

PLAY IN THE LIBRARY

An Introduction to Play & Learn Islands

May 15, 2013

10:00AM - 12:00Noon

Brought to you by the CA State Library & Califa

Healthy Mind, Body & Earth PAL



AGENDA

- Welcome & Introductions - *Suzanne Flint, CA State Library*
- Importance of Play: Its Impact on Early Learning & Reading Readiness - *John Hornstein, EdD, Brazelton's Touchpoint Center*
- A PAL and Its Benefits - *Renee Tobin, RC Library Services*
- Early Childhood Nutrition & Health - *Ruben Brambila, Healthy RC*
- PAL Features & Care - *Wess Garcia, RC Library Service*
- Programming with PAL - *Wess Garcia, RC Library Services*
- Q&A
- Closing & Your Feedback - *Suzanne Flint, CA State Library*

PRESENTERS



Suzanne Flint, MA
*Library Programs Consultant,
CA State Library*



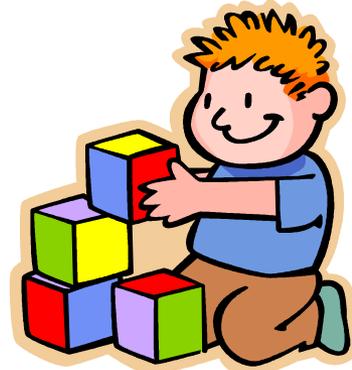
John F. Hornstein, EdD
*Faculty, Brazelton Touchpoints Center,
Boston Children's Hospital
Research Fellow, Harvard Medical School*



Renee Tobin
*Principal Librarian, Children & Family Services,
Rancho Cucamonga Library Services*



Ruben Brambila
*Project Manager, Healthy RC Kids initiative
City of Rancho Cucamonga*



Wess Garcia
*Programming Librarian,
Rancho Cucamonga Library Services*

A circular arrangement of colorful crayons in various colors (red, yellow, purple, green, blue, orange, grey) surrounds a central black circle containing a large blue question mark. The text "YOUR QUESTIONS" is written in a simple, black, sans-serif font across the top of the central area.

YOUR QUESTIONS

CONTACT INFO

- Wayne Walker: wwalker@califa.org
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THANKS & SURVEY

We'll also email the link below but please have EVERYONE who attended this webinar complete the evaluation survey:



<https://www.surveymonkey.com/s/7FLY3XH>



Play!

John Hornstein



“We were taught to say that play is the work of children. But watching and listening to them, I saw that play was nothing less than Truth and Life.”

Vivian Paley

A place in which literary, musical, artistic, or reference materials are kept.



WHY?



*Play is essential
to growth and
learning*

Developmental roots of play



- Playful interaction
- Joint attention
- Pretense and wishful thinking



Transitional Objects



Play: Role in Children's Development and Learning

- Play allows young children to act out things they don't fully understand. They try things out in play that they can't in the real world.
- Play serves an organizing function in the brain helping with skills such as planning and self-regulation.

Play: Role in Children's Development and Learning

- a. a method of coping with the problems of everyday life.
- b. a method of skill building.
- c. a zone in which children solve both social and physical problems.



Chukovsky:

“...beginning with the age of two, every child becomes for a short period of time a linguistic genius. Later, beginning with the age of five or six, this talent begins to fade. There is no trace left in the eight year old of this creativity with words, since the need for it has passed.: by this age the child has fully mastered the basic principles of his native language.” P. 7

“Play seems to be one of the most advanced methods nature has invented to allow a complex brain to invent itself.” (Brown, S. 2009)



Parent perspective

- Parents may find children's play themes alarming or confusing.
- Parents and providers often have different views on the developmental value of play.

Brazelton: Three years



- Wishful thinking
- imagination
- Mastery as a goal - “I am big”
- Language -
power and loss

Four Year play themes



- Apparent dishonesty
- Imaginary Friends
- Costumes, sex-oriented

Emma - 4 years old

Emma's parents shielded her from news about September 11. She never put arms on the girls she drew.

