



Play Blast, Spring 2021

Message from the President

From the President:

Spring has arrived, and we are coming out of hibernation. With Spring comes some updates on current happenings and exciting new IPAUSA initiatives. In addition, this is IPA WORLD'S 60TH ANNIVERSARY. I want to take this moment to thank the IPA USA Board for their hard work.

In 2022, elections will be held for board positions. If you would like to be a leader advocating for play, please email me your name at ipausa2019user@gmail.com. In the subject line, put Board Nomination, and I will forward it to the nominating committee. As your current President, I can tell you that this is a worthy organization and one it has been my privilege to serve. If you are passionate about children's right to play, I hope you will join us.

This PlayBlast also highlights the existing and new initiatives of IPA USA. Stay healthy and safe, and until next time, keep playing.

Deb Lawrence, President IPAUSA

State Play Advocates -Deb

How Does IPA/USA advocate for play across the nation? **By having advocates, like you, at the local level.** As we emerge from a global pandemic, I hope you will consider joining our State Play Advocates initiative.

Not all support for this cause is monetary – sometimes the most important donation you can make is your time. We are in the process of expanding this network and would love your participation. Please feel free to contact us via through email at ipausa2019user@gmail.com with your interest and qualifications. Put in the subject line State Play Advocate:

Become A State Play Advocate

IPA USA is looking for IPA USA members interested in becoming advocates for play in their State. The State Play Advocate will gather a group

of interested individuals, work with state and local partners, and plan and implement at least one PlayDay event per year. Supported by Lisa Latimer, the State Play Advocate Chair, and Deb Lawrence, President of IPA USA, State Play Advocates will be provided information through quarterly Zoom calls to help organize and implement PlayDay opportunities. IPA USA has also created the [PlayDay Toolkit](#) to assist you in these events.

[Also, check out the Play Day Handbook now available for download for a suggested donation of \$20.20 from Let's Play America:

<https://www.letsplayamerica.org/toolkits>

Let's Play America, led by IPAUSA member Pat Rumbaugh received an IPAUSA mini-grant to aid in the publication of the handbook.]

IPA USA State Play Advocate Job Description

- Be an [active member](#) of IPA USA
- Create an IPA USA State Advocacy Committee with fellow IPA-USA members that represent rural, suburban, and urban areas that promote playful learning from birth through 18 yrs;
- Meet through Zoom Conference at least quarterly with the IPA USA State Play Advocacy chair, Lisa Latimer;
- Use IPA USA resources to promote playful learning across your state, including recess policy papers, policy briefs, IPA USA [Guiding Principles](#), Vision, Mission, and [Porch Play Chat](#) podcasts;
- Organize one public event per year that demonstrates the value of play to parents, early childhood professionals, policymakers, community leaders (suggest using the [PlayDay Toolkit](#) or Let's Play America toolkit);
- Report events, provide photos, and a brief write-up of each of the two public events to the Committee Chair.

New Initiatives - Deb

Virtual Town Halls are events that discuss relevant issues related to the promotion of play. Town Halls are opportunities for members and others to provide input, raise concerns, discuss, and create solutions to hot topic issues. These virtual events will be held twice per year and will cover topics that members of IPAUSA submit or issues that need discussion. Our inaugural Town Hall is scheduled for **May 11, 2021, from 3 pm – 4:30 pm. EDT**. More detail on the event on p. 6.

The August Town Hall will address how to navigate children playing safely in the COVID 19 environment.

If you have a topic for a Town Hall, email me your topic at ipausa2019user@gmail.com. In the subject line, put Town Hall idea

Pandemic and Play: New Resources on our website at ipausa.org

IPAUSA Board Members formed a committee to address Pandemic and Play. On our website there is a new category Pandemic and Play. There are several resources provided, but the committee focused on Play Choice Boards. Here is the information.

Play Choice Boards for Children During the COVID-19 Pandemic – To go directly to the Play Choice Website [click here](#)

Children who have been isolated during the COVID-19 pandemic may have had more screen time paired with less stimulation for creative play and fewer children (and perhaps no children) with whom to play. These changes may have had a negative effect on their social, physical, and emotional development as well as their creativity, imagination, and ability to get along with children and adults. Whether children return to school in person, continue to learn virtually, or are part of a hybrid model, play, including social play, needs to be an important part of their day.

