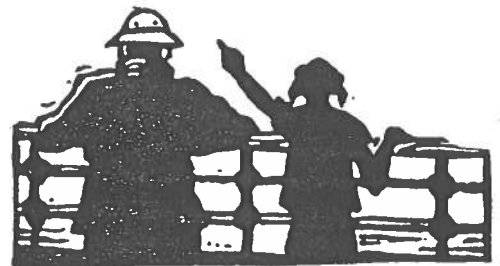
Discussion of, and trips to, different neighborhoods. What is a neighborhood? What's in a neighborhood? Try to bring in some of Todd's work with the kids in school, maybe deal with landmarks,

paths and boundaries from the beginning. Make up a treasure hunt list of things to look for, and go to take a look at a fairly definite neighborhood like Chinatown. Make and use maps. Talk about "scale"; each kid picks an urban element, then make a group poster with all elements depicted at the same scale: the Tribune tower, a tree, Mosswood Home, a dog, . . .

Afternoon:

If the morning has gone well, they could try to see if they can determine the neighborhood that Mosswood is in, to decide where the boundaries are, if there are landmarks (starting out at one should help) and what are the different types of paths (car, pedestrian, garbage collection) that may exist. Otherwise, perhaps have some people come from the Telegraph Avenue Neighborhood Association come and talk about why neighborhoods are important to lots of people, what sorts of things neighborhood groups try to do, etc. See film on Oakland at Bramalea Pacific. Survey a place that they will later design (Friday); make photographs, sketches, notes, videos, etc.

Wednesday



Morning:

The group will visit a professional planning and design office. They should plan what sorts of things they want to find out before leaving. Possible offices are Moore, Iacofano & Goltsman in Berkeley, perhaps Ratcliff Associates, or Storek and Storek (in connection with a visit to Old Oakland).

Lunch: Somewhere on the U.C. Berkeley campus.

Afternoon:

Visit to the College of Environmental Design. The group will see the Simulation Lab, how the models and cameras are used to create films that let people get an idea of how different environmental changes would seem. See the wind tunnel and daylighting lab where architectural models are tested in different ways. Maybe the group should walk around Wurster and get a sense of the building, and then visit a contrasting building like Hearst Mining, and then talk about the differences and what they liked or didn't like. A trip to the top of the Campanile is planned before returning to the Junior Center. Other possibilities are the Art Museum Sculpture Garden and the Lowie Museum.

Thursday



Morning:

Visit the Waterfront to see what sorts of designed things are there. Maybe the group could see the plans and/or any models of the current renovation of the waterfront area? See someone at the Port Authority and hear about what it is they're trying to do? Take a boat tour of the Harbor. Go look out tall buildings (Clorox, Tribune, Kaiser) and try to find familiar places.

Lunch: Portview Park--picnic or there's a snack bar; you can see the port, the Bay Bridge and San Francisco, Alameda Naval Air base, etc. from the observation tower.

Afternoon:

See the film at Bramalea Pacific and visit Old Oakland. Go back to the Junior Center and design a tour of kids' places in Oakland.

Make a map.

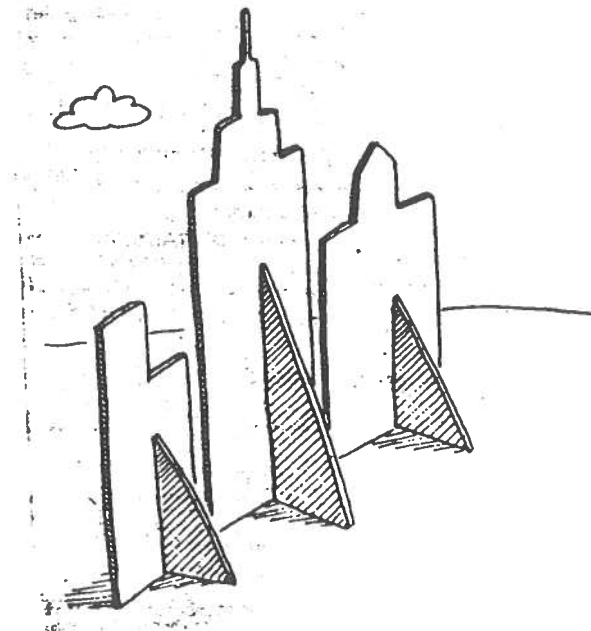
Friday

Morning:

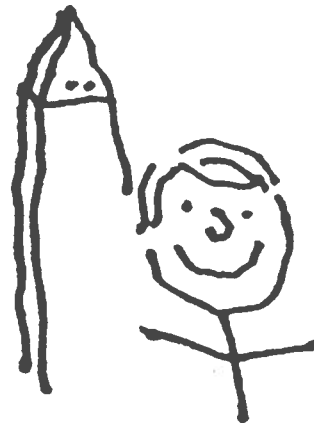
Design a place--maybe redesign Mosswood Park? Or a park on the waterfront? Have the kids develop a program for the place they visited earlier in the week. Discuss the issues and come up with a basic plan.

Afternoon:

Create models of the place that the group designed. Show the kids how to make pretend trees, buildings, etc. This could be presented to the media, planning dept., council persons, etc.



KIDS' WORKSHOP EVALUATION



I am a boy girl, age _____

What was the most fun thing in this workshop?

Was there anything boring, or yucky, or dumb?

If you were in charge of this workshop, what would you do differently?

What did you find out that is important for other kids to know?

What did you find out or learn that will make Oakland better for you?

Tell what you liked and didn't like about taking trips by bus, BART train, and car.

If you were going to give this workshop another name, what would you call it?

TEACHERS' EVALUATION



What was the best aspect of your workshop?

The worst?

Did you find the teachers guide helpful? For each part please indicate:

	very helpful	fairly helpful	not helpful
Introduction & Goals	[]	[]	[]
Workshop Description	[]	[]	[]
Calendar	[]	[]	[]
Daily Schedule	[]	[]	[]
Introductory Module	[]	[]	[]
Appendix of possible projects and tools	[]	[]	[]
Space to add notes & ideas	[]	[]	[]

How could the teachers' guide be changed to make it more useful?

Please comment on the things that worked particularly well?

If you had been granted three wishes to make your workshop better, what would you have wished for?

TEACHER'S ADDITIONS AND COMMENTS