After she was allowed gun play she put arms on her drawings. When asked about her tower building play she replied: "I want to know about the Towers, and I'm very interested in fighting."

The Fifth Year: Brazelton

- Kindergarten, getting ready for 1st grade
- Giving up Dreams for Reality
- Aggression & Control
- Aggression and Fears, Nightmares
- Imitation of Adults – Sexuality, manners, handling aggression

Role of adults

- provide space and props.
- join without taking over.
- be a consultant to the content.
- listen and record.

Kindergarten curriculum

... research comparing 50 play-based classes with 50 early-learning centers found that by age ten the children who had played ... were more advanced in reading and mathematics and they were better adjusted socially and emotionally in school. They excelled in creativity and intelligence, oral expression, and “industry.” (Alliance for Childhood, Crisis in the Kindergarten, 2009)

Tyrone: 5 years

“Look what I made, look at my vampire,” and he holds it up for all to see. Mrs. Wright, who overhears from the other side of the room, calls out, “Tyrone, I want some nice bunnies, no vampires - Do you hear me? After Tyrone completes his picture, now corrected, he takes it to Mrs. Wright for approval, saying, “See, the vampire turned back into a bunny.” Mrs. Wright takes the picture... “you wrote your name backwards...” Polokow, p. 132.

Brown & Vaughan:

The opposite of play is not
work - the opposite of
play is depression. P. 126



References:

- Brazelton, T.B. & Sparrow, J. (2001). *Touchpoints Three to Six: Your Child's Emotional and Behavioral Development*. Perseus Press.
- Brown, S. & Vaughn, C. (2009). *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. Penguin Group (USA)
- Chukovsky, K. (1966). *From Two to Five*. University of California Press: LA.
- Gross, T. & Clemens, S. (2002). "Painting a Tragedy Young Children Process the Events of September 11." The Learning Collaborative.
- Miller, E. & Almon, J. (2009). *Crisis in the Kindergarten: Why Children Need to Play in School*, College Park, MD: Alliance for Childhood.

References:

- Paley, V. (1990). *The Boy Who Would Be A Helicopter: The Uses of Storytelling in the Classroom*. Harvard University Press.
- Polokow, V. (1992). *Lives on the Edge: Single Mothers and their Children in the Other America*. University of Chicago Press.
- Sutton-Smith, Brian. (2001). Emotional Breaches in Play and Narrative. In Goncu, A. & Klein, E. (Eds.). *Children in Play, Story, and School*. NY: Guilford Press.
- Wolf, M. (2008). *Proust and the Squid: The Story and Science of the Reading Brain*. NY: Harper.

What is a Play and Learn Island™?

Renee Tobin
Rancho Cucamonga
Library Services



***Development of the
Play and Learn Islands™***

ELF



A Resource for Libraries

 SEARCH

- WHAT IS ELF?
- WHO IS ELF?
- IMPLEMENTING
- RESOURCES
- TRAINING
- ABOUT US



ENRICHING LIBRARY SERVICES

The Early Learning with Families - ELF-initiative supports California libraries as they enhance early learning services for families with infants, toddlers and preschoolers and as centers of community activity, provide opportunities for the healthy development of young children. ELF libraries create engaging, interactive programs for young children with their parents and caregivers that support family strengths and respond to community needs.

