

Do you have games in your collection? A. Yes B. No	
Do you have tabletop games in your collection? A. Yes B. No	
If you have games in your collection, how do you use them? A. Specific game nights/days B. For children C. For teens D. Recreation for all ages E. Other	

Types of Games: SNAKS

- Strategy games (such as *Monopoly* or *Risk*)
- Narrative games (such as Dungeons and Dragons)
- Action games (such as Jenga or Kickball)
- Knowledge games (such as Trivial Pursuit or Scrabble)
- Social games (such as Dictionary or Apples to Apples)

Nicholson, S. (2010). Everyone plays at the library. Medford, NJ: Information Tod















Game Facilitation

- Multiple copies of a few games
- Play a practice round
- Give directions as the game is played

Game Debriefing Games do not "teach themselves". • When strong debriefing follows gameplay, then deep learning can occur. Debriefing steps: Learning goals should initially guide discussion. Listen in order to create dialogue, not just to "check off" correct answers. Feelings first (best, worst, highs, lows). Storytelling next (as if telling a friend about the game). "Take aways" next (compare and contrast the game with other content that has been learned). Modifications and future suggestions last (maybe try it). Thiagi's Six Phase Model 1. How did you feel during the game? What happened during the game? $_{\rm 3.}$ $\,$ What did you learn during the game? 4. How does that learning connect to your own life experience? 5. How could you use what you learned in another time or place? 6. What will you do now with this information? Thiagarajan, S. (February, 2004). Six phases of debriefing for performance. Retrieved from http://www.thiagi.com/ pfp/IE.4H/february.2004.html Questions? Lauren Hays, MLS Instructional and Research Librarian Co-Director of the Center for Games & Learning

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