



city of **RANCHO CUCAMONGA**

AGENDA

CITY COUNCIL, LIBRARY BOARD OF TRUSTEES AND LIBRARY FOUNDATION BOARD

SPECIAL JOINT MEETING

Tuesday, August 23, 2016 ✦ 5:00 p.m.

**Cultural Center ✦ Celebration Hall
12505 Cultural Center Drive ✦ Rancho Cucamonga, CA 91739**

A. CALL TO ORDER:

A1. Pledge of Allegiance

A2. Roll Call:

Rancho Cucamonga City Council:

Mayor L. Dennis Michael

Mayor Pro Tem Sam Spagnolo

Council Members Bill Alexander, Lynne Kennedy, and Diane Williams

Library Board:

President: Christine DeVries

President Pro Tem: Luella G. Hairston, Esq.

Trustees: Robert Coberly, Janet Temkin,

Sarah Tompkins

Library Foundation:

President: Kristine Scott

Vice President: David Gonzalez

Secretary: Tina Gilfry

Board Members:

Teresa Akahoshi, Rebecca

Davies, Pam Easter, Ruth Leal,

Leslie May, Heidi Soehnel, Kathy

Sommer

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SPECIAL JOINT MEETING WITH THE LIBRARY BOARD AND LIBRARY FOUNDATION

Tuesday, August 23, 2016 ✦ 5:00 p.m.

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B. COMMUNICATION FROM THE PUBLIC:

This is the time and place for the general public to address the City Council, Library Board and Library Foundation on any item listed on the agenda. State law prohibits the City Council, Library Board and Library Foundation from addressing any issue not previously included on the Agenda. The City Council, Library Board and Library Foundation may receive testimony and set the matter for a subsequent meeting. Comments are to be limited to five minutes per individual or less, as deemed necessary by the Chair, depending upon the number of individuals desiring to speak. All communications are to be addressed directly to the Chair and not to the members of the audience. This is a professional business meeting and courtesy and decorum are expected. Please refrain from any debate between audience and speaker, making loud noises, or engaging in any activity which might be disruptive to the decorum of the meeting.

C. ITEMS OF DISCUSSION:

- C1. Update on Rancho Cucamonga Public Library Services and Programs.**
- C2. Presentation on Current Progress of the Phase I Second Floor Project at Paul A. Biane Library at Victoria Gardens.**
- C3. Presentation on Phase II Future Development of the Second Floor Project at Paul A. Biane Library at Victoria Gardens.**

D. ADJOURNMENT

I, Linda A. Troyan, City Clerk Services Director of Rancho Cucamonga, hereby certify that a true, accurate copy of the foregoing agenda was posted on August 17, 2016, per Government Code 54954.2 at City Hall, 10500 Civic Center Drive; and Victoria Gardens Cultural Center, Celebration Hall, 12505 Cultural Center Drive, Rancho Cucamonga, California.



Linda A. Troyan, MMC
City Clerk Services Director
City of Rancho Cucamonga

NOTICE OF SPECIAL MEETING

Notice is hereby given that the City Council of the City of Rancho Cucamonga will hold a Special Joint Meeting with the Rancho Cucamonga Library Board and Rancho Cucamonga Library Foundation on Tuesday, August 23, 2016, at 5:00p.m. at Victoria Gardens Cultural Center, Celebration Hall, located at 12505 Cultural Center Dr., Rancho Cucamonga, California, for the purpose of:

- C1. Update on Rancho Cucamonga Public Library Services and Programs.
- C2. Presentation on Current Progress of the Phase I Second Floor Project at Paul A. Biane Library at Victoria Gardens.
- C3. Presentation on Phase II Future Development of the Second Floor Project at Paul A. Biane Library at Victoria Gardens.



L. Dennis Michael
Mayor

Wednesday, August 17, 2016

STAFF REPORT

RANCHO CUCAMONGA PUBLIC LIBRARY



Date: August 23, 2016

To: Mayor and Members of the City Council
John R. Gillison, City Manager

From: Michelle Perera, Library Director

Subject: **PRESENTATION ON PHASE II FUTURE DEVELOPMENT OF SECOND FLOOR PROJECT AT PAUL A. BIANE LIBRARY AT VICTORIA GARDENS**

BACKGROUND / ANALYSIS

The Rancho Cucamonga Public Library is expanding library services with the new addition of the second floor of the Biane Library (Phase I). This new space will have an art room, early learning space, classroom, STEM (Science, Technology, Engineering, & Mathematics) lab, and a large open programming space. These new spaces will provide dedicated venues to provide new and innovative programs, from classes to camps to speaker series. Phase I is expected to be complete in mid-October 2016.

Planning for Phase II of the second floor project is well under way. Moving this project from Phase I (art room, STEM lab, open programming space, etc.) to Phase II (space filled with interactive, hands-on, learning exhibits for young children and their families) will take three to four years to complete. The process, timeline, and fund raising campaign will be discussed during the City Council / Library Board / Library Foundation joint meeting. In order to paint the picture of the process and service to come, there are several attachments included here.

1. Articles about play, early learning, and child development:

- a. *The Importance of Play, Particularly Constructive Play, in Public Library Programming*. Written for the Association for Library Service to Children by Sue McCleaf Nespeca
<http://www.ala.org/alsc/sites/ala.org.alsc/files/content/FINAL%20Board%20Approved%20White%20Paper%20on%20Play.pdf>
- b. *The Wisdom of Play: how children learn to make sense of the world*. Introduction by David Elkind. Early Learning With Families website -
<http://elf2.library.ca.gov/pdf/WisdomOfPlay.pdf>
- c. *10 Things Every Parent Should Know About Play*. Laurel Bongiorno. National Association for the Education of Young Children <http://families.naeyc.org/learning-and-development/child-development/10-things-every-parent-should-know-about-play>

2. Pictures of examples of hands-on, interactive exhibits for children from children's museums around the country.
3. City of Rancho Cucamonga Naming of Parks and Facilities Policy – this policy was updated and approved by the City Council in October, 2011.

These attachments will provide some background information for the discussion about the second floor and the plan to move from Phase I to Phase II.

Respectfully submitted,



Michelle Perera
Library Services Director

Attachments

Attachment 1.a

Importance of Play

The Importance of Play, Particularly Constructive Play, in Public Library Programming

Written for the Association for Library Service to Children by Sue McCleaf Nespeca

Adopted by ALSC's Board of Directors, September 10, 2012

Abstract

This white paper addresses the importance of play in the lives of young children. It emphasizes the need for librarians to incorporate periods of play into their library programming because of the direct correlation between play and early literacy skills. Though currently many libraries do include dramatic play in storytime programs, librarians are asked to consider adding periods of constructive play with blocks and bricks. It concludes by emphasizing the importance of constructive play, not only due to its effect on literacy skills and children's future success in reading and writing, but also to increase a library's Science, Technology, Engineering and Mathematics (STEM) educational programming.

Background

Play is vital for early learning. It is not "recess" or a "timeout" from learning, rather it *IS* the way young children learn.

Play can be defined in many ways, but normally three different kinds of play are delineated: (1.) Object Play, also known as exploratory play, from ages 0-2 (2.) Pretend Play, also described as imaginative play, or dramatic play, from ages 3-5 and (3.) Social Play, including Physical Play and Investigative Play, from ages 6-8. Young children, from birth through age eight, go through all three stages in play, with each stage building on the one before. (Jones, 2011.)

The Association for Library Service to Children (ALSC) and Public Library Association's (PLA) joint project "Every Child Ready to Read® 2nd edition" emphasizes the importance of play for the development of early literacy skills. Play is described as one of the best ways children can learn language and literacy skills. (Every Child Ready to Read®, 2011). It is also listed as one of five practices (talking, singing, reading, writing and playing) that are important for parents and caregivers to share regularly with their young children to help them get ready to read.

Through play, young children learn about their world. With this knowledge, they can understand books and stories once they begin to read. The first edition of the “Every Child Ready to Read®” project listed six skills necessary for children to successfully learn how to read and write. They included print awareness, letter knowledge, phonological awareness, vocabulary, narrative skills and print motivation, all of which can be learned through play.