A large body of research indicates that play is critical to the social-emotional, as well as the academic, development of children. According to Klugman and Fasoli (1995), play includes many of the following characteristics: intrinsically motivated, freely chosen, fun, actively engaging,

mind involving, and non-literal (pretend). When children learn academically in a playful way, they not only learn, they also experience joy!

Play is so important that the right to play is included in the Convention on the Rights of the Child. (See p. 5)

The IPA USA established a committee in June 2020 to develop indoor and outdoor play activities for children in a pandemic. Committee member Lisa Latimer and her staff at iLEAD Agua Dulce developed a series of play activities for children called "Play Choice Boards" for use during the COVID-19 pandemic that can be accessed virtually by children and caregivers. Even though the Play Choice Boards were developed for use in an established school/child care environment, they can also be used at home and at local parks.

The Play Choice Boards offer a variety of indoor and outdoor play activities for children of all ages and abilities that are fun and spark imagination and discovery. They were designed for children to choose the play activities they want to experience rather than being forced to participate in a specific assigned play activity. Parents and other caregivers can find ideas in each Play Choice Board for children to use in a playful way in a variety of settings, and teachers can find ideas to use for socially distanced programs, whether virtually or at school. These ideas are built on the assumption that children learn better when they are having fun and that interactions with friends are critical whether they are in person or on ZOOM or another platform.

The Play Choice Boards are approved by the IPA USA. The IPA USA also supports diversity and inclusion, and encourages children, parents, teachers, and caregivers to play together. The IPA USA believes that it is important for parents as well as teachers and caregivers to play with their children, whether they are playing in person or virtually. Such play benefits both the children and the adults who interact with them. Please consider engaging in play together with your children.

The link below accesses the Play Choice Boards, which share ideas for nature study, art, science, and imaginative play. Where the play activity category is underlined, clicking on the title opens instructions for play or additional play activities. These play activities attempt to address play equity that

includes families whose financial, logistical, and physical barriers prevent easy access to indoor spaces and the outdoors. Many of the play materials are readily available in homes, backyards, and parks. Also, many of the play activities can be modified for children who have a variety of disabilities, with various levels of assistance and adaptations. Even though the children that appear in the Play Choice Boards are primarily Caucasian and able-bodied, the Play Choice Boards were developed for ALL children including children of color, children from different socioeconomic backgrounds, and children of all abilities.

The Play Choice Boards are a work in progress and some of them, particularly the ones that are not underlined, may not open. Please know that we are aware of this, and we are working hard to correct this issue. We are also planning to provide new Play Choice Boards each month.

We hope that you find the Play Choice Boards to be a valuable play resource for you and your children during the COVID-19 pandemic and beyond. Please click on the link below to access the Play Choice Boards:

<https://sites.google.com/ileadaguadulce.org/outdoor-classroom/home>

The IPA USA promotes safe play for children in a pandemic and recommends that families and caregivers follow the requirements, guidelines, and recommendations for safe play provided by their local or state health organizations, the Center for Disease Control (CDC), and the World Health Organization (WHO).

Acknowledgments:

Shortly after the COVID-19 pandemic began, it became clear that children throughout the world and their ability to play safely would become significantly impacted by the virus. The IPA USA proactively established a committee of experts in child welfare, education, inclusive play, and playground safety that dedicated themselves to develop indoor and outdoor play activities for children in a pandemic. It is with joy and gratitude that we say thank you to each of the committee members. The IPA USA acknowledges these extraordinary contributors for their efforts:

Bradley Roberts – for serving as committee Chair, and for propelling the committee forward with his passion for playground safety, inclusive play and play equity.

Summer Belloni – for serving as Secretary for the committee and for her expertise in child education and advocacy.

Director Lisa Latimer and her staff at iLEAD Agua Dulce – for creating the Play Choice Boards for caregivers and children.

