

PLAY, DIVERSITY AND INCLUSION

Promoting and validating child-directed play experiences in our libraries

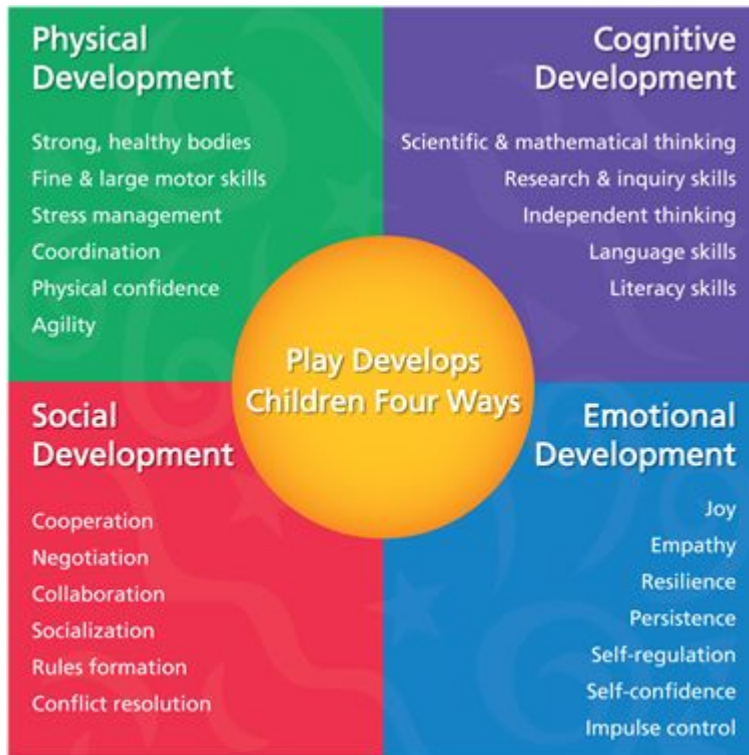
INTRODUCTIONS

Montana Rindahl, Librarian at the Mammen Family Public Library in
Bulverde, Tx

Jill Wood, Librarian at the Parish School and Director of Bayou City Play in
Houston, Tx

Joel Bangilan, Librarian at the Holocaust Museum Houston

PLAY HAS A PLACE IN THE LEARNING EXPERIENCE IN LIBRARIES



The Strong 2013[®]

Inclusive and accessible

<http://www.thegeniusofplay.org/tgop/benefits/genius/benefits-of-play/benefits-of-play-home.aspx>



PLAY AND A CONSTRUCTIVIST LEARNING EXPERIENCE

Learning, according to Constructivist theory, takes place through stimulating one's ideas and helping to reflect on them. The process encourages learners to consider how new ideas, actions they take and experiences make sense of their own mental models. The main difference between the behaviourist and constructivist approaches is that in the former, one sees the learner as a relatively passive storer of knowledge and the latter the learner is an active creator of their own knowledge. In practice, most situations seem to involve a mixture of the two.- Carlton

<http://playwithlearning.com/2012/01/20/constructivism-and-games/>



WHAT IS PLAYWORK?

PLAYWORKERS SHOULD ADOPT A NON-JUDGMENTAL, NON-PREJUDICIAL, NON-DIRECTIVE, AND LARGELY REFLECTIVE APPROACH TO THEIR WORK.

