

Tell a journey · Learning journey

Learning with a grown-up · Ages 4–8 · Flexible participation

What makes a destination useful or recognizable, and how can we care for it?

Choose a landmark or shared destination. Tell the route and include one way to care for the place.

Use one chapter at a time over several visits. Open the related notebook page only when it helps the conversation.

Teacher sequence

Discover World Landmarks: Design a pretend landmark: Identify three destination features and compare their shapes and uses.

A landmark helps us recognize a destination. Next, explore everyday shared places and what people can do there.

Places We Share: Give your pretend place a shared destination: Connect three shared places with a use and explain how they fit into a community.

A shared destination connects people. Next, choose how to care for the place and give other living things space.

Sharing and Caring for Places: Add one care choice to your map: Explain how one visible visitor choice helps plants, wildlife or a shared place.

Tell your pretend journey again. Include a recognizable feature, a connected route, a shared destination and one thoughtful visitor choice.

What to listen for

Can the child pair one feature with its city and support a comparison with visible evidence? The child links a place with a plausible use and describes a connection to another place. The child connects one practical choice with plants, animals or keeping a shared place pleasant.

Discover World Landmarks

Can you find a tower, a bridge and a waterway?

Learning aim: Identify three destination features and compare their shapes and uses.

A five-minute conversation

Open this illustrated travel album with Olivia. These are three separate places from her book destinations, and you can explore them from home.

Start here: Offer a tower-versus-bridge choice and read place names aloud.

Explore further: Discuss bridge function and distinguish a strait from a river or canal.

Can you find a tower, a bridge and a waterway?

Answer cue: The Eiffel Tower is in Paris, the Golden Gate Bridge is at San Francisco, and the canals are in Venice.

What does the bridge cross? What could move along the canals?

Answer cue: The Golden Gate Bridge crosses a sea strait. Boats can travel along Venice's canals.

What is alike or different about these places?

Answer cue: Accept pictured evidence: tall tower versus long bridge, iron structure versus buildings beside water, or different ways of moving around. There is no single required comparison.

Keep the idea clear

The three views are separate cities, not neighboring parts of one landscape or a complete picture of world cultures. These examples are from France, the United States and Italy. Families do not need to travel to learn about them.

Try: Design a pretend landmark

Materials: Paper and a pencil, or an oral description.

1. Choose a purpose: a tower for looking out, a bridge for crossing, or a waterway for boats.
2. Draw or describe your invented place.
3. Explain how someone could use it. Call it pretend, and keep it separate from the real landmark names.

What this can show: Can the child pair one feature with its city and support a comparison with visible evidence? This is a drawing or storytelling activity, not an instruction to build or climb a structure.

Return to it: Invite a partner to follow your map. Can they recognize your landmark from your description?

Discover World Landmarks · In the classroom

A 20-minute classroom lesson

Prepare: Read the picture and answer cues. Have the optional explorer's notebook available. Paper and a pencil, or an oral description.

Words to explore

landmark — A noticeable feature that helps people recognize a place.

tower — A tall, narrow structure.

bridge — A structure that lets a route cross an obstacle such as water.

canal — A waterway made or changed by people.

strait — A narrow stretch of water joining larger bodies of water.

3 min · Notice: Locate: name the city and country below each destination view.

4 min · Compare: Compare: children find one difference and one similarity.

8 min · Try together: Choose a purpose: a tower for looking out, a bridge for crossing, or a waterway for boats. Draw or describe your invented place. Explain how someone could use it. Call it pretend, and keep it separate from the real landmark names.

5 min · Explain: Connect: recall how a bridge can appear as a symbol on a map.

Understanding check: Can the child pair one feature with its city and support a comparison with visible evidence?

Answer guidance: The Eiffel Tower is in Paris, the Golden Gate Bridge is at San Francisco, and the canals are in Venice. The Golden Gate Bridge crosses a sea strait. Boats can travel along Venice's canals. Accept pictured evidence: tall tower versus long bridge, iron structure versus buildings beside water, or different ways of moving around. There is no single required comparison.