Unfortunately many parents, and even educators, do not appreciate the relevancy of play and how meaningful it is for children. Instead, there is often an increased demand for academics, both at home and at school. Kindergarten skills are being taught in some preschools, and numerous preschools reduce playtime in favor of forced learning, memorization, and drills. Additionally, parents are bombarded with media messages from the time their children are babies about the need to excel, and the value of certain products or enrichment tools to help their own child do so.

Librarians and educators have stressed the importance of brain research showing the importance of the first five years of a child’s life in synapses formation and brain development. Many parents have construed this to mean that they need to push their young child into the early acquisition of academic skills, engaging them in a wide variety of enrichment activities, many of which are not developmentally appropriate during these early years. Emphasis is placed on rote memorization, electronic toys, and computer or video games. Large periods of free open-ended play and guided play often seem unimportant or unnecessary, and not as significant as engaging children in activities that will help them “to get ahead.” Parents in some communities have concerns about safety and violence that force them to limit opportunities for their children to play outside.

Play is so important to optimum child development that it has been recognized by the United Nations High Commission for Human Rights as a *right* of every child. (Ginsburg, American Academy of Pediatrics, 2007). Thus, many pediatricians are emphasizing free play as a healthy and crucial part of childhood.

Position on Play

While playing, children learn about their world, acquire skills necessary for critical thinking, discover how to solve problems, and develop self-confidence. Play encourages healthy brain development while fostering exploration skills, language skills, social skills, physical skills and creativity.

Early childhood programs need to include a content-rich curriculum in which children have opportunities for continual and in-depth learning, including play. (Neuman, 2010)

Libraries have long emphasized pretend (dramatic) play in their programs. Children act out stories; play with puppets, inventing scripts and creating their own dialogue; retell stories with props; perform plays; and engage in reader's theatre.

It is easy to see how dramatic play like this, with its emphasis on oral language use, is beneficial for early literacy skills. Children as storytellers are developing narrative skills, with many possibilities for vocabulary enhancement. Dramatic play also helps improve story comprehension and story recall.

Children's first attempts to read and write frequently occur during play. Studies of early readers reveal that these children have engaged often in dramatic and open-ended play. (Rogers, 1992)

However, research shows the importance of children engaging not only in dramatic play but also constructive play (blocks, LEGO® bricks, Tinkertoy sets, etc.) to develop literacy skills. And although some libraries have provided opportunities for constructive play these are not nearly as widespread as library programming involving dramatic play.

Importance of Constructive Play

Constructive Play can be defined as any activity in which children build and make things, constructing larger objects out of smaller ones, and creating something that remains after the child has finished playing. Common materials include: blocks, bricks such as LEGO and LEGO® DUPLO®, Tinkertoys, Lincoln Logs, and dough. This paper will focus on blocks and bricks, though the word "block" will commonly be used for either blocks or bricks.

Constructive play is most popular for children ages 3-8, though certain brick and construction sets also appeal to much older children. Children under the age of three can also engage in constructive play, typically with soft, squeezable colorful blocks that contain rounded edges for infants; and small, lightweight blocks made of hollow wood or plastic, foam cubes, cardboard blocks, or large press-together bricks for toddlers. Oversize bricks designed for very young children are also available—these are easier for them handle and do not present a choking hazard.

The use of blocks by young children has a long history, with the introduction of alphabet blocks as early as 1693 by John Locke. (Hewitt, 2001). Many well-known educators throughout the years have emphasized block building, including Friedrich Froebel (considered the Father of Kindergarten) and Maria Montessori. Both Froebel and Montessori emphasized specific ways of using block materials, though each also allowed for some creative self-expression. Caroline Pratt introduced unit blocks in the early 1900's. These soon became basic in schools across the U.S., and are still popular today. Unlike Froebel and Montessori, Pratt was a firm believer in free expression, and encouraged open-ended play with blocks. (Pollman, 2010).

Children go through various stages of development when playing with blocks. Though no single progression has been accepted as definitive, the one described most often in the literature is by H. Johnson. His chapter "The Art of Blockbuilding" in *The Block Book*, published by the National Association for the Education of Young Children, identifies seven stages of block building. (Hirsch, 1996). Ages for the stages has been delineated by Pollman (2010).

1. Carrying (blocks carried, not used for construction; young children around age 2)
2. Stacking (horizontal or vertical stacking; beginning around age 3)
3. Bridging (children create a bridge using two blocks to support a third; also around age 3)
4. Enclosure (blocks enclose a space; around age 4)
5. Patterns and Symmetry (balanced structures, decorative or symmetrical patterns; ages 4 & 5)
6. Early Representational (name structure during or after construction; age 4 ½)
7. Later Representational (announce name before building begins, often use props for dramatic play; age 5)

What are the advantages of block play for children? Here are just a few benefits: provides open-ended play; allows free expression; increases the use of fine and large motor skills; develops hand-eye coordination; provides possibilities for collaboration and teamwork (social skills); creates feelings of competence and self-confidence; allows negotiation and resolution of conflicts; provides many scenarios for problem-solving; produces gains in visual/spatial understanding; stimulates imagination and creativity; creates opportunities for dramatic play; increases language and vocabulary; fosters early literacy skills; and improves math and science skills. When building, children are engaging in dramatic play, exploratory play AND constructive play.

Constructive Play in Library Programming

Because block play is so important for children from a young age, libraries can engage children in constructive play during programming scheduled for some of its youngest patrons.

For the purposes of this paper, we are going to look at two strengths of block and brick building that warrant consideration for public libraries:

1. Effects on Literacy
2. STEM (Science, Technology, Engineering and Mathematics) education programming at the Library.

Effects on Literacy

We often tend to think children are primarily learning mathematical skills while playing with blocks. However, numerous studies have shown the positive effects of block and brick play on early literacy. Skills and abilities developed through block play are essential for success in reading and writing.

One major effect is on language and vocabulary learning. Children are deciding what to build and selecting different sizes and shapes of blocks, but also are communicating with their peers and with adults. They often discuss their plans for building, and are eager to describe what they have built. With librarian or adult help, new vocabulary can be increased. (Example: "I see you have built a ramp/incline.") Children also learn new words from one another while playing, or when looking at books on buildings or structures.

In addition, dramatic play often grows out of constructive play, which leads to increased oral language production while the child is role-playing. The value of oral language creation by children through dramatic play with blocks was documented by Isbell and Raines (1991). Their research study compared language production in two areas – a block center versus a housekeeping center, often considered an area that cultivates rich language. Their results found that the block center produced a greater amount of higher quality oral language than the housekeeping center. The children playing with blocks had greater verbal fluency (spoke more words), used more complete sentences, and generated more vocabulary diversity (total number of different words used). The researchers concluded that playing with blocks should be considered vital to the promotion of children's oral language development.

Maximizing the Impact on Early Literacy

How can librarians increase literacy experiences when children are playing with blocks or bricks?

Specifically, librarians can add literacy props and appropriate books to their program area. Neuman and Roskos (1990) recommend three criteria when selecting literacy props for inclusion in play settings: “authenticity, utility and appropriateness.” The props added should be items from the real world that have a function in daily life and that are appropriate for the age and stage of development.

What items could be added in library programs when children are engaged in block or brick play to increase children’s literacy experiences? Informational books related to buildings, construction, architecture or house plans, or fiction books on related subjects or themes, can be displayed or briefly booktalked. Props can include paper of various sizes and colors, cardstock, post-it pads, colored pencils, markers, crayons, masking tape and scissors. Paper can be used to add architectural details such as doors and windows. If structures are displayed, children can label them, and also write their name on a card next to their construction. Adults can also take pictures of their buildings, have children write a story about it, or how they built it, thus encouraging writing skills, also an early literacy skill. In storytime programs, children can recreate a character from the story or something that was mentioned in the book and then describe it to other children or adults. Even when children are helping to put blocks away they can return different sizes, shapes or types of blocks/bricks to storage containers that are labeled with a description. Research indicates that when children play in print-enriched surroundings, they often learn to read play-related print. (Neuman & Roskos, 1993).