Professor Olga Jarrett – for her extensive knowledge and many years of experience in child education.

Porch Play Chats - Deb

If you haven't visited our Facebook, Website, or YouTube Channel, you may be missing our Porch Play Chats. Porch Play Chats (PPC) are conversations that focus on a wide range of topics from experts that are just as passionate about play as we are. Each PPC is about 30 minutes long and filled with nuggets of ideas and information on how to incorporate more play into children's daily lives. Lisa Murphy and I facilitate these PPC's and are energized by the number of folks doing great work across the U.S. Since we began in July 2020, we have recorded 48 PPC's on an array of interesting topics. Our next PPC recordings will take place in July 2021. If you are interested or know someone who may be interested in taping a PPC, please email me at IPAUSA2019user@gmail.com. To view the PPC's, go to ipausa.org, Click on Advocacy, the Porch Play Chats and you can see the 2020 and 2021 Playlist and sessions. Like us on our YouTube Channel and become a Friend on our Facebook page. Both icons are in the upper right of the website.

Play Talk Blog - Deb

Did you know that IPA USA has a PlayTalk Blog on the ipausa.org website. If not, visit the website to see all the great resources that are provided to parents, early care and education professionals, public schools, and others on the importance of play. If you have written an article or come across a great resource, please send it to me at ipausa2019user@gmail.com and put in the subject line *Play Talk*.

Featured Play Advocate, Ruth Ann Ball



Ruth Ann Ball receiving an Adjunct Faculty Award for Outstanding Service
Ruth Ann Ball has been a powerful mentor and advocate of play to many folks. She has served twice as the state of Oklahoma's early childhood association president. She was vice-president of the National Association of Young Children (NAEYC). She has been a keynote speaker on play, created a college course on play, and is well-known nationally as mentor and leader in the field of early childhood. She worked tirelessly with past IPA/ USA president, Ann O'Bar to promote play and developmentally appropriate practice. Following are Ruth Ann's reflections on the role of play in her life and career.

--- LaDonna Atkins

Play: My Professional Journey as an Advocate Ruth Ann Ball, 2021

Reflecting on why I believe play is important for young children begins with memories of how I learned to play. For so long I didn't think I knew how to play. But remembering the times I lived on the farm as a child led me to remember

how it was fun and why I did what I did in the classroom with young children.

Exploration of the pasture, ponds and woods when going after cows when it was time for milking, gathering eggs and finding a snake in the nest, raising baby chicks and ducks, planting gardens, feeding hogs and watched piglets suckle their dinner, milking cows, squirting milk from the udder to the kittens, picking cotton, shocking oats and feeling the wheat as it was unloaded from the combine to the truck, chewing the wheat kernels to make gluten.

I walked to my one room schoolhouse, sometimes taking off my shoes to feel the mud between my toes when it rained or walked in the snow, had picnics on the corner with a friend in the green grass of spring, counted the fence posts as I walked, saw dead animals in the road, and ran up and down the hills. I helped build a straw house, i.e. Three Pigs, with the grass that was cut at the beginning of the school year and always played games at recess. I was playful with the tasks and learned about life.

Helping with meal preparation, cleaning house, preserving food and sewing was part of my daily tasks. I played in the sand and dirt, building roads and bridges with play cars, played school with friends and using sand and dirt as food as I played restaurant. As a child, I didn't even know what a restaurant was as my family always ate at home. My professional journey began as a secondary teacher and college instructor, then as a teacher of three and four year old children with a deep understanding of the value of the way children learn through play. The classroom was set up to provide activities that met the developmental needs of children. However, at the beginning, I didn't know how to talk to young children, but I knew intuitively that children learned through experiencing real life.

As a teacher I planted gardens with children, provided sand and water play, planned a mud day, building with blocks, woodworking and dramatic play. We talked about squirrels who had been hit by cars, dead birds, tasting different foods from other cultures, hatched eggs and had ducks, chipmunks, hamsters, rabbits and a guinea pig, carved pumpkins, then let the smelly pumpkin disintegrate before we buried it. A skeleton visited to talk about bones, took trips to the post office, see a building

being built, always had easel painting but also painting with golf balls and cars in a box.