[More about ELF Mission](#)



[For Libraries](#)



[For Parents & Caregivers](#)



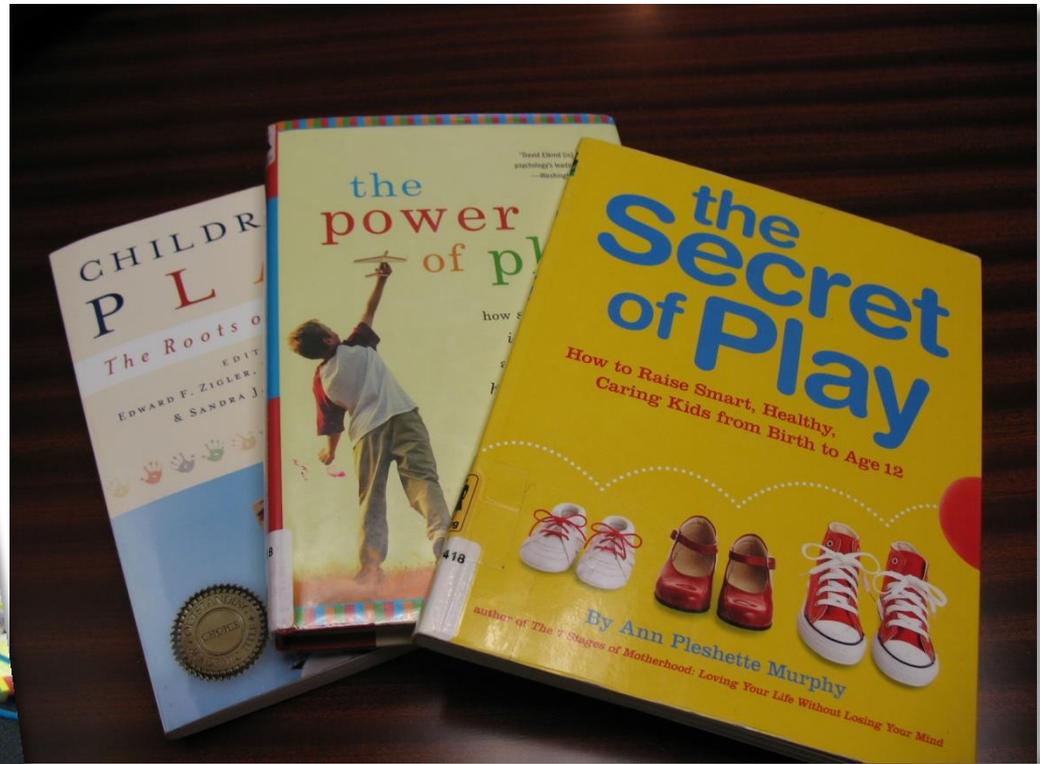
DID YOU KNOW?

Routine for Infants and Toddlers
Create routines for infants and toddlers. It's the way babies develop trust about their surroundings and a sense that they can count on predictable activities and responses.

[ELF BLOG](#)

- Self education
 - Reading
 - Created our own Staff Development Day focused on Play and Learning
 - Sought training outside of libraries

Research Play and Learning



Association of Children's Museums Interactivity



Opportunities for Children and Families



What is a Play and Learn Island™



- Multi-modal
- Developmentally age-appropriate
- Interactive exhibits

Play and Learn Islands™ support

- Imaginative play
- Early and experiential learning
- Spontaneity
- Creativity
- Intergenerational play

Early Learning Experiences



Encourage families to return to the Library

Even when it's not
Big Truck Round-Up
day or other special
event



Modes of Play



- Big Build
- Discovery Dig
- Healthy
 - Market
 - Garden

Big Build



- Wee Wedgits
- Stack & Build Animals
- Alphabet blocks
- Magnetic sight words

Discovery Dig



- Sand
- Letter molds
- Magnetic Gears
- Themed digs

Healthy



- Scale
- Cash register
- Chalk board
- Fruits & vegetables
- Shopping baskets

Play and Learn Islands™ support early learning

- Tasks
- Skills
- Intergenerational play
- Imaginative play
- Interact with letters

How Rancho Cucamonga Libraries use Play and Learn Islands™





Daily

Walk-up activities

Programs & Special Events

Discovery Dig

- Theme for event
- Buried treasure
- Dinosaurs



Programs & Special Events



Community Events

- Health Fairs
- Community Centers
- Mayor’s State of the City address
- Summer in the City