What are some other ways librarians can add to the constructive play experience? First, as with art activities offered in libraries, librarians should emphasize the process rather than the product. Children should be allowed to be creative and feel good about their work. Never should an adult say to any child, “I like your building!” This sets up a competitive atmosphere by praising one child’s unique abilities. This also can put undue pressure on children to perform rather than enjoying the process itself. Librarians can ask, “What kinds of blocks do you like to use?” or “Have you ever seen a building like the one you are making? Where? How is yours different?” Don’t ask “What is it?” or other questions that require only a one-word response (and could be offensive if the child thinks what they have made is evident). Instead ask, “Tell me about your building” or “What is happening here?” With this question, the child has more opportunities to use oral language, explaining what they are building and how they built it. It can also engage a child in storytelling! Finally, models made by adults should not be displayed, nor

should children be forced to copy a building project in a book or display. Remember – creative free expression is best!

There are two other documented ways that constructive play with blocks and bricks contributes directly to early literacy skills. Block play requires both visual discrimination and interpretation abstract symbols. When children are choosing blocks, analyzing the size and shape they want to use, they are engaging in visual discrimination. They also use visual discrimination when sorting blocks by size and shape or returning them to bins that are labeled—perhaps with photos of the blocks so children can determine which bins are the correct ones. These same visual discrimination skills are needed to distinguish similar letter and word formations during the reading process. (Stroud, 1995). Having repeated experiences looking at and comparing different sizes and shapes of blocks helps children later when they are comparing different letters of the alphabet and then figuring out how various combinations of letters make up words. Language is based on patterns, and activities such as block building that include patterning and visual discrimination reinforces pre-reading skills.

When children are building with blocks, they are often trying to replicate things they have seen in the real world or in books or photographs. Their building blocks then represent another object, becoming abstract symbols for that object they are trying to depict. Letters and words in text are also symbols, representing different objects or concepts. So when children play with blocks and bricks, it directly helps them with the pre-reading skill of understanding that abstract symbols (letters) on a page mean something. The letters and words are symbols used for names of objects. (Owocki, 1999).

STEM Education Programming at Libraries

In 2007, then President Bush signed the “America Competes Act” (America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science), which was reauthorized in 2010. As a result of the law, the U.S. government and public schools have increased their emphasis on STEM (Science, Technology, Engineering, and Math) education. More and more libraries are asking what role they can play in STEM education, particularly since there is often grant funding related to programming that connects to STEM subjects. Over the past several years, library programming related to this national STEM movement has increased, either through the creation of new programs, or by incorporating STEM principles into existing programs. (One of the most common programs offered by children’s services librarians are LEGO Clubs or LEGO building programs. See

http://www.ala.org/alsc/importance_of_play] and articles listed in the Resources section below under “Programming with Blocks and Bricks.”)

By adding STEM programming, libraries can enhance their image in the community, particularly with schools, where partnerships are always crucial, and also among educators and informed parents aware of current educational emphasis and concerns.

Block and brick play are natural activities for increasing children’s mathematical and science skills. In fact, children who love to create complex block constructions are often have strong math abilities. What mathematical skills can children learn from block and brick play? Children can learn shapes, sizes, colors with bricks), fractions, and classification. Children are measuring (visually) lengths, widths, and heights, are comparing surface volumes, and are visualizing how they can fit the pieces together. These same abilities are used later when studying algebra, geometry or calculus in middle school or high school.

Children who have a high interest in playing with bricks or blocks have also been shown to have very strong spatial skills. If a child displays spatial aptitude in the early years, they continue to exhibit these types of reasoning skills throughout their academic careers. (Pollman, 2010). A study by Wolfgang, Stannard, and Jones (2001) found that children’s block play in preschool is a predictor of mathematics achievement in middle and high school, which can be seen as early as seventh grade on standardized tests of mathematics skills. Thus, by incorporating more play with block-building activities from a young age, children will have more opportunities to increase their spatial literacy.

What other skills are children learning besides math? Block play is a great introduction to architecture and engineering. In fact, children with strong spatial skills are often drawn later in life to these professions, or other technological fields.

For these reasons, libraries that wish to incorporate programs related to STEM would do well to incorporate block and brick play.

Conclusions

Librarians should find more ways to include periods of play in their library programming. It is important to first understand children’s stages of development and what types of play are good for certain ages or

stages. Publications by the National Association for the Education of Young Children are good to consult for help in this area.

We can make play a more important part of library programming by having materials available for children to immerse themselves in both dramatic and constructive play.

Dramatic play is a natural addition to storytime programs and is beneficial for children's early literacy skills, including increased language interactions.

In addition, librarians should consider ways they can include more constructive play with blocks and bricks, since this type of play also develops early literacy skills, and can also help librarians emphasize STEM programming.

Not all families can afford to buy blocks and bricks for their children. The library is an excellent place to provide families of lower socioeconomic status with block and brick play experiences.

Librarians need to remember that children will learn more if they have opportunities for creative free expression. We can occasionally model but should not direct play. We can also provide books or other library materials that correspond to the play experiences being offered.

Finally, as librarians we need to communicate to parents, library staff, and community leaders the value of play in young children's lives.

Several Sources for Blocks and Bricks:

<http://www.communityplaythings.com> (*Community Playthings*)

www.discountsschoolsupply.com (*Discount School Supply*)

www.drdrewsblocks.com/ (*Dr. Drew's Discovery Blocks*)

www.educoncepts.com (*Educational Concepts*)

www.lakeshorelearning.com (*Lakeshore Learning*)

www.learningthings.com (*Learning Things, Inc.*)

www.lego.com/ (*LEGO®*)

<http://duplolego.com> (*LEGO® DUPLO®*)

<http://www.melissaanddoug.com> (Melissa and Doug)

References/Resources

PLAY (IN GENERAL)

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CONSTRUCTIVE PLAY

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Giles, Rebecca M. *Building Literacy Opportunities Into Children's Block Play: What Every Teacher Should Know*. *Childhood Education*. Dec. 22, 2005.

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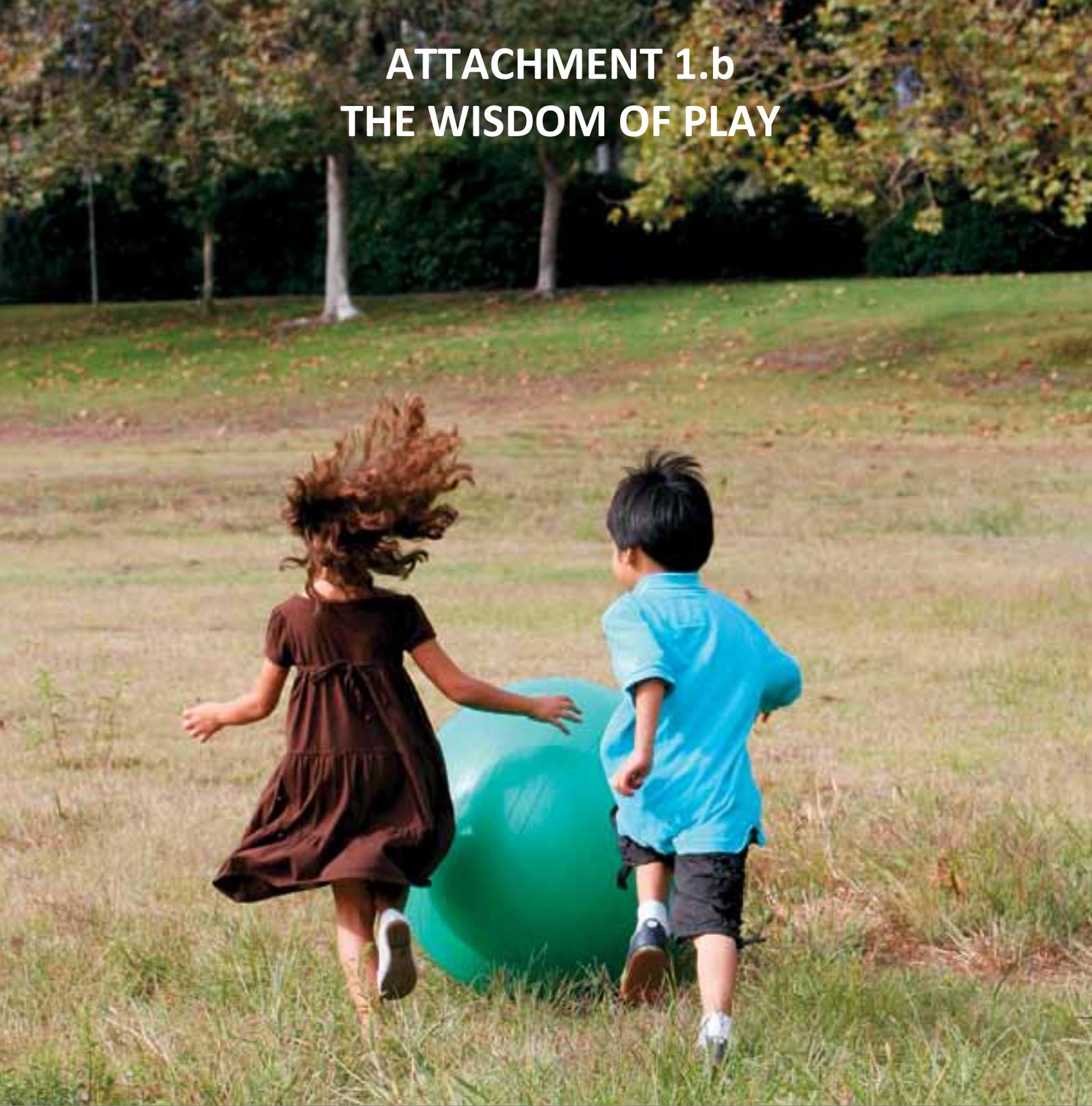
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ATTACHMENT 1.b
THE WISDOM OF PLAY