I tried many different ways of engaging children depending on their developmental needs. We cooked, we sang, we read books and told stories and shared our feelings as we were together in large group. All the play was purposeful, a learning experience, active and a child's work.

I learned from Joe Frost and IPA-US as a member with Ann O'Bar and many others as my mentors. All my activities happened before developmentally appropriate practice was coined and were expanded as I learned about cultures.

I developed a class about the value of play for undergraduates at the university. One assignment was to visit the local parks to evaluate playground equipment. The results were given to the city parks and recreation department. Each of us experiences a different journey. Reflection helps us to know what is important for the children with whom you interact daily. Ask yourself.... How did you begin to think about play and its value for children?

Ratifying the United Nations Convention on the Rights of the Child (UNCRC) – Deb/Olga

UNCRC is a legally-binding international treaty setting out the **civil, political, economic, social and cultural rights** of every child, regardless of their race, religion or abilities.



WHAT DOES IT SAY?

The UNCRC consists of **54 articles** that set out children's rights and how governments should work

together to make them **available to all children**. Article 31 of the UNCRC states that the child has the right to play:

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Under the terms of the convention, governments are required to **meet children's basic needs** and help them **reach their full potential**. Central to this is the acknowledgment that every child has basic fundamental rights. Besides the right to play and leisure, these include the right to:

- Life, survival, and development
- Protection from violence, abuse or neglect
- An education that enables children to fulfill their potential
- Be raised by, or have a relationship with, their parents
- Express their opinions and be listened to

Since the UNCRC was adopted in 1989, 196 countries have signed on to the UNCRC. The United States signed the treaty. But, since it is a treaty, ratification by the Senate is necessary for the United States to officially be a party. Unfortunately, this treaty has never been introduced in the Senate, and the United States is the only country that has failed to ratify the UNCRC. IPA USA has formed a committee led by World Board Member, Cynthia Gentry, to engage members of the U.S. Senate to ratify the UNCRC. This effort will include a broad coalition of partners. Stay tuned for how you can become involved. You can visit the IPAUSA.org website to learn more about the UNCRC.

Upcoming Conferences IPAUSA - Deb

IPAUSA Virtual Speaker Series Conference Oct 2021 — This event will have live and recorded zoom sessions that you can watch anytime during the week. Stay tuned for more information. All

sessions will focus on practical strategies for increasing children's play during the day.

IPAUSA Conference in October 2022 (face to face) -Location to be announced. Fingers crossed for San Antonio, Texas

Virtual play conferences with other organizations

U.S. Play Coalition (Clemson) – The conference began on April 1 with live and dozens of recorded educational and research presentations and weekly networking events, all online from April 1 through June 1, 2021. For more information, check out: <https://usplaycoalition.org/playconference2021>

News from IPA World - Deb

A World Council meeting will take place on May 14th. Three board members from IPAUSA will be on the virtual Council meeting. I (Deb) will share the news with you in the next Quarterly PlayBlast.

Great news from Scotland. Scottish Government put into law the UN Convention on the Rights of the Child (UNCRC).

IPA World's Play Notes will now become a monthly event. As a member of IPA WORLD, you are automatically a member of IPA USA. So you will receive the Play Notes in your email and be informed of member country events that promote play.

An Important call for Member Input - Deb

The International Play Association (IPA) is celebrating its 60th anniversary in 2021. To commemorate and celebrate this milestone, the IPA World board is bringing out a book titled "Children's Play as Human Right" edited by Sudeshna Chatterjee, Cynthia Gentry and Robyn Monro Miller. The book will trace the significant role played by IPA in shaping and promoting children's right to play since IPA's inception, document the many positive outcomes ranging across policy change and local action that have secured this right for children around the world, and discuss the barriers and opportunities for play during the pandemic as well as in the post-pandemic world.

If you are someone whose work impacts children's right to play directly or indirectly, please [CLICK HERE](#) help the editors of the book by taking this short survey.

