

Colorado State Library webinar
8-27-20
CaptionAccess

Just a few more moments before we get started with today's session for the wall you're waiting feel free to use the chat area to introduce yourself in the lower left-hand corner. We have handouts available right underneath where the participants are listed. You can download them now but they are PDFs you can save to your computer or download them after the session and available on the CSL in Session website.

We have quite a few people logging on and we will get started in just a few moments.

Good afternoon and welcome to CSL in Session. My clock shows that it is high noon here in Colorado. We are delighted your all could join us. Feel free to continue introducing yourself in the chat area in the lower left-hand corner if you would like but before we jump into today's session I wanted to talk a little bit about CSL in Session for those of you who may not have had an opportunity to attend before. You may be used to webinars where you login and they talk at you for an hour or maybe your eating your lunch and checking your email and that kind of stuff about we are going to try to shake things up a little bit. As we go through today's topic we want to hear from you, your questions, thoughts, ideas. And what all your thinking and we will be asking you for participation in a couple of places as we go through today's session. The primary way that you will work with us today is via the chat, which many of you have found in the lower left-hand corner. Your introducing yourself which is great and great to see so many people joining us from all over the US. So thank you for introducing yourself.

If you need to get a hold of me for any reason, in the upper left-hand corner under host you should see 2 people, one is our lovely captioner who I'm going to talk about in a moment but if you, over where it says Colorado state library you can send me a private message so if you're having audio issues or something like that we can attempt to fix it and we are also recording today session and it will be available later this afternoon on the CSL in Session website and I will be placing a link for that as we close out today's session. And I also wanted to point out we do have a live transcription or for today's session on the right-hand side in the Adobe connect window. You can see basically everything that we are talking about live to be a for some reason you would prefer to have a larger view of that and maybe just listen instead of look at the slides, I am posting a link in the chat where you can see the transcription full-screen. If you prefer that version as well.

I think without further ado I'm going to go ahead and introduce Becki Loughlin who is our presenter for today. Becki is a manager at the High Plains Library District. And Becki I'm pulling up your slides now. Just as a reminder to Becki because I can't remember if I told you this, you can go ahead and forward your slides back and forth using the little arrows in the bottom left-hand corner of the slides. So go ahead and take away.

>>BECKI: Great thank you so much Christine and hello everyone. Good afternoon. Welcome to this presentation about the discussion of race with children in libraries. I want to thank you from the start for taking the time to be here with me today. To learn about and grapple with this very important and timely topic. I have been researching in this area for about a year and half now. This is the collective synthesis of what I have learned so far that I am here to share with you. As you probably have noticed, in recent months, there has been a lot of information coming out on antiracism in general. And specifically on using antiracist practices in educational settings with children. So what I have

done is try to sift through as much information as I could in order to give you a comprehensive sense of as many takeaways as possible to use in story time, collection development and programming so that we can all apply it to our work. As Christine was saying, we want this to be a discussion and a conversation so I will pause throughout the presentation so that we can read your ideas from the chat. Please feel free to share any and all ideas that you have. And I want to acknowledge that some of us are just beginning our journeys regarding antiracism. So I want this to be a safe space to ask questions, and participate in discussion. I'm here to offer information and I also want this to be a conversation among us where we can share ideas that can help us become better practitioners. I asked that because we want this to be a safe space that we all assume best intent from each other and just try to remain curious around this sensitive talk a pick. Because I happen to be in a position of privilege, that opting out of this conversation is no longer an option. And thus I'm here today to Phyllis I update dB that facilitate the discussion to encourage us to let go of doing this work perfectly pivot won't be perfect but we need to try and come to an understanding of why is it exactly this is so important and so pressing.

The first thing I want to do is start by asking a question and if you look at the top of your screen there's a little person raising their hand. Here's the question. You can raise your hand or type in the chat. First of all are you comfortable with discussing race with children and caregivers in the library? If you would raise your hand, I'm not going to call on you but it's just a signifier that you are comfortable. And we will see may be about how many people out of the 75 participants feel that they are comfortable with this topic.

Or you can type in the chat maybe a scale of 1 to 10. How comfortable you are. We have some sixes and sevens and fours. 5. Awesome. I love seeing your range because I think that

means that we are all being honest with where we are. It looks like some of us may have more experience than others and that's great. For those that have more experience I may call on you later to participate and share some of your experiences. We will have a chance little bit later to do that together.