THE GOAL IS CHILD-DIRECTED PLAY



LOOSE PARTS



HOW CHILD DIRECTED PLAY EXPERIENCES PROMOTE INCLUSION



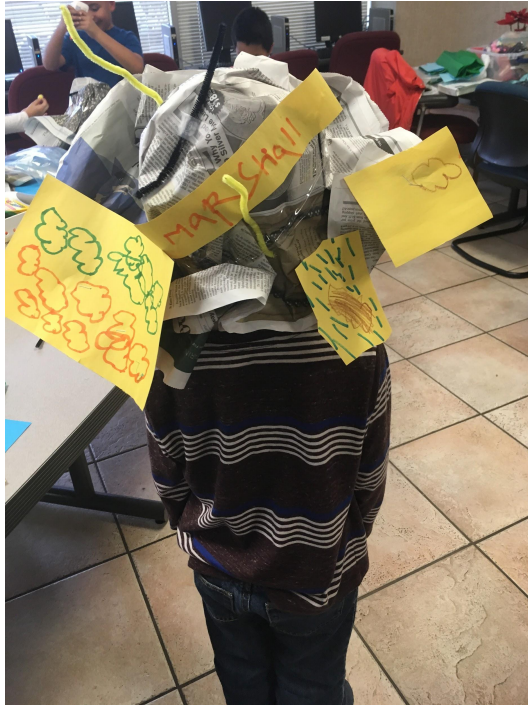