<https://forms.gle/avYuWtFabZ9aCdKY8>

IPAUSA's Inaugural Virtual Town Hall - Deb

The American Association for Promoting the Child's Right to Play, IPA USA, invites you to a Town Hall Virtual Meeting. In the song My IQ by Ani Difrancio, one of the song's lines resonated with me and became the title of our Town Hall to highlight IPA USA's concern with the overuse of technology with, and by, young children in birth through grade 3 classrooms. In the 21st Century, technology is here to stay, but how we use it can turn it into a weapon that diminishes the role of play in young children's lives.

IPA USA seeks your input on the appropriate use of technology in the classroom as well as your feedback on the changes to the recently revised NAEYC Position Statement on Developmentally Appropriate Practice, specifically the changes to the Principles of Child Development.

I hope you will join us.



"Every tool is a weapon if you hold it right": The role of technology in the early childhood classroom and a conversation of the changes to the NAEYC Principles of Child Development.

Tuesday, May 11, 2021, 3:00-4:30 EDT

Please share this information with your networks and to register, click the link below:

<https://ipausa.org/register-for-the-ipa-town-hall/>

Pre-registration will reserve you a spot in the Town Hall. IPA USA will send a reminder notice. The agenda and zoom link will be distributed the day before the event.

The Town Hall will have a brief presentation, and then participants will be encouraged to share their views on both topics and discuss the next steps that could include a letter of concern sent to NAEYC Board Members and the Leadership.

To learn more about The American Association for Promoting the Child's Right to Play or to become a member, visit our website at ipausa.org

Remembering Paul Hogan (1927-2021)



Paul Hogan, playground designer, inventor, author, expert witness, play advocate, and our dear friend and play colleague, passed away earlier this year (February 2021) in Malvern, PA. He was 94.

Paul was IPA/USA's first president (1975-1986), and many of us are grateful for the role Paul played in formally organizing The American Association for the Child's Right to Play (IPA/USA) in 1973.

Here is how it all began. Paul's first foray into playground safety and design began with his involvement in his own children's inadequate and dangerous nursery school playground in 1958. In 1967, with Paul's growing interest in playgrounds,

he made a trip to Europe to visit adventure playgrounds in London with Lady Allen of Hurtwood. It was then that he first learned about the International Playground Association (IPA). IPA was also holding their 1967 international conference in London/Liverpool at the time, with the theme Recreation and Play.

(Note: IPA was founded in 1961 in Denmark. IPA later changed their name to the more inclusive International Association for the Child's Right to Play and later still changed names again to the International Play Association: Promoting the Child's Right to Play.)

After the 1967 conference, Paul began attending IPA meetings regularly and organized the IPA/USA affiliate in 1973 and in 1975 became the first appointed IPA/USA national representative to the 1975 IPA Milan conference. While attending that 1975 conference, Hogan met Muriel Otter, the IPA secretary. She "cornered him and made him president of IPA/USA." Thus, the first president of IPA/USA was not "elected," but appointed. He started PlayPlans magazine and began to secure subscribers and more members for IPA/USA. And as it is said, "the rest is history."

Paul's contribution to the field of playgrounds is enormous and was his life-long mission. He has authored numerous books, articles, and newspaper articles; his last book was published in 2019 at age 92. He was instrumental in promoting the field of playground safety. He invented two widely used, patented instruments, the Triax 2000 and the "A" Missile, to determine the free-fall impact force on various play surfaces. He was an expert witness in over 550 playground accident cases and started the Playground Clearinghouse to distribute playground safety information. He was also well-known for promoting community-built playground designs using natural/found materials with his *The Nuts and Bolts of Playground Construction* (1984). His bio and huge list of accomplishments and contributions to the play field can be found at <https://www.pgpedia.com/h/paul-hogan>* on the Playground Encyclopedia website.

Paul's playful nature, adventurous spirit, twinkling eyes with thick white hair, infectious smile, and friendly openness will be sorely missed.

- Marcy Guddemi

IPAUSA t-shirts

In partnership with a small business, our Social Media, Outreach and Advocacy committee has created a T-shirt, Trees Over Screens. Follow these steps to order your T-shirt.

