

KidSPACE

Self-led Science, Play, Art, Creativity and Exploration, that's what KidSPACE is all about! Let your imagination run wild in an interactive lab fueled by YOU! Confront challenges and explore new opportunities while you use your hands and your minds to encourage invention. From free range exploration, to planned workshops and design challenges, KidSPACE offers a wide variety of learning opportunities that encourage STEAM education: science, technology, engineering, art and mathematics.

Explore different "zones:" a textile zone for weaving and sewing; a light play zone for color and shadow play; an assemblage zone where you can build and construct; an activity wall; a workshop zone for experimenting with computers and 3D printing; facilitated activities.

**KidSPACE has maximum group capacity of 15 people. Zone availability, facilitated activities and materials available change daily.*

VOCABULARY

- Rube Goldberg – a machine or process that makes a simple task much more complicated, but it's usually much more interesting to watch.
- Stop action – a technique used to create movies where many pictures of an object are taken with the object changing slightly in each. When the pictures are looked at in rapid succession it appears the object is moving. It's very common with clay figures or puppets.
- Textile – a woven or knit cloth.

TEXTILE ZONE*

- Weave on the walls with various fabrics.
- Work on the daily activity at the table.

LIGHT PLAY ZONE*

- Located inside the fabric yurt.
- Use the light table and projector to display colors on the walls.
 - What new colors are created when you layer pieces?
 - What kind of images can be created with the colors and shapes?

ASSEMBLAGE ZONE*

- Duplos
- Magnets

ACTIVITY WALL*

- Giant light bright wall – explore color, patterns and shape

- Gears – cause and effect, energy transfer
- Rube Goldberg – gravity, motion, energy transfer
- Weaving – pattern, textures

WORKSHOP ZONE*

- Stop action.

FACILITATED ACTIVITY TABLE*

- Staff led activities covering a wide range of topics, skills and mediums.
- The activities are not published online and may change throughout the day.
- Due to the intimate nature of these activities, visiting schools must be in groups with 5 students and 1 chaperone and only one group should be at the table.

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SAFETY TIPS

MAXIMUM CAPACITY*

- KidSPACE has a maximum occupancy of 15 people. If you're part of a school group please assess the amount of space available before entering. If it looks busy please enjoy another part of the museum and come back.

SUPERVISE

- This exhibit is designed for children 4 years old and above. Adults are welcome to explore the exhibit with their students. If you are accompanying younger students we ask that an adult is directly supervising at all times.

WALK

- Due to the various types of materials that may be used in this exhibit, floors may be slippery. It is important to walk at all times.

MEETING SPOT

- Since it is often difficult to stay directly with your group, provide a meeting spot for students and do visual checks periodically. Find a staff member to help you locate lost students!
- Please remind students to keep their feet on the floor in this exhibit space.

FIRST AID

- If you need first aid during your visit, please see a staff member. Staff can always be found at the entrance of the museum.

RULES OF THE EXHIBIT

NO THROWING

- Please ensure students do not throw materials, tools or supplies at each other.

NO RUNNING!

- Please walk while in KidSPACE. If you see someone running, ask if they could please walk. If you feel as though you need assistance, please call a staff person.

LEAVE THE EXHIBIT AS YOU FOUND IT

- Clean up any mess you've made.
- If you've made something that you can take with you but don't want it, feel free to leave your completed creation on the table as inspiration for other visitors.

STATE CONTENT STANDARDS (Ohio)

****ZONE AVAILABILITY, FACILITATED ACTIVITIES AND MATERIALS AVAILABLE CHANGE DAILY.** For that reason every visitors experience in KidSPACE is different. The standards listed below list the POSSIBLE educational skills learned in this exhibit.

EARLY LEARNING AND DEVELOPMENT

- Social and Emotional Development
 - Self-Regulation
 - Sense of Competence
 - Peer Interactions with Adults
 - Peer Interactions and Relationships
- Physical Well Being and Motor Development
 - Small Muscle: Touch, Grasp, Reach and Manipulate
 - Sensory Motor
- Approaches Toward Learning
 - Initiative and Curiosity
 - Planning, Action and Reflection
 - Attention
 - Persistence
 - Innovation and Invention
 - Expression of Ideas and Feelings Through the Arts
- Cognition and General Knowledge
 - Memory
 - Reasoning and Problem-Solving
 - Number Sense and Counting
 - Patterning
 - Describe and Compare
 - Spatial Relationships
 - Identify and Describe
 - Analyze, Compare and Create Shapes
 - Inquiry
 - Cause and Effect
 - Explorations of Energy
- Language and Literacy
 - Receptive Language and Comprehension
 - Expressive Language

LANGUAGE ARTS

See National Common Core

MATH

See National Common Core

SCIENCE

K-PS-1 Objects and materials can be sorted and described by their properties.

1-PS-2 Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.

2-PS-1 Forces change the motion of an object.

5-PS-1 The amount of change in movement of an object is based on the mass* of the object and the amount of force exerted.

SOCIAL STUDIES

K-GV-9 Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.

1-GV-9 Collaboration requires group members to respect the rights and opinions of others

2-E-14 Resources can be used in various ways.

VISUAL ARTS

K – 5 PR Producing and Performing. Generate, create, realize, use and master skills

NATIONAL CONTENT STANDARDS

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LANGUAGE ARTS – Common Core

SL-1-2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL-1-3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL-2-2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL-2-3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL-3-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL-3-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL-6-2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

MATH – Common Core

K-CC-4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K-MD-1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K-MD-2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter

SCIENCE – Next Generation

K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.

1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

SOCIAL STUDIES – National Standards

NONE