The Wisdom of Play

HOW CHILDREN LEARN TO MAKE SENSE OF THE WORLD

Introduction by **David Elkind**





“Many of our greatest thinkers locate their capacity for original and profound thought in their imaginative abilities, first developed through creative play in early childhood.”

– **Sharna Olfman**
Psychology Professor
Point Park University

The Wisdom of Play

HOW CHILDREN LEARN TO MAKE SENSE OF THE WORLD

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...a way to learn about self and the world through self-created experiences.

Introduction

– David Elkind, PhD

Play, like love and work, is an ambiguous term—with meaning that changes over the course of the human life cycle. The play, love, and work of children are simply different from those of adults. We easily understand the new side of “love” that emerges in adolescence, and that the adult concept of work—earning one’s own living—does not apply to children. Yet when it comes to children’s play, we tend to think of it in adult terms—as the opposite of work, engaged in for its own sake.

However, child play is very different from adult play, as

the brief articles in this booklet present from a variety of perspectives. For young children in particular, play is a fundamental mode of learning. An infant’s playful babbling teaches them to create all the sounds needed to speak their native tongue or any language. A toddler learns that when you bang a metal spoon or a wooden spoon, you get two very different sounds. A child learns through dramatic play that some children are bossy, others timid.

In playing board games like Checkers or Monopoly, a child learns not only strategy, but also to read the body language and vocal intonations of other children. And, in seeing how other children respond to him or her during the game, the child learns about self.

When children play games of their own invention, or even traditional games like hide and seek, they often make up their own rules as to who is to be “it” and what the limits of the game are. In this way, children learn what Jean Piaget called “mutual respect.” Mutual respect means that when one child makes a rule, the others follow. But the rule maker must in turn follow the rules made later by another child. It is only when children engage in self-initiated play of this kind that they acquire a solid sense of mutual respect.

Clearly, play serves a very different function for children than it does for adults. For children, it is a way to learn about self and the world through self-created experiences. That is one reason child-initiated play is so important and why it should not be replaced either by adult-organized sports or by academic activities disguised as games. When we appreciate the important role play serves in a child’s learning about self and world, we give children the time and opportunity to engage in the self-initiated play that is the surest way for them to fully realize all of their intellectual, emotional and social potential. 





...it starts with the child and not with the subject matter.

History

– David Elkind, PhD

Early childhood education, the care and instruction of young children outside of the home, over the last half century has become a downward extension of schooling. It is now the first rung on the educational ladder. In many respects, however, this most recent addition to the pedagogical hierarchy is quite different from its elementary and secondary predecessors.

The early childhood curriculum is the most holistic and least differentiated at any level of education. It is also the most solidly grounded in philosophy, in clearly articulated methodology, and in theory and research. Those who contributed to the discipline of early childhood education came from occupations and professions outside the academic domain. What they had in common was an understanding of children. And that is what makes early childhood education unique; it starts with the child and not with the subject matter.

The philosophical foundations of early childhood education were provided by John Amos Comenius, John Locke, and Jean Jacques Rousseau. Its curriculum and methodology were created by the likes of Johann Heinrich Pestalozzi, Friedrich Froebel, Maria Montessori, and Rudolf Steiner. Most recently, it was scientifically grounded by the research and theories of Sigmund Freud, Jean Piaget, and Erik Erikson. While there are differences in the approaches of these progenitors of early childhood education, they are overshadowed by one common principle: that early childhood curriculum and practice must be adapted to the maturing needs, abilities, and interests of the child.

This was the principle embodied in the first kindergarten program, developed by Friedrich Froebel (1782-1852) and the first early childhood program to be widely adopted in both Europe and abroad. The kindergarten movement was propelled by the industrial revolution and the introduction of women into the factory labor force. Later, Maria Montessori's (1870-1952) early childhood program was also widely adopted both in Europe and abroad. But it was not until after WWII that early childhood

education came to be seen as an important first step on the educational ladder.

In America, the Head Start Program, launched in the 1960s for low-income children, had an unintended consequence. Although it was very effective, the title gave parents the impression that education was a race, and that the earlier you start, the earlier and better you finish. Middle-income parents wanted their preschoolers to have a head start as well. This gave added emphasis to the importance of early childhood education as the answer to improving the educational system.

As a consequence, kindergarten, once a half-day affair required by only 40 percent of US states, has become largely a full-day affair required nationwide. Academics, including math and reading curricula, testing and grades, are now the norm in many schools. Programs for younger children have expanded as well. Today, some 80 percent of children under the age of six spend part or full time in non-parental child care settings. Having your child cared for outside of the home, once looked down upon as an abrogation of a mother's maternal instinct, is now a socially accepted practice. Indeed,



those parents who choose not to put their children in out-of-home settings are the ones perceived as insufficiently concerned with their child's welfare.

With the rapid expansion and acceptance of early childhood programs, the basic principle

of early childhood education, supported by an overwhelming amount of contemporary research and classroom experience, is dismissed as irrelevant. Instead, we have had a politically and commercially driven effort to make early childhood education

“the new first grade.” The articles presented in this booklet make clear that a play-based curriculum is best suited to meet the emerging needs, abilities and interests of young children. We have come too far from where early education began: with the child. 

...the hummy rhythm of the children's attention to their work.

Time

– Sydney Gurewitz Clemens

A **two-year-old** on the sandy beach with a pail and a shovel lives in joy, outside of time. He has the attention span of a giant. He will play, with or without your company, as long as you'll let him.

A seven-year-old city child, at that same beach, lets himself hang out, observes people, birds, and water. Suddenly, without an external trigger, he gets up and sprints along the beach and into the water up to just the right height, stops, rests, considers,

relaxes. To children, time is measured in units of joy.

From the moment they greet the children in the morning, adults at a child care center or kindergarten convey their attitude about how time is to be used. Without pressure, there's time to say hello and ask how things are going. Courteous, relaxed interactions start a good day. Where time is organized rigidly and there's never enough of it, staff and children collide. Children want to keep on building with blocks until they've finished what they're building, and they resent having to tear down what they've built because

it's "cleanup time." Respecting this, some programs choose to let structures remain—out of the way of the cleaning staff—so building can continue tomorrow.