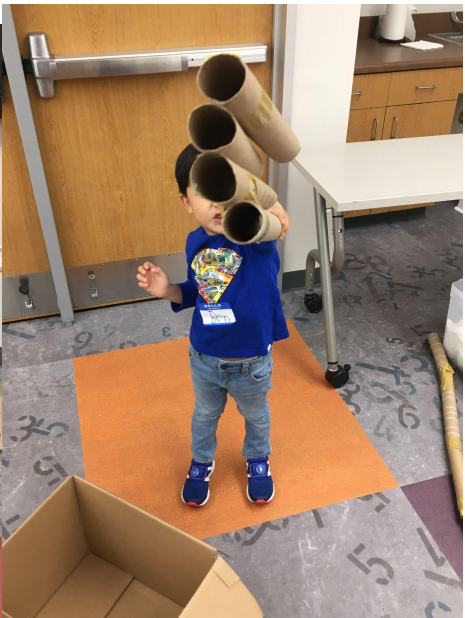


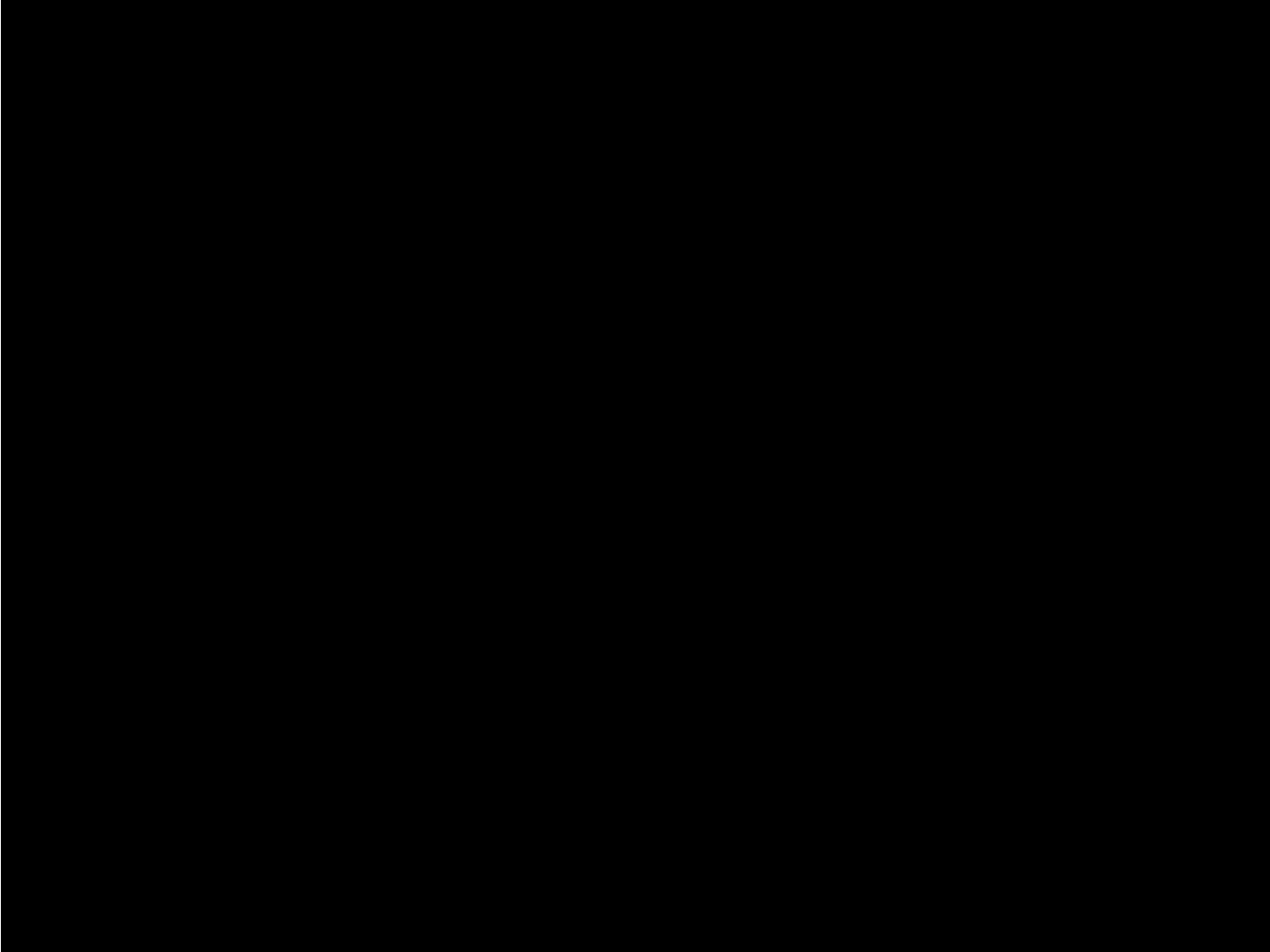












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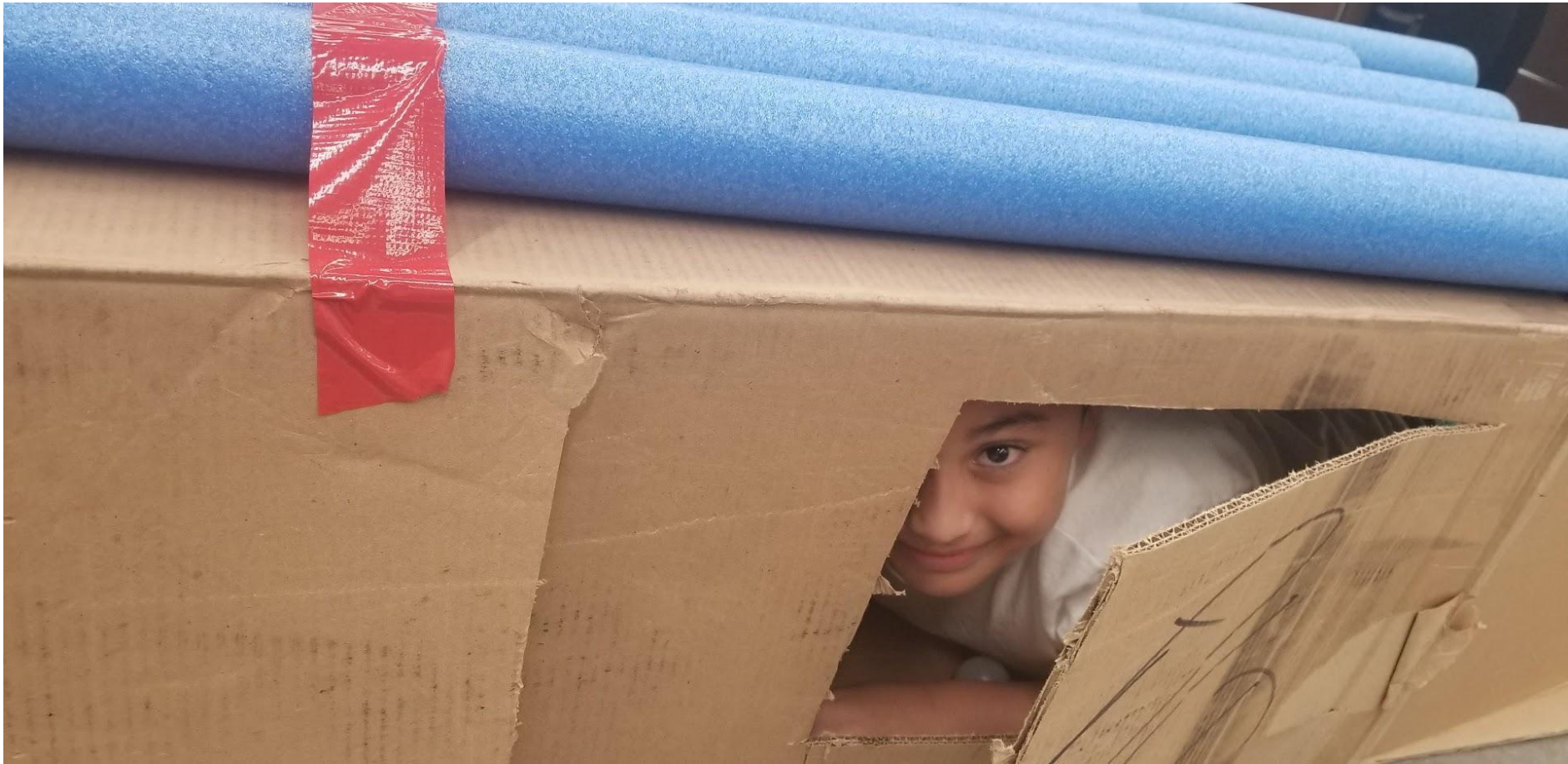