1. Visit www.treeandback.com.
2. In the top right, click “Schools”.
3. Enter “IPA” into the search bar and the page will come up.
4. \$5 of your price helps fund IPAUSA advocacy efforts and is tax-deductible.

(See the T-shirt design below.)



Members only page on our website, www.ipausa.org

IPA USA members have access to a Members Only section of our website.

On the Members Only page you will find:

Bylaws

Articles of Incorporation

501c 3

Member Benefits

Member Recruitment Materials

Board Manual

Recent Quarterly Play Blast

Recent E-Journal

Board Minutes

Tools for Advocacy

Check back frequently as more and more resources will be added. To enjoy the member only benefits, go to ipausa.org. Click on Membership. In the dropdown menu, click on *Register for Members only Access* and follow the instructions.

Mini Grants!

IPAUSA has a mini-grant program. The purpose of these small grants (up to approximately \$250) is to provide funding for play projects such as the following:

- Promote play through advocacy effort.
- Create local play days at community-based locations
- Develop play-based advocacy tools to share with families
- Purchase playful materials to reintroduce learning centers into primary grade classrooms
- Purchase materials to inspire play

Check the website for application requirements:

www.ipausa.org/grants.html

IPAUSA Publications

IPAUSA has several publications. You are currently reading the Play Blast (Olga Jarrett, editor) which you receive quarterly by email. As editor, I would appreciate hearing from you with items for the Play Blast or any additions or corrections at ojarrett@mindspring.com.

We also have an ejournal! The Spring 2020 issue of the ejournal on Tinkering is now available on the members only section of the website. The Fall 2020 issue on Risky Play should be available shortly. We really want members to become involved in the journal, both as reader and as contributor. We seek articles that highlight research, projects, and practice about topics pertaining to play and play behaviors in the home, in school, on the playgrounds, and in the community. Manuscripts may address advocacy, culture, games, and activities. Authors are encouraged to examine the ways that children play and how playful activities benefit development. **You may submit articles on the theme for the issue as well as other aspects of play.** Note the themes and deadlines below for these upcoming issues:

Spring 2021: Positive Play with Technology

Fall 2021: Adaptive Play

Guidelines for manuscript submissions are below.

The IPA/USA E-Journal accepts manuscripts up to 2,500 words in length. All text should be featured in

double-spaced, 12-point, Times New Roman Font, and APA format. Each submission should include a one-paragraph abstract of 150-175 words that describes the article as well as its significance to the study of play. All submissions will be evaluated by double-blind review. The names of the author and coauthors should appear only on the cover sheet. For each submission, include the contact information as well as a 40-word bio for every author. Authors should provide their phone, email, address of institutional affiliation, and research interests. The editors will communicate with authors about their status during the review process.

Our co-editors are Vivien Geneser, Shelley Harris and Reece Wilson. They monitor incoming manuscript submissions, manage the review process, and format the final draft prior to uploading it to the website. If you are interested in participating in the production of the eJournal, either as a reviewer or as an author, please contact them at vgeneser@gmail.com. Or submit your paper to the link for journal manuscripts to ipausa2019user@gmail.com.

Vivien Geneser is also the editor of the soon to be published book, *Scholarly Snapshots: Affirming the Importance of the Child's Right to Play* from which IPAUSA will earn profits. The book will be published this year by Rowman & Littlefield Stay tuned.

***Article- Dreaming Of Community:
Reflections from Families Creating
Together by Ed Pizzanese***

Although progress has been made in understanding that individuals living with a disability have many strengths, we need to acknowledge their contributions and their right to confront stereotypes that can limit them to reach their full potential. It is a human right to fully participate in all communities, workplaces, homes, and educational settings.

Families Creating Together (FCT) founded in 2008 is an inclusive Expressive Arts Program which welcomes and includes children of all abilities. Our mission is to provide inclusive community opportunities in the arts for children and their families.

