

LIBRARIES GOT GAME

MAPPING MODERN BOARD GAMES WITH THE NEW AMERICAN ASSOCIATION OF SCHOOL LIBRARY STANDARDS FOR THE 21ST CENTURY LEARNER.

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SCHOOL LIBRARIES ARE LEARNING CENTERS THAT PROVIDE A VARIETY OF INSTRUCTIONAL, INFORMATIONAL, AND ENTERTAINMENT RESOURCES FOR TEACHERS AND STUDENTS SPANNING THE CURRICULUM. LIBRARIES PROVIDING GAME RESOURCES IS A NATURAL EXTENSION OF THAT SERVICE.

GAMES ARE VALUABLE ASSETS. THEY ENGAGE STUDENTS WITH AUTHENTIC LEISURE EXPERIENCES WHILE INTRODUCING AND REINFORCING A VARIETY OF SOCIAL, CURRICULAR AND LITERACY SKILLS.

GAMEPLAY ALSO PROVIDES AN OPPORTUNITY FOR STUDENTS TO EXPLORE A HOST OF SOCIAL AND LIFE SKILLS NOT INHERENT IN THE CURRICULUM, BUT IMPORTANT FOR THEIR SUCCESS.

INQUIRE, THINK CRITICALLY AND GAIN KNOWLEDGE

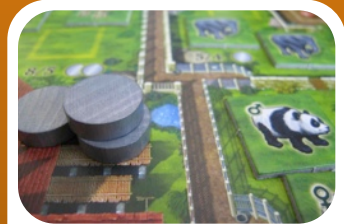
AASL LEARNING STANDARD ONE

GAMES RICH IN HISTORICAL CONNECTIONS, SUCH AS **1960: THE MAKING OF THE PRESIDENT** AND **TWILIGHT STRUGGLE**, ALLOW STUDENTS, THROUGH INQUIRY, TO SEEK KNOWLEDGE IN CURRICULAR SUBJECTS AND CONNECT THEIR ACTIVITIES BACK TO THE REAL WORLD.



GAMES LIKE **SHADOWS OVER CAMELOT** AND **PANDEMIC** PROVIDE A PLATFORM FOR COLLABORATIVE GAME PLAY, WHERE STUDENTS DISCUSS AND WORK IN TEAMS TOGETHER TO DEEPEN THEIR UNDERSTANDING OF THE SKILLS INVOLVED AND OF EACH OTHER.

AT A YOUNGER AGE, GAMES LIKE **ENCHANTED FOREST** AND **GOPHER IT!** HELP STUDENTS BUILD CONFIDENCE AND DIRECTION BY PROVIDING OPPORTUNITIES FOR MAKING INDEPENDENT CHOICES IN THE SELECTION OF INFORMATION.



GAMES OFTEN HAVE A LEARNING CURVE THAT BUILDS TOWARDS PROFICIENCY. STUDENTS HAVE THE POTENTIAL TO EXCEL WITHIN THE GAME BY SELF-MONITORING HOW THEY UTILIZE INFORMATION DURING PLAY.



DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS, AND CREATE NEW KNOWLEDGE

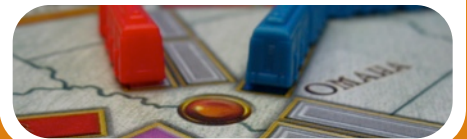
AASL LEARNING STANDARD TWO

PUERTO RICO AND **AGRICOLA** PROVIDE A VARIETY OF PATHS TO VICTORY, ENABLING THE FLEXIBLE USE OF RESOURCES FOR ADAPTING STRATEGIES TO EACH UNIQUE SITUATION.



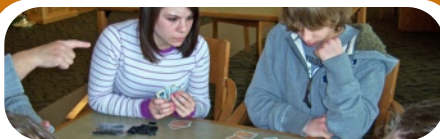
THEMES IN GAMES SPAN BOTH THE GLOBE AND HISTORY. STUDENTS WHO INCORPORATE A MORE DIVERSE AND GLOBAL PERSPECTIVE BENEFIT WHEN ATTEMPTING TO DRAW CONCLUSIONS BASED ON THE THEME OF THE GAME.

AS STUDENTS PLAY GAMES, THEY ANALYZE AVAILABLE INFORMATION, SYNTHESIZE A STRATEGY, EVALUATE THEIR PROGRESS, AND FINALLY ORGANIZE THE RESULTS FOR REFLECTION AND DIRECTION FOR FUTURE GAMES.



SHARE KNOWLEDGE AND PARTICIPATE ETHICALLY AND PRODUCTIVELY AS MEMBERS OF OUR DEMOCRATIC SOCIETY

AASL LEARNING STANDARD THREE



GAMES ARE PARTICIPATORY PASTIMES THAT ENCOURAGE LEARNING COMMUNITIES THROUGH THE SHARING OF CONCEPTS AND STRATEGIES, COLLABORATION AMONGST PLAYERS AND REFLECTION ON PERSONAL PERFORMANCE.

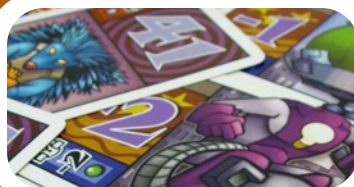
PLAY IS POWERFUL. IT REMOVES SOCIAL BARRIERS AND PROVIDES A LEVEL OF COMFORT THAT ALLOWS STUDENTS TO DEVELOP LEADERSHIP SKILLS AND THE CONFIDENCE TO PRESENT IDEAS TO OTHERS.



WHEN GAMES ARE USED IN AN EDUCATIONAL CONTEXT, THEY MOTIVATE STUDENTS TO PARTICIPATE IN AN EXCHANGE OF IDEAS, OFTEN EXTENDING BEYOND THE LEARNING ENVIRONMENT.

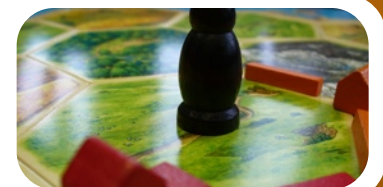
PURSUE PERSONAL AND AESTHETIC GROWTH

AASL LEARNING STANDARD FOUR



THROUGH THE USE OF WELL DEVELOPED THEMES, GAMES CAN CONNECT IDEAS TO THE INTERESTS OF STUDENTS AND BUILD UPON THEIR PREVIOUS KNOWLEDGE AND EXPERIENCES.

GAMES OFTEN HAVE A FAN BASE THAT USES ONLINE SOCIAL NETWORKS TO COMMUNICATE STRATEGIES, SHARE STORIES AND PICTURES, FACILITATE MEETINGS AND CONNECT WITH EACH OTHER.



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