Programs & Special Events

2013 Reading is So Delicious



Impact on our Library

- Introduced to staff
- Garnered their support
- Include key staff in planning

Staff buy-in



“Pizza and Play”



Why a Play and Learn Island™



Early Childhood Nutrition and Health

Ruben Brambila, MPH

Healthy RC Kids Project Manager

PAL Webinar – May 15, 2013



Obesity (BMI ≥ 30 kg/m²)

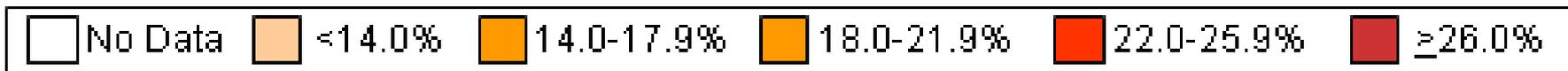
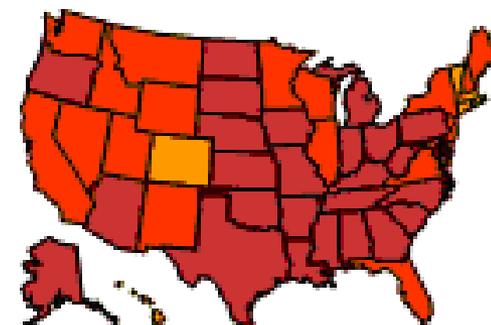
1994