Waiting in line at the supermarket feels wasteful unless you play with the other people in line. So it is in the early childhood classroom. If children have to wait, they will get impatient or angry—not emotions you're trying to develop. Wise teachers thus arrange a fluid, responsive day with minimal waiting. In Reggio Emilia, Italy, children and staff work together on a project for as long as eight or ten weeks, returning to it most days, as if they had all the time in the world. A great deal can be accomplished by children working on this kind of extended timeline, and these children's ability to understand how the world works changes because mindful time was invested in important exploration.

A good classroom will flow. Teachers will have a general idea of a schedule, but respond intuitively to the hummy rhythm of the children's attention to their work. Like good parents and good friends, good teachers tune in to those they care for, and promote a flowing, peaceful use of time. 





...bringing children into a space of their unique knowing and understanding.

Imagination

– Richard Lewis

Play is an act of imagining. When children go outside to play—running, skipping, jumping—what is activated is a different form of knowing. It is a way of believing that allows children, if they wish, to run as fast as the wind or jump as high as the clouds, becoming, in an instant, a part of the exuberance and playfulness of nature itself.

In more solitary forms of play—be it a child playing in a sandbox, dressing up, or having a conversation with a doll—the imagination is now, through its own resources, at play. It is creating, pretending, performing, and bringing children into a space of their unique knowing and understanding.

Even our own adult imagining is a form of play. Haven't we all noticed that when we imagine, dream and reality, time and space, feeling and thought begin to intertwine, blending components

that reflect who we are and how we interpret the wondrously complex world around us?

For the child, both play and imagining are instinctive capacities. They are not only crucial to a child's sense of well-being, but also, if encouraged and supported, the path to envisioning possibilities, discovering new ideas, enlarging experience, and questioning and expressing the delicate boundaries of the known and the unknown.

Perhaps it is part of the genius of childhood to integrate play and imagining into one seamless activity. A way in which the life of our minds and our bodies are in dialogue with each other. Or, as one child, Maggi, said to me: "When I play it feels like you can't fall down. And it feels like the stars are carrying me." 





...nothing lights up a child's brain like play.

Brain Research

– **Stuart Brown, MD**
(founder of *National Institute for Play*)

A close look at young children worldwide reveals the spontaneous whole-self involvement of their bodies, minds and spirits in the joyful pursuit of play. Something deep within prompts them to enjoy the tug of gravity and urges them to move, chase each other, wrestle and squeal with delight—and to find pleasure through exploration and tinkering with objects around them, making toys or building fantasy forts and hiding places.

In studying what occurs in the brain during play, researchers into animal play have provided evidence of play-brain relationships that also apply to humans. They have discovered that play arises from areas of the “ancient” brain (that all mammals possess) that are organized for survival, and they flow “upward”

into higher centers, activating interaction with the environment. This flow is similar in humans and involves our hands, which are so richly connected with our brains, and a primary way we interact with the world. As kids play with blocks, fashion mud pies, and throw balls, they are constantly fertilizing neural growth and integrating complex areas that the natural world offers.

Immersion in the natural world is a central aspect of healthy child's play. High-tech industries such as NASA's Jet Propulsion Laboratory have found that their best overall problem solvers were master tinkerers in their youth. They have even altered their hiring policy to give high priority to this play background information.

In childhood play, it is a safe assumption that kids need more than a two-dimensional screen to gain competency. Children need free, hands-on play that is kid-organized, to maximize their potential. Nothing lights up a child's brain like play. 





...play works, but is seriously endangered in today's schools.

Research & Current Trends

– Joan Almon & Edward Miller
(Alliance for Childhood)

The vital importance of play in young children's development has been shown in study after study going back more than half a century. Nevertheless, early childhood education has in recent years become increasingly focused on teaching literacy and other academic skills, in part because of popular misconceptions about play being a waste of time.

Th ee recent university studies of public kindergartens, sponsored by the Alliance for Childhood, provide evidence of how far this trend has gone. A survey of 254 teachers in New York and Los Angeles showed that their full-day kindergartens devoted two to three hours per day teaching literacy and math and preparing



students for or giving them standardized tests. Play with blocks, sand, or water is rare. Most kindergarteners get 30 minutes or less to play per day; many have no playtime at all.

Policymakers and school administrators push early academics as a way to give children a competitive edge in a global economy, and to help children from low-income backgrounds catch up with

their middle-class peers. But those arguments are based on assumptions not supported by well-designed research. The federal government has invested heavily in research on early literacy, with disappointing results. The federal Reading First program, for example, significantly increased didactic, phonics-heavy reading instruction but had no effect on reading comprehension scores. Intensive test-driven programs may produce short-term gains in scores, but long-term research indicates that these gains fade away. Studies of Germany's experiment with academic kindergartens showed that play-based early education produced better results in reading and math, social and emotional adjustment, creativity, intelligence, oral expression, and "industry."

The esearch base on early education is clear: play works, but is seriously endangered in today's schools. 



... balancing one block atop another, they are registering principles of physics and support.

Building Blocks for Learning

- **Katrina Ferrara**, BA
- **Kathryn Hirsh-Pasek**, PhD
- **Roberta M. Golinkoff**, PhD

“Creating environments where children can learn through play is not a simple thing to do consistently and well...The role of the adult is critical...The adult designs an environment with hands-on, concrete materials that encourage exploration, discovery, manipulation and active engagement of children.”

– **J. Hewes**



Blocks. Seemingly simple, they actually offer children an entire classroom’s worth of opportunities for mathematical and spatial learning.

As children pick up and feel the rigid angles and smooth curves of wooden squares, circles, and triangles, they are learning the fundamentals of shape and proportion. When they distinguish the green block from the red, they refine their ability to note patterns and compare

features. And when they build towers by masterfully balancing one block atop another, they are registering principles of physics and support.

Research suggests that four and five year-olds given 15 minutes of free play will spend a third of this time engaged in spatial, mathematical, and architectural activities! Studies also show that this kind of play, especially with blocks, helps children discover principles such as symmetry and geometry and sets the stage for more advanced skills used later in mathematics and geography.

Given their utility as a creative medium, a foundation for learning, and a basis for fun interaction between parents and children, blocks are one of the most versatile and rewarding items in the toy box. No wonder the American Academy of Pediatrics recognized blocks as among the “true toys” that should be valued in our homes and schools. 



...we learn what we do.

Active Learning

– Larry Schweinhart, PhD
(HighScope)

Active learning is the way we all learn. From our beginnings, our brains are constantly growing, connecting their synapses in new ways and into increasingly complex structures. At birth, we first learn to make sense of booming, buzzing confusion. We learn from what we see, feel, touch, taste, smell, and do. We develop the special human abilities of language-speaking, listening, reading, writing, and discovering meaning. These new abilities enrich our lives with whole new realms of knowledge, but they never replace our immediate world of senses and activities. We learn what we do.

When we make a plan, we are learning how to work toward objectives. When we carry out



a plan, we are learning how to follow through on what we say. When we review the plan afterwards, we are learning how to take responsibility. When children do what we tell them, they are learning how to do what we say. When we ask them what they want to do and they do it, they are learning how to take initiative.

The HighScope Educational Research Foundation conducted a long-term follow-up study of three types of preschool education:

direct instruction, traditional nursery school, and HighScope's active participatory curriculum. Direct instruction teachers taught children lessons and how to give the right answers. Traditional nursery school teachers let children do what they wanted and followed their lead. Teachers in the active participatory program had children plan, do, and review their own activities and supported them in these activities. All three groups of children became better prepared for school, but the two more child-led approaches seemed to better prepare children for life—with fewer emotional problems and fewer crimes committed as teens.

Children engaged in active learning learned not just from the lesson content, but also from the educational activities themselves. 



...outside—all they need is time, playmates, and permission.

Nature

– Rachel Grob, MA, PhD
(Sarah Lawrence College)

Think back to when you were a child. Did you crave the outdoors? Did you have a favorite spot to play—a tree, a stream, a rocky crevice or vacant lot? Did you have a special place to hide, where you could watch without being seen and let your imagination run free? Did you resist being called back inside, wanting to swing one more minute with your face tilted up to the darkening sky or to finish a last exhilarating game on the street?

