

C h i l d r e n a t W o r k

Visual	Audio
<p>FADE UP on a series of 20th century black and white images of kids working (in the mines, in stores, in the streets)/</p> <p>More photos specific to these jobs.</p> <p>Then slow fade to children watching their parents work. Photos should emphasize their distance.</p> <p>TITLE: CHILDREN AT WORK</p> <p>Long Shot of Children's Museum in Boston. Medium shot of a crowd of kids and parents. Medium shot of kids</p> <p>CU of one child</p>	<p>Scott Joplin Music...slow fade in, faint from beginning.</p> <p>VOICEOVER ONLYz The narrator introduces an earlier history of child labor in this country:</p> <p>In the 19th Century, many children worked right along side their parents. They knew all about work-from labor in the fields, to the family business, to work in the home.</p> <p>Today, kids learn about work passively-in school, from books, or from the few workers they see. Kids are off in one direction, adults in another. Well, maybe that's the way it has to be....or maybe that's not the way at all.</p> <p>Music comes up now, full and strong.</p> <p>Narrator begins: At the Children's Museum on Museum Wharf in Boston, children of all ages learn about the working world hands on and have a lot of fun. Many of the exhibits introduce the child to their work options. A first decision is: Do I want a job?</p> <p>First Interview (not transcribed here) with child.</p>

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<p>Focus on first exhibit and what the child is referring to. Catch kids engrossed in the activity of doing the work.</p> <p>Facial expressions</p>	<p>Narrator continues: So maybe, interviewing for work isn't as hard as child may think. Lots of kids can and do try it out here to see if they too could get a job. And many leave quite satisfied.</p> <p>We better move on though; there's a long line.</p>

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<p>Scenes captured from the assembly line job. Catch kids again doing things. Close up on what it may feel like for a kid.</p>	<p>Lots of good sound to capture from this exhibit, e.g. clanging, and bells and levers, etc.</p> <p>Narrator: On the assembly line, kids are producers. They push the assembly line push the levers and pull the knobs and put together the factory's main product-tops. From all reports, kids really enjoy this and have a lot to say:</p>
<p>We see these two kids, each answering questions now away from the exhibit itself.</p>	<p>Interview with 2 kids discussing what they liked about (and learned from) the exhibit. (Interviews not transcribed here)</p> <p>Narrator: Kids learn to be consumers as well as workers and sometimes and the grocery store they see the connection between the two.</p> <p>Interview with girl talking about how work life seems real to her at the museum. (Interview not transcribed here)</p>
<p>Images of the underground plumbing exhibit and Men Working sign.</p>	<p>Narrator: As we leave the assembly line and go underground, we wonder, "Is the town's plumbing system intriguing and would working below ground be interesting to kids?"</p> <p>(Interview not transcribed here but we hear a young girl talk about what she likes about is. She comments, "There's nothing down here but pipes!")</p>

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More slides of kids in area of underground work. Different angles.	Narrator: Oh well, even if this little girl wasn't impressed, a silly sign didn't stop her or many others. That's exactly how exhibit planner, Elet Jenness, had hoped it would be.
Elet Jenness midshot. Slides of Elet and kids using her designs. Some photos of some of the exhibits at various stages of completion.s	<u>Interview with Elet (not transcribed here)</u> And when asked what ingredients make for a successful exhibit?
Back to Elet	(Interview not transcribed here). Elet tells story of one family as related by the planner and how they grew from the experience.
Now we see images of parents and kids and then we zero in on just the parents.	<u>And indeed, parents agree that kids are learning about work.</u> <u>Further interview focuses on what changes kids are experiencing, benefits of getting this slice of reality, etc.</u>

