Project enable

Directions:

1. Break into small (3-5 people) discussion groups (group size depends on the number of people attending).
2. Three different library scenarios will be shown on the PowerPoint slide.
3. Each group will be assigned a scenario and decide what they would do in that situation, keeping in mind the Universal Design principles. (Trainer note: If there are more than three groups, more than one group can be assigned the same scenario).
4. After 15 minutes, the groups will come back together, and a speaker for each group will discuss what the group decided and why.

Scenario 1:

You are a reference librarian at a mid-sized public library in a city. A patron comes up to your desk, and you notice that they hold a white cane. She tells you that she just moved to the area and that it's her first time in the library. She also tells you she is looking for a book on caring for household plants as the patron asks their question; two other patrons queue up behind her and look impatient. What do you do?

Scenario 2:

You are a librarian at a school library working at the check-out desk—your library doubles as an instruction space. A middle school-age student comes into the library with a guide dog to look for audiobooks during his study hall. Your colleague is busy teaching a class how to cite different resources for the class's end-of-the-year project. The presence of the dog distracts multiple kids to the point where the class teacher comes to you to ask that the student with the guide dog leave the library. What do you do?

Scenario 3:

You are a librarian at an academic library in a private university. Your library has received complaints from the Deaf community on campus about the lack of American Sign Language

(ASL) interpreters on library staff. Your boss acknowledges the problem and suggests that the staff covering the reference and circulation desks be trained in ASL. However, there are not enough funds in the budget for training, and the budget for the following year has already been sent to the board for approval. What do you do?

Trainer: Role Play Debriefing (after each group has presented the results of their role-play):
1. What do you think was the most important outcome of this roleplay?
2. In your role-play session, what, if anything, should have been asked or included that wasn't?
3. What did you learn from this activity?