2000

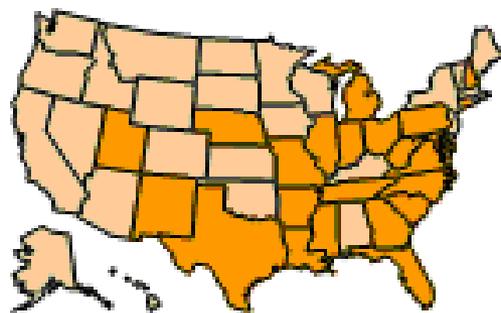


2007

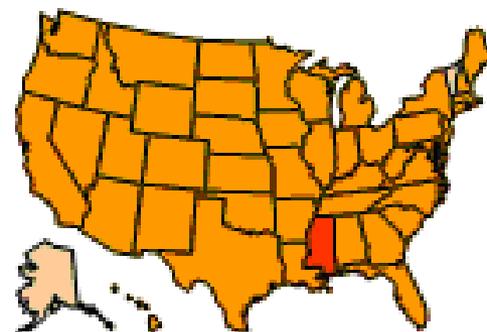


Diabetes

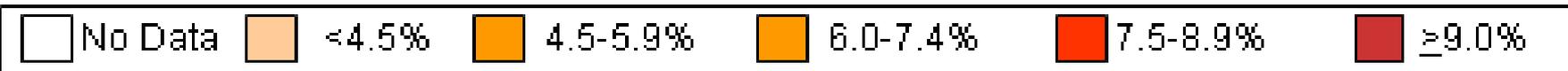
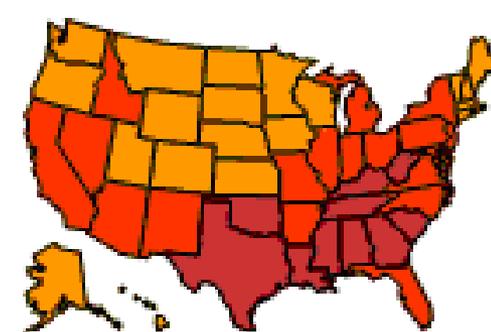