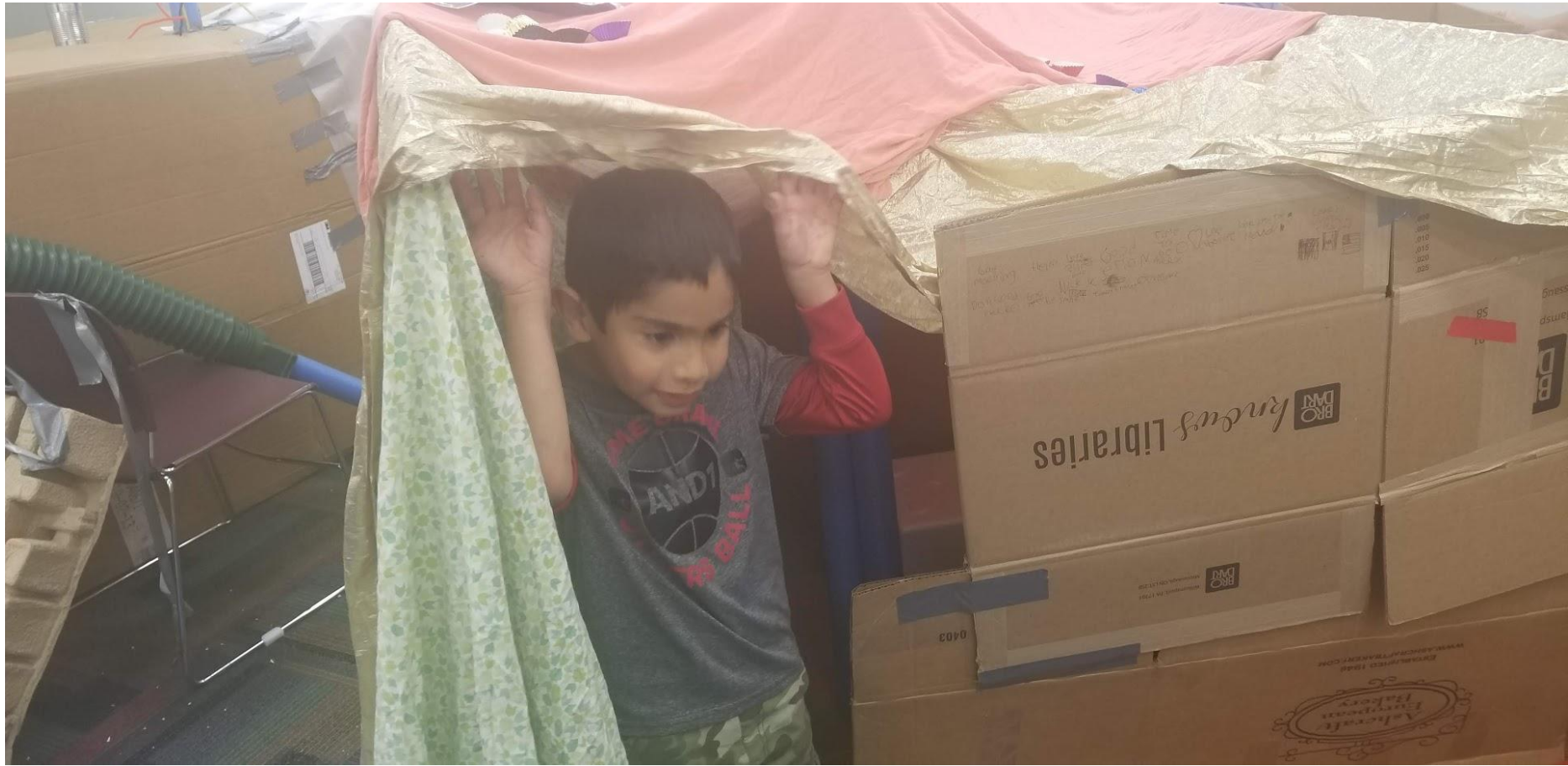


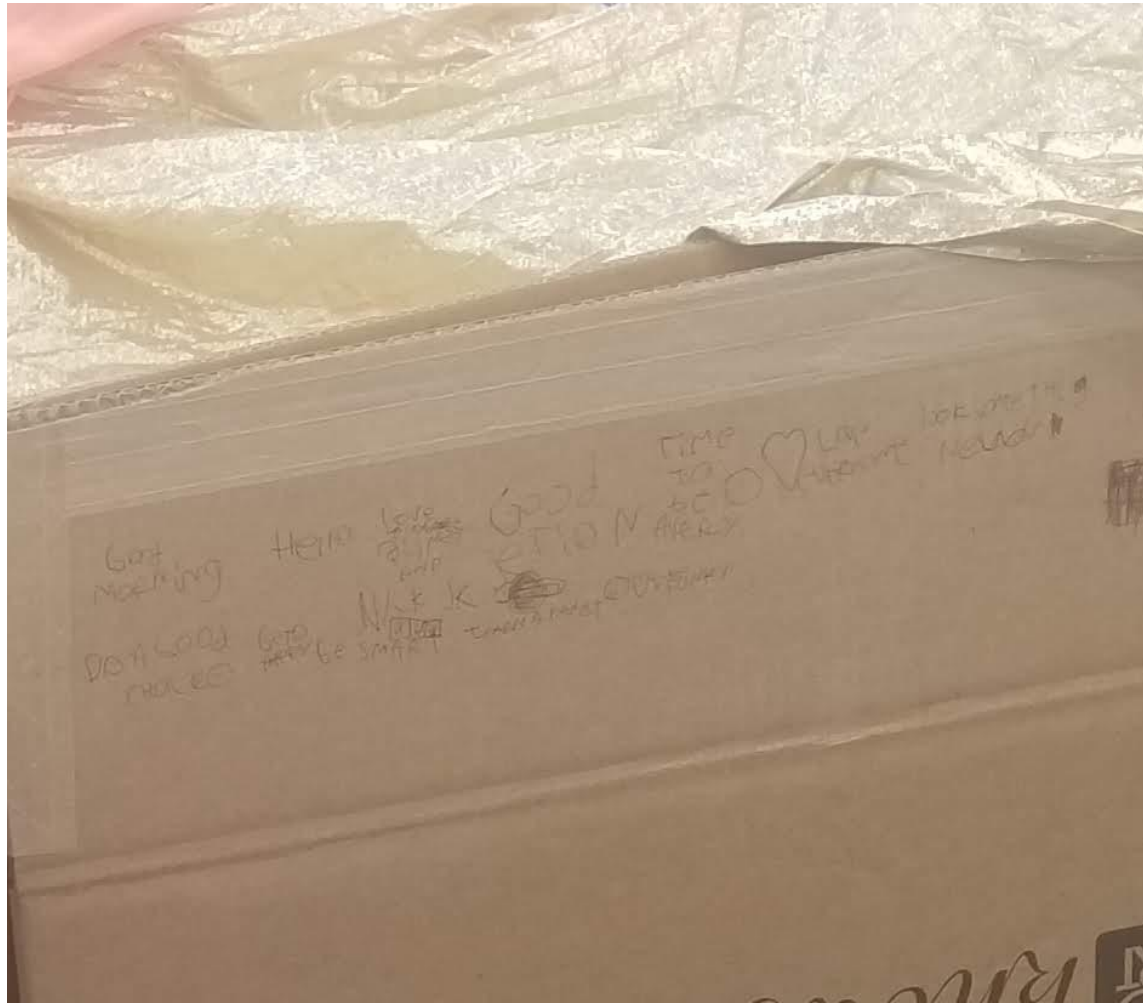










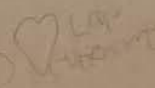


Got nothing

Here's love

Good

TIME TO GO



LAP LOVE

DON'T GO
THOSES

W & K
MAYBE SMART

~~W & K~~
PARTY

TEKS SKILLS GAINED IN PLAY

PDF or Third Grade TEKS standards

<https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=5153962509>

(29) Listen
other
complexity. Students

(19)

Writing. Students use comprehension skills to listen attentive
to continue to apply earlier standards with

Writing. Students write
important per-

(4)

(A)

Reading/Vocabulary Development. Students understand new vocabulary and use it when reading
and writing. Students are expected to:

and give oral instructions that involve a series of related se
action.

1)

In Grade 3, 5
practices in pl
collecting data b
inquiry about the

(31)

Listening and Speaking/Teamwork. Students
continue to apply earlier standard
in teacher- and student
and by providing

study of science uses appropriate tools and safe
investigations, asking and answering questions,
and using models to support scientific

Students are expected to write about

participate
with appropriate detail

BOOKS TO PAIR WITH CHILD DIRECTED PLAY

Roxaboxen by Alice McErran

Westlandia by Paul Fleishman

The Raft by Jim Lamarche

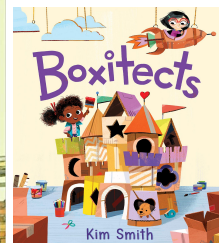
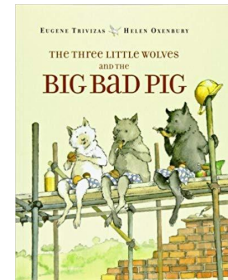
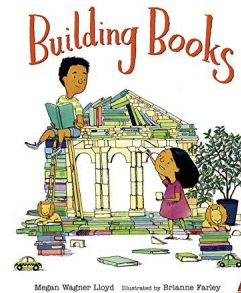
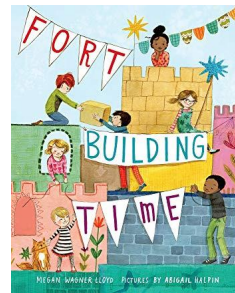
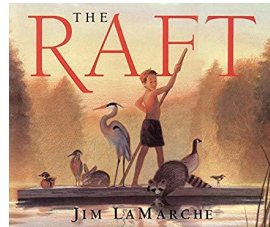
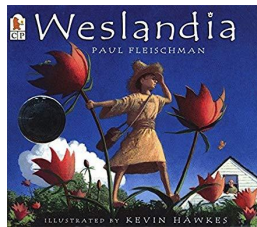
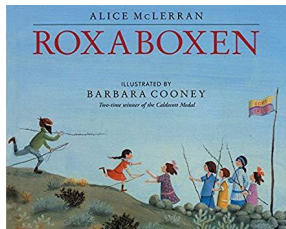
Fort Building Time by Megan Wagner Lloyd

Building Books by Megan Qagner Lloyd

Three Little Wolves and the Big Bad Pig by Eugene Trivizas

With My Hands: Poems About Making Things by Amy Ludwig Vandewater

Boxitects by Kim Smith



DISCUSSION QUESTION

How can the library staff help parents let the child take the lead?



TIPS AND TRICKS TO PLAYWORK

Let parents network in the background.

Library staff should be the only ones with sharp tools.

Library staff and parents should follow the child's lead.

Make the experience fun.



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