Thank you so much for answering that I appreciate your honest responses and feel free to continue chatting about that.

I would like to jump right in and begin by demystifying some of the popular myths around racism, racial identity and cultural identity. If you are a children's librarian or otherwise work with children come you probably know a bit about early literacy and brain development as well as the social emotional development of children. But we don't hear or talk much about the stages of cultural and racial development in children. Other than if we have read the early child ready to read practices. Those tell us that is best for parents to read, taint -- talk, sing right and play with the children and the parents first language which is of course important illiteracy but that has a bit more to do with brain development and formation of language and language exposure than it does with cultural development. I have taken some information from an article by Louise Duncan Sparks whom I cited at the end of the presentation and she's also written a book called antibias education for young children and ourselves. Which also is cited in my resources at the end. I have also taken information from Ibram X Kendi who of course has written how to be an antiracist baby which is a wonderful book for your collection if you haven't seen it. One of the major myths out there is that we should not discuss race with preschoolers because they are too young to understand. And while those at a young age certainly are too young to understand race as an abstract social construct, there is scientific evidence to support the fact that children can and do understand differences in skin color as well as gender and other physically manifesting attributes from as young as 6 months

of age. Along with his natural cognitive stage, they are also learning from their families and educational settings, in their neighborhoods and environments in which they live. What their cultural identity is. And as they grow into toddlers and preschoolers, children are becoming grounded in this cultural behavior. Is becoming more ingrained in them.

Therefore just as we as library professionals advocate for reading with infants for brain development and we also socialize children to love reading, that's been our main focus, for a long time. For those same reasons we should most certainly also acknowledge differences among people as were working with children, specifically as we are reading with and to them.

Will talk a bit later ways we can do this effectively.

Another myth is that mentioning race will put ideas in their heads. You can raise your hand if you heard this growing up or if this is part of your socialization that you remember as a child. Don't talk about it it is taboo. Another way of putting this is that children cannot develop racial prejudices unless they are explicitly taught. For instance if they grow up in a white supremacist home or environment or something like that. And we know from again social and scientific research that this is simply not true. Children are exposed to many influences that affect their perception of race and of other differences among people.

So when we actually make it taboo or not talk about it and not normalize the discussion of race, when we don't bring it up, children are left on their own to categorize people and to negotiate power structures and often times, because they are left on their own, they do so in an unfair and prejudiced way. Which eventually as they get older solidifies their beliefs and those prejudices can and do turn into racism.

So in the same manner that you would leave a child to feed themselves or teach themselves to read, or do anything else by themselves, we shouldn't believe young children to figure out on their own what to make of racial differences. The books that I mentioned earlier anti-bias education for young children has a really great quote that I want to read from -- read to you. Talking about this concept of helping the children understand.

Here it is -- just as we do not wait until a child asks questions about how to read before planning how to provide a range of literary learning opportunities, anti-bias education is the teachers and I'm going to insert, librarians responsibility, not the child's to initiate. So for us, we always talk about the foundation for reading through our early literacy practices and we can also think similarly about laying the foundation for anti-bias and antiracism through our early anti-bias practices.

One of the things I haven't yet mentioned is the harmful impact that not speaking about race with children has on the children who are on the receiving end of racism. Children of color may develop lifelong self identity and self acceptance issues as they grow and become more aware of the -- aware of and experience racism in their lives which could include their communities, their schools, friendships, any action -- any interaction they have. Some of us sometimes have a visual of racism as being for example police brutality, voter discrimination, things that affect adults mostly and when we speak of prison, invasive micro aggressions that occur against people of color we give examples that include adults or young adults. But what we need to think about are also the children who for example have been separated from their parents due to racist policies. And children and schools or story times whose names are pronounced in a way that is more convenient to the pronunciation or. Children may experience thousands of micro aggressions as they grow up. So racism really affects children's lives all the way back to early childhood

and it's our responsibility to address this with the same amount of passion as we do early literacy the good news though is that children as they grow up and learn to think more critically and learn to develop empathy in a more complex way, they become more receptive to the teachings that we provide them about empathy, fairness and justice. So if there given the proper guidance on these matters, they can continue to grow up and live their lives in an anti-biased and antiracist way.