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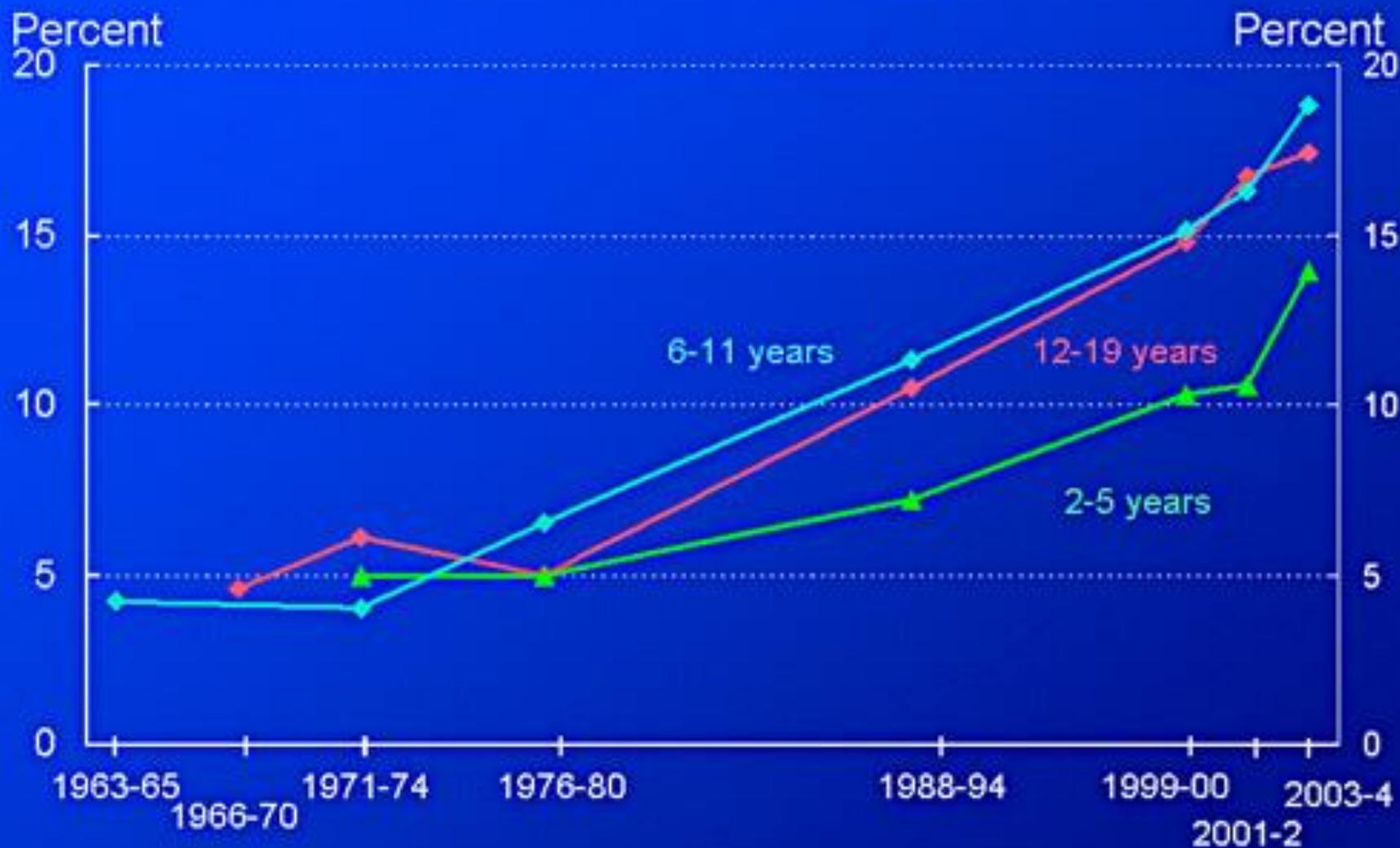
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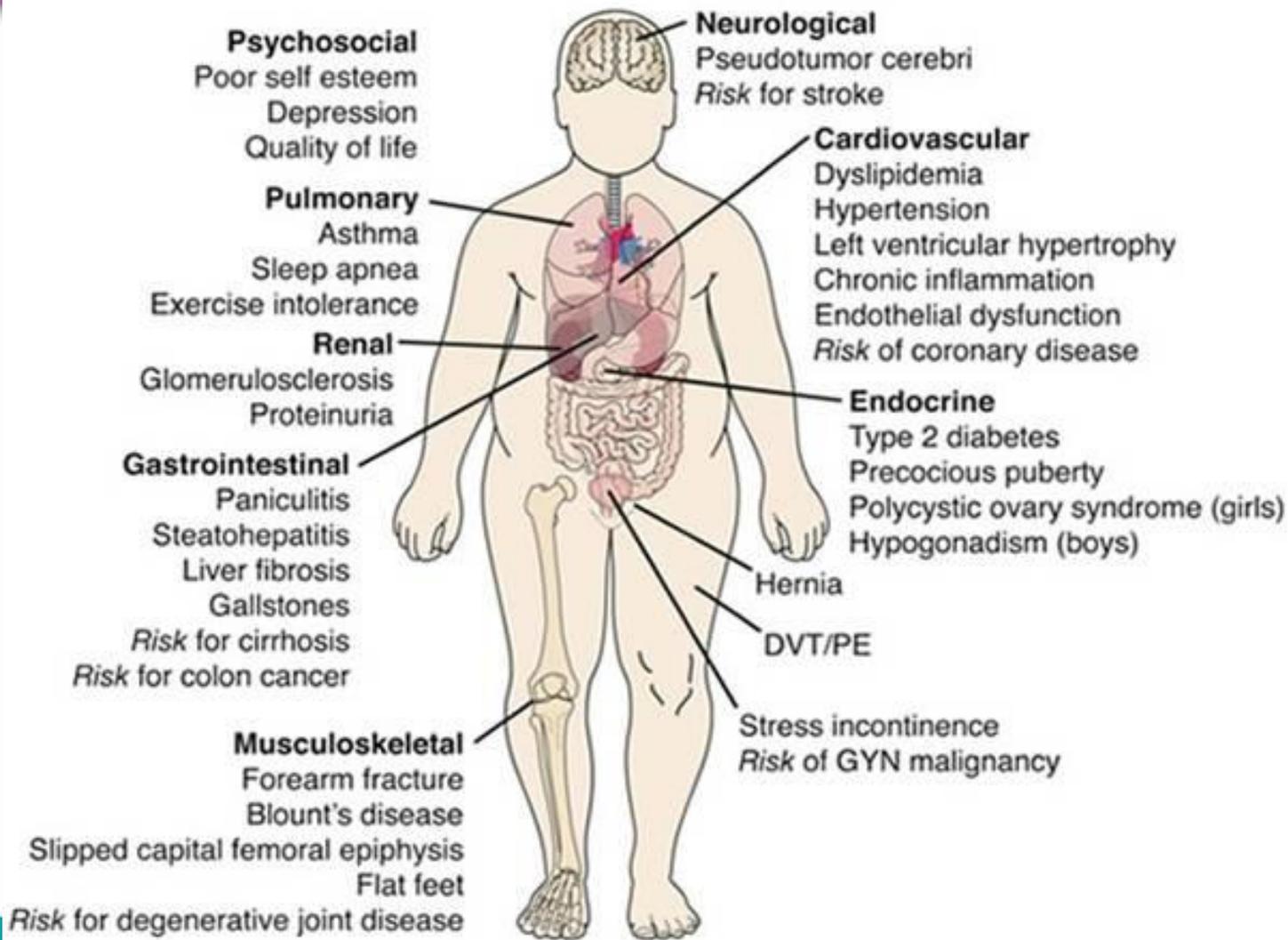
Trends in Child and Adolescent Overweight