Because of our own experiences, many of us already know and feel the benefits of play in natural settings. Research corroborating our firsthand perceptions comes as no surprise, but it helps us understand why outdoor play is so essential. One reason is that nature offers unparalleled opportunities for exploration and experimentation. As landscape architect Samuel Nicholson put it, “In any environment, both the degree of inventiveness and creativity, and the possibility

of discovery, are directly proportional to the number and kind of variables in it.”

The number and kinds of “variables” outdoors are endless: plants, animals, insects, water, sand, dirt, dust, hills, holes—all of these are fascinating, and many change over time, constantly revitalized as material for children’s play. Nature is the very best place for children to find “loose parts”—that is, material for play that can be moved around and used in many ways. Pieces of wood can make a fort or a miniature world; rocks can serve equally well as pretend people or pretend food in an imaginary game; dirt can be sculpted into a palace for ants or dug to create a hole for buried treasure. The open-ended characteristics of the natural world excite play far richer than what children will ever find in manufactured toys that require them only to push buttons or follow pre-set rules.

In addition, the gross motor play children need to become physically adept emerges spontaneously and joyfully in the outdoors. The natural world offers room to run, irresistible

opportunities to climb, uneven terrain to be negotiated. Most children need no coaxing or coaching to burn calories outside—all they need is time, playmates, and permission from adults to explore what their bodies can do. As landscape architect Robin Moore writes, “The indeterminacy of rough ground allows it to become a play-partner, like other forms of creative partnership: actress-audience, potter-clay, photographer-subject, painter-canvas. The exploring/creating child is...using the landscape as a medium for understanding the world by continually destructing/reconstructing it.”

Nature offers children not just physical room to play, but mental and emotional room as well. The “secret spaces” young people need for private reflection and growth can be found in abundance, and children will use their time outdoors to nurture contemplative as well as active forms of playfulness. Their ability to relate creatively and peacefully with others expands in nature too; researchers have found decreased incidents of aggression and increased imaginative play and creative social interactions



Jonah – by Talia Grob Stewart (age 9)

in environments converted from asphalt to an “environmental yard” with ponds, gardens, a meadow, and trees.

Features of the natural world children explore with their senses by day, they play with in their dreams at night, and turn into poetry when they wake. 

When I remember my brother Jonah I picture him on the back of a whale.

It's raining but Jonah doesn't care because he's already wet from diving into the water and coming up again like Jonah and the whale, his hands clutching the whale's neck.

I picture Jonah on the top of a mountain his hands on either side, and his fingers spread out wide, with his open jacket flailing behind him.

When I picture Jonah I picture him on the back of his favorite horse named Yawer, no saddle, no pommel, his hands grasping Yawar's mane.

...a sense of power, control, and mastery of their own learning.

Open-ended and Creative Play

– Francis Wardle, PhD

I observed some young girls helping their mothers wash clothes in the stream. The Maya living in the highlands of Guatemala care for their children while engaging in work—the boys with the men, the girls with the women. On this occasion, a small group of three to five-year-old girls was helping their mothers. However, they soon got bored, so they started to invent a game by tossing the small pieces of soap to each other, and trying to catch the slippery objects. They delighted in the fun of a game that required great concentration, physical agility, and creativity! This game continued for a considerable length of time as the girls found different ways to enjoy this activity. The mothers seemed quite content to watch them have fun playing in the stream. It seems to me these girls were doing many things, including:

- **Creating play activities** to eliminate boredom;

- **Creatively adapting** everyday objects to play with;
- **Imposing new meanings** and uses on familiar objects and the environment;
- **Enjoying themselves** without needing to use expensive, technological or educational toys;
- **Finding a creative way** to have fun and enjoy each other's company.

Open-ended play materials are those that offer children many ways to engage with them. For example, children can play with sand, water, or clay in a variety of ways. In creative play, children use objects and toys to create stories, build constructions, and engage in a fantasy world. The use of materials in flexible and creative ways teaches children to be flexible and creative thinkers with abstract ideas and concepts.

The value of open-ended and creative play is that it enables children to explore a variety of creative uses of common materials and environments, challenges conventional ways to use materials, and gives children a sense of power, control, and mastery of their own learning. 





Author Biographies

We are especially grateful for the help and support of these authors, without whom this book would not have been possible. Thank you for your time, creativity and enthusiasm in writing these beautiful chapters. Thank you for your care and respect for children everywhere and your tireless work in celebration of childhood.

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Professor emeritus of Child Development at Tufts University in Medford,

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Sydney Gurewitz Clemens,



an early childhood teacher for more than thirty years, is a widely recognized author

and presenter on topics which involve hot cognition: children learning through things they are passionate about. These topics can be from the happy parts of life: early literacy, creativity, and many aspects of the work being done in Reggio Emilia, or from life's painful parts, including divorce, death and dying, and parents in prison. Sydney is the author of two practical and inspiring books on early childhood: *The Sun's Not Broken*, *A Cloud's Just in the Way: On Child-Centered Teaching*, and *Pay Attention to the Children: Lessons for Teachers and Parents from Sylvia Ashton-Warner*. Visit her website at www.eceteacher.org.

Richard Lewis is a teacher,



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The Center's particular interest is the role of the imagination within learning—and its relation to our understanding and expression of the natural world. Recent books by Richard Lewis include: *When Thought is Young*, *Living by Wonder*, *I Catch My Moment: Art and Writing by Children on the Life of Play*, and a collection of poems, *Shaking the Grass for Dew*.

Stuart Brown, MD, is a medical



doctor, psychiatrist, clinical researcher, and the founder of the National Institute

for Play. (www.nifplay.org) He first discovered the importance of play by discerning its absence in a carefully studied group of homicidal young males, beginning with the University of Texas Tower mass murderer, Charles Whitman. Dr. Brown speaks regularly to Fortune 500 companies and groups across the country on the importance of play in our lives. Most recently, he appeared at the New York Public Library. The producer of a three-part PBS series, *The Promise of Play*, he has also appeared on NPR and was featured in a cover story in *The New York Times Magazine*.



Joan Almon is

director of the US Alliance for

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education and advocacy group that addresses issues affecting children's overall health and well-being. The Alliance is focusing on restoring play in kindergartens and other early childhood settings, as well as in the lives of all children. Materials can be found on their website at www.allianceforchildhood.org. For over 30 years, Joan was a Waldorf kindergarten teacher, teacher-educator, and consultant to Waldorf schools worldwide. She has written numerous articles and chapters on early childhood, play, and imagination.

Edward Miller, MEd, is a founder



of the Alliance for Childhood, a nonprofit research and advocacy organization, and of the New York Coalition for Play. He is co-author of *Crisis in the Kindergarten: Why Children Need to Play in School* (2009), and he edited the Alliance's two reports on children and technology: *Fool's Gold* (2000) and *Tech Tonic* (2004). A former editor of the *Harvard Education Letter*, Ed has taught at Harvard University and at Sarah Lawrence College, where he is a member of the Professional Advisory Board of the Child Development Institute.

Kathryn Hirsh-Pasek, PhD, is



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Katrina Ferrara, BA, is the Infant Lab Coordinator at Temple University. Special thanks for putting together the chapter on Block Play.

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Larry Schweinhart, PhD, is



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at HighScope Educational Research Foundation (www.highscope.org) since 1975 and served as its president since 2003. He has directed the HighScope Perry Preschool Study through age 40, the HighScope Preschool Curriculum Comparison Study through age 23, evaluations of Head Start and Michigan School Readiness programs, and the validation of the HighScope Child Observation Record. He received his PhD in Education from Indiana University in 1975. He and his wife have two children and five grandchildren.

Rachel Grob, MA, PhD, is a



faculty member in the Health Advocacy Program and directs the Child

Development Institute at Sarah Lawrence College. Activities of the Institute include research on play, a week-long summer institute on facilitating play, and collaboration on a series of films for public television. Dr. Grob is author of articles on parenting and childhood; her forthcoming book from Rutgers University Press is titled *Testing Baby: The Transformation of Newborn Screening, Parenting and Policymaking*. Her children, Jonah and Talia, play and write poetry at the Blue Rock School in West Nyack, N.Y..