Read destination labels, describe the structure, and accept a spoken or pointed comparison without relying on travel experience.

A response to keep

Add a pretend landmark to page 7. Use page 8 to tell your route, your way across the water and what the visitor will see on arrival.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/world-landmarks>

Related story: Olivia and Doudou in Venice — Continue with the existing books Olivia and Doudou in Paris, Olivia and Doudou in San Francisco, and Olivia and Doudou in Venice. The last book's title uses 'Venise'; English geography labels use 'Venice'. The canal picture is an editorial example of that destination, not a claim about a specific unnamed bridge in the story.

Places We Share

What might someone do in this library?

Learning aim: Connect three shared places with a use and explain how they fit into a community.

A five-minute conversation

Choose one of the three places and notice what people can do there. Follow the walking route to another destination. Compare the picture with a place the child knows, or use an entirely pretend community.

Start here: Match one pictured place with reading, outdoor rest or looking at displayed objects.

Explore further: Explain two different purposes and connect them with a route and a shared-use choice.

What might someone do in this library?

Answer cue: Read or find information. Libraries can offer other services too; this picture shows books and people reading.

How is the park different from the museum here?

Answer cue: The park offers outdoor space for play, rest and nature. The museum displays objects that people can explore to learn their stories.

How do the paths help connect these places?

Answer cue: They show routes between the shared destinations. A child can trace a pretend journey from one to another.

Keep the idea clear

Communities differ, and not every neighborhood has all three places. Opening times, access and costs vary; do not assume every place is always open or free. "Shared" means people use these places in community, with the local rules and access arrangements that apply.

Try: Give your pretend place a shared destination

Materials: Paper and crayons, or the child's pretend-place map.

1. Choose a library, park or museum for your invented community. Draw a simple symbol for it.
2. Connect it to another place with a path and explain what a visitor might do there.
3. Add one thoughtful choice for sharing the place, such as giving another visitor space.

What this can show: The child links a place with a plausible use and describes a connection to another place. A real visit is optional. An adult checks access and local rules and stays with the child. No home address, photograph, public submission or purchase is needed.

Return to it: Return to Sharing and Caring for Places. Which care choice could fit the shared place you drew?

Places We Share · In the classroom

A 15-minute classroom lesson

Prepare: Paper and crayons, or the child's pretend-place map. Read the answer cues before sharing.

Words to explore

community — People who share a place or connections with one another.

library — A place to read and find information.

park — An outdoor space for play, rest or enjoying nature.

museum — A place to explore objects and their stories.

route — A way from one place to another.

shared — Used or enjoyed by more than one person.

3 min · Notice: Look together and name one visible detail before introducing new words.

4 min · Compare: Use the three prompts to connect the pictured evidence with the lesson.

5 min · Try together: Choose a library, park or museum for your invented community. Draw a simple symbol for it. Connect it to another place with a path and explain what a visitor might do there. Add one thoughtful choice for sharing the place, such as giving another visitor space.

3 min · Explain: The child links a place with a plausible use and describes a connection to another place.

Understanding check: The child links a place with a plausible use and describes a connection to another place.

Answer guidance: Read or find information. Libraries can offer other services too; this picture shows books and people reading. The park offers outdoor space for play, rest and nature. The museum displays objects that people can explore to learn their stories. They show routes between the shared destinations. A child can trace a pretend journey from one to another.

Accept invented places and avoid assumptions about prior museum or library visits. Describe activities aloud and allow pointing, eye gaze or adult-supported drawing.

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/places-we-share>

Related story: Olivia and Doudou in Paris — Olivia and Doudou's city travels encourage close looking at places and people. This new neighborhood square connects that curiosity with everyday community destinations, without claiming a new canonical location.