Note: Overweight is defined as BMI \geq gender- and weight-specific 95th percentile from the 2000 CDC Growth Charts.

Source: National Health Examination Surveys II (ages 6-11) and III (ages 12-17), National Health and Nutrition Examination Surveys I, II, III and 1999-2004, NCHS, CDC.

Complications of Childhood Obesity



- High cholesterol
- High blood pressure
- Diabetes
- Cancer
- Stroke
- Heart Disease
- Sleep Apnea
- Depression
- Gallbladder Disease
- Liver Disease
- Skin problems (poor wound healing)
- Dislipidemia
- High blood pressure
- Heart failure
- Asthma
- Gynecological complications
- Erectile Dysfunction
- Kidney Disease
- Osteoarthritis
- Decreased academic achievement

The Road to Healthy RC



- City-wide initiative to encourage healthy and sustainable lifestyles
 - Comprehensive and integrated approach
 - Multi-departmental effort
- Broad definition of health
 - Impacted by how we develop our communities

Healthy RC inspires a lifestyle that embraces a Healthy Mind, Body, and Earth, through lifelong learning and enrichment, active and healthy living and environmental sustainability.

What needs to be done?

- Increase healthy eating
- Increase active living
- Develop cultural shift



Healthy RC Institutionalization

- Minimize reliance on General Fund
 - **Integrate** into existing and new programming
 - **Leverage resources**
- Health in ALL Policies approach: identify **opportunities** to increase healthy lifestyles
 - Long-term **sustainability**
 - City is in an excellent position to **modify environments** that directly affect health
 - Develop a culture of health across all sectors and City Departments



Community Events



Facilities



Employee Programs



Newsletters

Community Engagement

- Community Forums for youth and adults
- Identify barriers and challenges to healthy eating and active living in their neighborhood; i.e., lack of curbs, sidewalks, and bike lanes
- Propose strategies to mitigate challenges, i.e., Active Transportation, SRTS
- Formed Subcommittees made up of City staff, community organizations, and residents



Community Identified Strategies

- Strategic Areas
 - Healthy food options
 - Safe Routes to School
 - Breastfeeding accommodations
 - Nutrition and physical activity education
 - Healthier options at local restaurants
 - Increased community engagement
 - Community Gardens
 - Farmer's Markets

Community Garden Approach

- Community feedback:
 - Increase access to healthier food options
 - Increase educational opportunities (especially for youth)
 - Gardens are culturally important



Farmer's Market Approach

- Community feedback:
 - Increase access to healthier food options
 - Be an educational venue for young people
 - Reduce financial barriers
 - Allow for local participation
 - Focus on healthy food options!



Early Childhood Learning

- PAL Connection:
 - Connection with community initiatives
 - Promotes use of gardens and markets
 - Develops healthy habits at an early age
 - Parents and kids love it!



Play and Learn Island™

Features

Maintenance

Programming

Wess Garcia,
Programming Librarian
Rancho Cucamonga Library Services



Play and Learn Island™ Features

- Usability
 - Rolling, Rolling, Rolling!



- Storage
- No Height Requirement



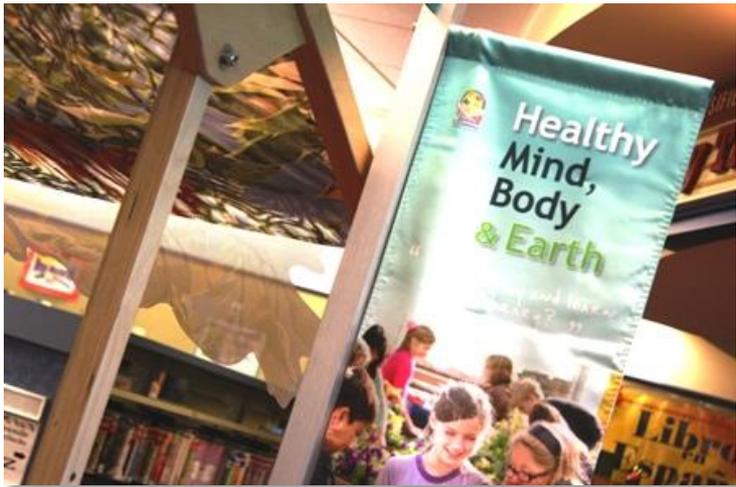
Play and Learn Island™ Construction

- Hand-crafted
 - Wood vs.
 - Powder Coated Steel
 - Industrial Casters



Safety Tips

- Lock Wheels & Drawers
 - Crawling or Climbing
 - Banner Polls



Care & Maintenance

- Proper Care & Feeding
 - Cleaning the Unit & Manipulatives
 - Hardware
 - Merchandising



What's Included



- Hardware
- Manipulatives Package
 - Tried & Tested
 - Safe!