Francis Wardle has a PhD in



Early Childhood Education from the University of Kansas. He has

been a Head Start director and national education director for Children's World Learning Centers. Currently he teaches at the University of Phoenix and Red Rocks Community College. Dr Wardle has authored several books, including *Play, Development, and Early Education* (with Johnson and Christie) and many articles on play. He is a member of Partners of the Americas, and a founding board member of the Starfish Educational Institute, which organizes an annual teacher training conference in Maceio, Brazil.

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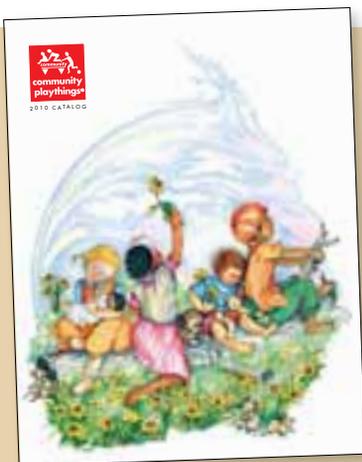
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Organizations

Alliance for Childhood promotes policies and practices that support children's healthy development, love of learning, and joy in living. Their public education campaigns bring to light both the promise and the vulnerability of childhood. They act for the sake of the children themselves and for a more just, democratic, and ecologically responsible future. Visit the website at www.allianceforchildhood.org.

Playing For Keeps: Association of Children's Museums (ACM) adopted Playing for Keeps as a leadership initiative in April 2008. Play has always been at the core of ACM's work and that of its members. Yet play opportunities for young children are diminishing, drawing increased concern from educators, parents, and the general public. Promoting the necessity of play and advocating that communities and families make play a daily habit has become more important than ever. Learn more at <http://www.childrensmuseums.org/programs/playingforkeeps.htm>.

International Play Association, USA (IPA/USA) is the national affiliate of IPA World, an international non-governmental organization, founded in Denmark in 1961. The purpose of the IPA is to protect, preserve, and promote the child's right to play. Specific interests include environments for play emphasizing universal access, leisure time facilities, programs that develop the whole child, play leadership training, toys, and play materials. Check out the website: www.ipausa.org.



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Take advantage of our extensive library of free staff development tools for designing educational spaces for children and maximizing the learning opportunities that take place there. Our guidebooks, CD-ROMs and popular e-newsletter Collage, provide early childhood educators and administrators with great resources on how the classroom environment can best benefit the children in their care. View them at www.communityplaythings.com/resources, where you can also request hard copies from Customer Service.



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“For children in general, and for young children in particular, self-initiated play is a basic mode of learning. Through such play, children create new learning experiences that they might not otherwise encounter.”

– Dr. David Elkind



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10 THINGS EVERY PARENT SHOULD KNOW ABOUT PLAY



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and stress.

4. Play is more than meets the eye.

Play is simple and complex. There are many types of play: symbolic, sociodramatic, functional, and games with rules—to name just a few. Researchers study play's many aspects: how children learn through play, how outdoor play impacts children's health, the effects of screen time on play, to the need for recess in the school day.

5. Make time for play.

As parents, you are the biggest supporters of your children's learning. You can make sure they have as much time to play as possible during the day to promote cognitive, language, physical, social, and emotional development.

6. Play and learning go hand-in-hand.

They are not separate activities. They are intertwined. Think about them as a science lecture with a lab. Play is the child's lab.

10 Things Every Parent Should Know about Play

by Laurel Bongiorno

1. Children learn through their play.

Don't underestimate the value of play. Children learn and develop:

cognitive skills – like math and problem solving in a pretend grocery store

physical abilities – like balancing blocks and running on the playground

new vocabulary – like the words they need to play with toy dinosaurs

social skills – like playing together in a pretend car wash

literacy skills – like creating a menu for a pretend restaurant

2. Play is healthy.

Play helps children grow strong and healthy. It also counteracts obesity issues facing many children today.

3. Play reduces stress.

Play helps your children grow emotionally. It is joyful and provides an outlet for anxiety

For Your Child's Teacher



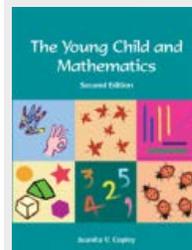
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7. Play outside.

Remember your own outdoor experiences of building forts, playing on the beach, sledding in the winter, or playing with other children in the neighborhood. Make sure your children create outdoor memories too.

8. There's a lot to learn about play.

There's a lot written on children and play. Here are some [NAEYC articles and books about play](#). David Elkind's *The Power of Play* (Da Capo, 2007 reprint) is also a great resource.

9. Trust your own playful instincts.

Remember as a child how play just came naturally? Give your children time for play and see all that they are capable of when given the opportunity.

10. Play is a child's context for learning.

Children practice and reinforce their learning in multiple areas during play. It gives them a place and a time for learning that cannot be achieved through completing a worksheet. For example, in playing restaurant, children write and draw menus, set prices, take orders, and make out checks. Play provides rich learning opportunities and leads to children's success and self-esteem.

Laurel Bongiorno, PhD, is the director of Champlain College's graduate program in early childhood education, with specializations in teaching and administration, in Burlington, Vermont. She has taught preschool, directed early childhood programs, and studied parents' perceptions of preschoolers' learning through play.

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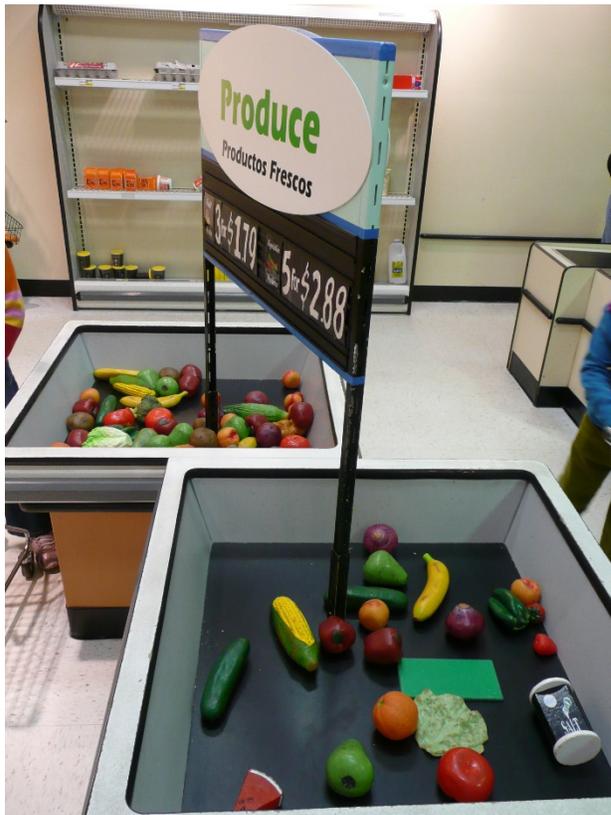
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CITY OF RANCHO CUCAMONGA

Naming of Parks and Facilities Policy

PAGE: Page 1 of 5
EFFECTIVE: November 1, 2011
APPROVED: October 17, 2011
REVISED:

A. PURPOSE

The following policy is to be used in the naming of parks, facilities and facility amenities owned by the City of Rancho Cucamonga. To insure that parks, facilities and amenities paid for and operated by public funds have clear guidelines for establishing names and identity, this policy establishes uniform and consistent evaluation of dedication and naming requests and to ensure that this honor is bestowed in an equitable manner and based on common criteria supported by compelling reasons. All naming must be congruent with overall strategic mission, vision and values for the City of Rancho Cucamonga. Final approval of all naming is the responsibility of the City Council unless otherwise stated.

Additionally, the policy sets forth guidelines for allocation of sponsorship naming rights for accepting and recognizing contributions through Sponsor Agreements developed through fundraising campaigns.

B. DEFINITIONS:

The following definitions shall be in effect for this policy:

- Public Parks and Open Space: City owned parks, open space and trails.
- Recreational Community Facilities: City owned buildings that are used primarily for recreational or cultural activities.
- Other Community Facilities: City owned facilities used to conduct city business or provide services that are not recreational or cultural in nature.
- Facility Amenities: Portions of City owned properties subject to naming including rooms, courtyards, sport fields and significant architectural elements of a facility. Site furnishings, equipment or fixtures are excluded from this policy.