One exemplary workshop which was created by Jody Steiner and designed for 25 participants was called "The Power Of Our Stories: Sign Language, Movement and Visual Arts." It featured Ayisha Knight Shaw, a Storyteller/Actress/Educator, who is deaf. She and Wendy Jehlen, an award-winning dancer and teacher co-led families to finger spell their names, play non-verbal theatre games and create informal storytelling performances.

A Testimonial states "I am a Foster parent of deaf culture, teacher of the deaf, Certified Sign Language Interpreter and Consultant who believes that Families Creating Together provides a great opportunity to explore the arts from all perspectives for my children, family, friends and other deaf children." Darlene G. Ratliff, M.ED

"In a world where people are continually in a process of defining themselves and their communities, arts programs can be an integral part of building community. In every neighborhood, issues of identity and belonging, of respecting different ages and heritages, and of learning demographic ways demands public venue. Arts programs bring elders and youth together to learn, create and change." (Perlstein, 1998, p. 72).

Reference

Perlstein, S. (1998/1999). Culture builds community: Elders share the arts. *Generations*, 22(4), 72-73.

Contributor: Edward Pazzanese has 40 years' experience teaching Visual Art/Mixed Media to children of all abilities. Settings include at Dorchester House (History Mural Program), Community Art Center (Cambridge, Mass.) Dorchester Center For The Visual Arts, Brookline Public Schools, Nantucket Island School Of Art and Design. In 2008 he founded Families Creating Together.

***Let's Play America Virtual Play Day
Handbook***

Let's Play America's Virtual Play Day Handbook is now available. As author Pat Rumbaugh, says, "Everyone deserves to play!" See the cover page of the handbook on p. 10. The e-handbook can be ordered for a \$25 donation at <https://www.letsplayamerica.org/handbooks>



Screen Free Week!

The Campaign for a Commercial-Free Childhood's Screen-Free week is coming soon. Join them in celebrating Screen-Free Week, May 3-9. "After a year of LOTS of screen time, we're finding the possibility in unplugging! Will you join us, even just for a few hours next week?"

screenfree.org/pledge #screenfreeweek

It's the best week of the year! Screen-Free Week starts May 3rd! Learn more and take the pledge to unplug at screenfree.org/pledge #screenfreeweek

Giveaway alert! Celebrate Screen-Free Week from May 3-9 and win a copy of one of the fabulous Annual Screen-Free Week Booklist titles! Share your experiences after you unplug here: screenfree.org/stories #screenfreeweek

I'm going screen-free!

**screen-free
week**
May 3-9, 2021

Learn more at www.screenfree.org

Recommended books - Olga

It is important for American children to learn about the contributions of the diverse cultures that are represented in this nation. And what they learn about the cultures represented at their school will build bridges between children of those cultures and instill pride in immigrant and first generation immigrant children, in particular. With ideas from the following books on games and rhymes, teachers and parents can help build bridges and instill pride.

Sierra, J & Kaminski, R. (1995). *Children's traditional games: Games from 137 countries and cultures.* Phoenix, AZ: The Onyx Press.

This book has clear instruction for play, sometimes with diagrams. Included are paper and pencil games, table games, and outdoor games from around the world and 20 indigenous nations in the U.S. Highly recommended for teachers and play workers.

McKissack, P. C. (2017). *Let's clap, jump, sing & shout: Dance, spin & turn it out! Games, Songs & stories from an African American childhood.* New York, NY: Schwartz & Wade Books.

Includes circle games, jump rope rhymes, clapping rhymes, songs, spirituals, and proverbs. Beautifully illustrated by Brian Pinkney. If Black children have not learned these rhymes and games, their parents and grandparents probably know them and could be invited to the school to teach the entire class.

More recommended game books next issue!

Message from the editor

Thanks to Pat Rumbaugh for her willingness to be my official proofreader. A second pair of eyes are really useful, and Pat has a particularly astute pair of eyes. I really appreciate all the information our president, Deb, has included in this issue. There is a lot going on in IPAUSA! To all members, I invite you to send me information on happenings of interest to our membership. I would also be happy to receive brief book reviews on books on play that you would recommend to the membership. I will start work on the Summer issue early in July. You can contact me at ojarrett@mindspring.com.