- Add Your Favorites



Programming for Play



- Everyday Use
 - Fun for Everyone
 - Line of Sight



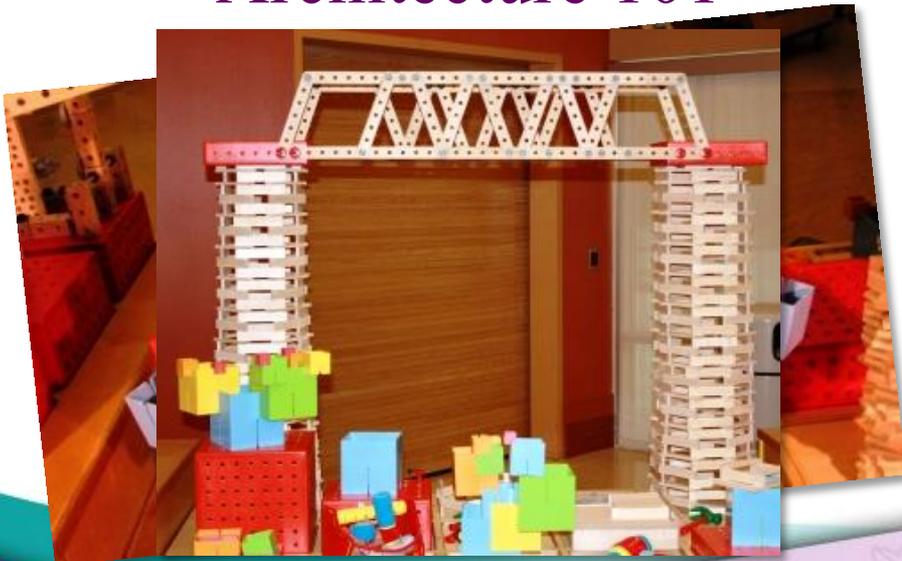
Programming for Storytimes

- Toddler Time (age 2)
 - Patty Cake Bakery
 - Colors Everywhere!
- Preschool Storytime (ages 3-5)
 - Space, the Final Frontier!
 - When Magnets Attract!



Programming for After-School Programs

- Discovery Club(ages 6-12)
 - Paris or Bust!
 - Architecture 101



Programming for Family Events

- All Ages
 - Terra Cotta Excavation
 - We Struck Gold!
 - Ancient Egypt



Programming for Summertime

- Summer Reading Program
– Reading is So Delicious

Peach-Teach



Programming for Summertime

- Summer Reading Program
– Dig Into Reading



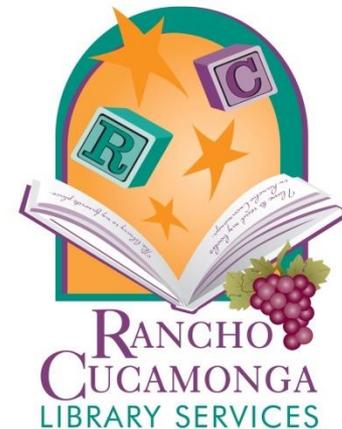
Tips & Tricks

- Large Events
 - Designating space
 - Taking Turns
- Clean Up! Clean Up!



Resources

- Print Materials
 - Care & Maintenance Sheet
 - Why Play is Important!
 - Learning Concepts
- Standards
 - Graphics
 - Play and Learn Island™ (Ctrl Alt T)



TM