Sharing and Caring for Places

How does the path help the plants?

Learning aim: Explain how one visible visitor choice helps plants, wildlife or a shared place.

A five-minute conversation

Notice the space between people, plants and birds. Talk about one small choice an adult and child can make together when visiting a place, without making the child responsible for everyone else's behavior.

Start here: Point to the path or distant birds and describe one helpful choice.

Explore further: Explain the link between a choice and its effect, then apply it to a different place.

How does the path help the plants?

Answer cue: People can walk on it without stepping on the plants beside it, leaving room for them to grow.

Why are the visitors staying away from the birds?

Answer cue: Space lets the birds feed and rest without people approaching or disturbing them. We watch rather than feed or touch wildlife.

What happens to our own snack wrapper after a picnic?

Answer cue: We keep it in our bag or container and take it to an appropriate bin or home with the grown-up. Children do not need to pick up unfamiliar rubbish.

Keep the idea clear

Rubbish means trash. Caring is a shared adult-and-child practice, not a test of being a good child. Follow local signs and access rules. An adult handles unknown litter; children can tell a grown-up if they notice it.

Try: Add one care choice to your map

Materials: Your pretend-place map, or a fresh sheet of paper and crayons.

1. Choose a place that visitors and wildlife might share.
2. Add a path or viewing place with space around plants or animals.
3. Draw a bag for taking your own rubbish away and explain one choice that helps the place.

What this can show: The child connects one practical choice with plants, animals or keeping a shared place pleasant. The drawing can stay indoors. For a real visit, an adult chooses the route, stays nearby and handles waste. Avoid nests, feeding wildlife or collecting found litter.

Return to it: Before another outing, choose one shared care habit. Afterwards, talk about what you noticed without scoring or blaming.

Sharing and Caring for Places · In the classroom

A 15-minute classroom lesson

Prepare: Your pretend-place map, or a fresh sheet of paper and crayons. Read the answer cues before sharing.

Words to explore

path — A route for people to follow.

wildlife — Animals and plants living in natural surroundings.

distance — The space between things.

rubbish — Things we no longer want; also called trash.

shared place — A place used or enjoyed by many people.

3 min · Notice: Look together and invite one observation before introducing the vocabulary.

4 min · Compare: Use the three discussion prompts, following the picture rather than expecting memorized definitions.

5 min · Try together: Choose a place that visitors and wildlife might share. Add a path or viewing place with space around plants or animals. Draw a bag for taking your own rubbish away and explain one choice that helps the place.

3 min · Explain: The child connects one practical choice with plants, animals or keeping a shared place pleasant.

Understanding check: The child connects one practical choice with plants, animals or keeping a shared place pleasant.

Answer guidance: People can walk on it without stepping on the plants beside it, leaving room for them to grow. Space lets the birds feed and rest without people approaching or disturbing them. We watch rather than feed or touch wildlife. We keep it in our bag or container and take it to an appropriate bin or home with the grown-up. Children do not need to pick up unfamiliar rubbish.

Use a familiar accessible park or an imagined place. Pointing, drawing and spoken plans all count; a physical outing is optional.

A response to keep

Draw, point or describe one idea from this picture.

One clue I can explain now...

Something else I wonder...

<https://kiddos.ai/learn/olivia-the-globetrotter/sharing-and-caring>

Related story: Olivia and Doudou in Paris — Olivia and Doudou's travel curiosity becomes a calm closing question in the adult guide: how can we enjoy a place while giving other living things space? This is a new geography scene, not a claim about a particular book page.

Our discovery record

Use words, marks, a drawing or an adult's notes. Keep this page with you; nothing needs to be uploaded.

Date / time (if useful): _____

My question or idea

What I noticed

What I think now

What I want to explore next

Stories to continue together: <https://kiddos.ai/books>

Kiddos Books on the App Store: <https://apps.apple.com/app/id6720721998>

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