C. NAMING CATEGORIES/CRITERIA

The following factors shall be considered in the naming of any park, open space, facility or amenity:

1. General Conditions and Exclusions

- Naming that promotes unhealthy lifestyles, including but not limited to alcohol or tobacco use will not be considered.
- Naming that promotes any political organization will not be considered.

- Re-naming of City facilities is strongly discouraged and can only be considered when compelling circumstances exist.
- The Rancho Cucamonga Epicenter is excluded from this policy. Its naming guidelines are subject to the terms and conditions of the tenant lease with the resident minor league baseball team.
- The Rancho Cucamonga Civic Center is not available for naming opportunities; however amenities within the building may receive Commemorative Naming.

2. Geographical Location, Historical Designation & Designated Facility Function

- First preference is to provide easy and recognizable reference for City residents based on the location and the designated function of the park or facility.
- If a park site or facility is located next to a school and the school has been officially named, it may bear the same name. If the school has not been named, the City shall work with the School District on a mutually agreed upon name.
- If the park site or facility is near a geographical landmark it may be named for that landmark if it is not adjacent to a school site.
- A park or facility may be named for an adjacent street or commemorative event if it is not located next to a school site or significant geological or historic element.
- If the park site or facility is near a historical site or landmark, it may be named for that site.
- A park site, facility or amenities may be named after individuals or organizations if they have contributed significantly to the development of the park, amenity, general park system or other City project or program.

3. Termination of Naming Rights

Due to the high profile nature of public facilities, diligence and discretion must be exercised in their naming. Significant review and higher standard of care will be applied in the use of a name of an individual, organization or business. The City reserves the right to reject any sponsor requests or naming request at any time during the approval process. The City Council may remove a name from a park, open space, trail, building, or portion thereof, structure, equipment or furnishing when deemed by the City council to be in the best interest of the City.

The City Council reserves the right to suspend the use of a Commemorative Name or terminate a Sponsor Agreement in the case of circumstances involving fraud, poor moral character, criminal activity or other actions which would reflect poorly on the reputation, image or good-will of the City. Additionally, should a corporate entity cease to exist, their naming rights may be terminated.

D. NAMING DESIGNATIONS – COMMEMORATIVE AND SPONSORSHIPS

Individuals, families, organizations or businesses recognized shall be defined as either a Commemorative designation (for outstanding civic contributions) or Sponsorship designation (in exchange for financial contribution). City Hall is excluded from either Commemorative or Sponsorship naming opportunities. Existing parks or facilities with a Commemorative name are excluded from Sponsorship naming, however amenities at existing parks or facilities may be considered.

1. Commemorative Naming

- Honorarium/Memorial – includes the use of a name of an individual, family or organization (not associated with Sponsorship Agreements) for the purpose of recognizing distinguished and significant contributions to the community that resulted in positive, lasting impacts. Preference is that Commemorative Naming be done in conjunction with Geographical and Functional Naming.
- Commemorative Naming shall be done in a manner that insures that there is broad support for the naming and a general knowledge that the contributions of the individual, family or organization are extraordinary. Extreme care and diligence must be exercised in application of this policy to insure that the selection of honorees will withstand the test of time.
- Nominees for Commemorative Naming (individuals, families and organizations) are subject to background investigations to ascertain and affirm that their character represents the integrity and service to the community that warrants such a privilege.
- See Policy Section on Elected Officials for clarification of Commemorative Naming involving individuals serving in an elected office capacity.

2. Sponsorship Naming Rights

Sponsorship Naming Rights includes naming in exchange for a significant donation from a business, organization or individual to recognize philanthropic support, whether through an affiliate non-profit Foundation or through the City. In evaluating Sponsorship Naming Rights associated with an approved fundraising campaign, the following guidelines are to be adhered to:

- The City may enter into agreements with non-profits that allow the organization to solicit contributions towards construction or operation of a City park or facility. Organizations affiliated with the City that desire to raise funds for a City sponsored project must receive City Council approval prior to soliciting naming opportunities.
- The non-profits may assist the City in negotiating terms of the gift. Staff will prepare a recommendation to the appropriate commission who will make a final recommendation to the City Council.
- The only approved non-profits affiliated with the City include the Rancho Cucamonga Community and Arts Foundation and the Rancho Cucamonga Library Foundation. Special naming rights campaigns may be approved and launched if established by these approved non-profits.
- Sponsors will be required to enter into a Sponsorship Agreement with the City and appropriate Foundation establishing terms and conditions, payment schedules, donor status and recognition levels, duration of naming and termination of rights.
- Sponsorships will not be considered from any donor whose purpose or conduct would reasonably demean the reputation, image or good-will of the City.
- Potential sponsorships will be evaluated in terms of their possible negative impact on soliciting and obtaining additional sponsors in the future. Sponsors should not be considered if such approval would likely result in a significant reduction in future sponsors.

- Sponsorships, and wording on donor recognition/individual appeal plaques, will not be considered which could place the staff, Foundations, City Council or the City in any potential or perceived conflict of interest.
- Sponsorships will only be approved with corporations, organizations or individuals who wish to contribute, based solely on their support of the mission and objectives of the City. While acknowledgement of the sponsor's official business, name and/or affiliation is important for positive appreciation, the donor recognition program, including wording used on donor recognition/individual appeal plaques, shall not be allowed for marketing or advertisement of specific products, projects or campaigns.
- See Policy Section on Elected Officials for clarification of Sponsorship Naming involving individuals serving in an elected office capacity.

E. COMMEMORATIVE OR SPONSORSHIP NAMING INVOLVING ELECTED OFFICIALS

Extreme care is to be used in consideration of naming a public park or facility in recognition of elected public officials.

1. Commemorative Naming Guidelines for Elected Officials

To be considered for Commemorative Naming of a park, facility or amenity in the name of a Federal, State or Local elected official for their contributions associated with their elected office, the individual must not have served in elected office for which they are being recognized for at least one year. Exceptions are at the discretion of the City Council and will only be considered when extenuating circumstances exist.

2. Sponsorship Naming Guidelines for Elected Officials

For the purposes of recognizing a financial contribution through a negotiated sponsor agreement through an approved fundraising campaign, a building, room or amenity may bear the name of an elected official if specific conditions are met, including approval of a formal written agreement outlining the terms and conditions of the Naming Rights. The individual must not have served in the elected office from which they assisted with the financial contribution for at least one year. Final approval is at the discretion of the City Council.

F. APPROVAL PROCESS

Initiation of naming can occur at the Department level or by a member of the community. City staff may solicit community input for the naming of a public facility or commence an ad hoc committee for a planned project. Naming opportunity recommendations shall be forwarded for approval to the City Council from the appropriate Department, Board, Committee or Commission. Depending upon the park or facility beginning considered for naming, the following guidelines apply:

1. Park or Recreational Facility or Amenity

- General naming or Commemorative naming opportunities for parks and recreational or cultural facilities shall be researched by the Community Services Department and taken for review to the Park and Recreation Commission. The Commission will forward a final recommendation to the City Council for approval.
- Sponsorship naming rights for recreational or cultural facilities shall be solicited and negotiated by the Rancho Cucamonga Community and Arts Foundation or Special Campaign Committee in conjunction with the Community Services Department and taken for review to the Park and Recreation Commission. The Commission will forward a final recommendation to the City Council for approval.

2. Library Facility or Amenity

- General naming or Commemorative naming opportunities for library facilities shall be researched by the Library Services Department and taken for review to the Library Board. The Board will forward a final recommendation to the City Council for approval.
- Sponsorship naming rights for library facilities shall be solicited and negotiated by the Rancho Cucamonga Library Foundation or Special Campaign Committee in conjunction with the Library Services Department and taken for review to the Library Board. The Board will forward a final recommendation to the City Council for approval.

3. Other Facilities or Amenities

- General naming opportunities for other facilities shall be reviewed by the appropriate Department and forwarded to the City Council for final approval.
- Sponsorship naming rights for other facilities shall be solicited and negotiated by the appropriate Department and forwarded to the City Council for final approval.

POLICY ATTACHMENTS:

- Sample Sponsor Naming Rights Agreement