Many of you are familiar with or members of the Association of library services to children. And we follow their best practices in general for children's services. Now I want to invite you to raise your hand if you already knew that there are several references to interrupting discrimination and bias in the core competencies for library workers serving children put out by the ALSC. I will pause for a moment while you raise your hand.

I don't see any hands raised. Do you see any Christine?

>> For me they are showing up right next to the participants name and I realize the participants window is small but I see 11 people or so have their hands raised.

>>BECKI: I have that minimized so thank you for that. So great. Indeed, you can see on the screen that the ALSC has even created some cool graphics to demonstrate these guidelines. And just to give you a more specific sense, here's what they include. Someone who fulfills the core competencies of library service to children, demonstrates respect for diversity and inclusion of cultural values, and continually develops cultural awareness and -- and understanding of self and others. I pause at self because that's a big one. The professional organization calls us to work on our own understanding of diversity and inclusion and cultural values which is huge. Someone who fulfills the core competencies of library services to children also

recognizes racism and other systems of discrimination and interrupts them by way of culturally competent services. They also recognize the effects of societal factors including racism on the needs of children. As you can see, our professional organization calls us to begin thinking about this and work towards doing all of these practices. I just want to pause at this point and ask if there any questions or comments about any of this background information.

It looks like some people have said that doing some of this is a type of modeling, the behavior. And that's exactly perfect.

>> I'm helping Becki monitor the chat also so as we go through if you think of any questions, pop them in the chat and I will find a good time to make sure they get asked.

>>BECKI: Great so now we are going to go ahead and start talking about story time. As that's the most common service we provide in children's library land, and this is where I'm going to welcome your experiences so feel free to chime in as we go along.

Step one is -- if you are starting on this journey, is to not be afraid. Do not be afraid to start. Have established all the good reasons why we need to do this so jump in with both feet and don't worry about making mistakes or being vulnerable. Just go for it. Think about it as the same as when you first did story times or when you try out a new theme or book. Sometimes it goes well and sometimes it requires more practice but you always keep trying. Jessica and Brett is the author of the let's talk about race toolkit, says that doing this is the crossroads among sincerity, intentionality and advocacy. So the most important thing is to be authentic and to prepare as much as you can but not to attempt to attain perfection. Instead simply prioritize all the reasons this is important and go for it. I think one of the reasons we are hesitant

to start is that we are afraid of embarrassing or awkward questions or situations. Here are some examples of common questions and statements that are representative of how children think on the slide. I'm here to encourage you to take these perspectives as they come into feel free to answer questions honestly, even if they are embarrassing or uncomfortable. And to be okay with saying, I don't really know the answer to that one. Let me think about that for a while.

So I want to ask, does anyone have an example of an in interaction like this with the child where they asked a question that took you by surprise or maybe you didn't exactly know how to answer right away or that maybe you did answer and that you are proud of and can share with us. I can share one and maybe mine will open up your thoughts process but I have a 3-year-old at home and during quarantine in the spring we were watching Michelle Obama on PBS, the PBS Facebook page where she was reading a story every week. The first time we saw Michelle Obama, my 3-year-old said mommy, is that lady scary? And as you can imagine I was somewhat horrified. Here I am thinking I'm an ally and doing as much antiracism work as I can. And the statement kind of made me feel a bit ashamed that my own child - - maybe I hadn't discussed this with her. So I had to take a step back and ask her calmly, some questions, and I know that's one thing you can do. You can ask where they heard that or why they think that and so I did. And she said, she looks scared because she has big curly hair like the scary lady on and she mentioned a different show. So she was making a correlation and she wasn't - - it was an innocent inference that she was making but also, obviously an opportunity for me to say, no she has big curly hair because we all have different kinds of hair. Look at mommy, mommy has brown hair and have blonde here. And then we started talking about the differences between us all. Michelle Obama is reading a book to us and mommy reads books at the library. So we may encounter these types of things in our lives, in

our personal lives as well as at the library. And look at them as opportunities to practice your skills and to not shy away from them. I think would -- it would've been very easy for me to say, -- to either shame her or feel ashamed myself but instead we talked it through and now, she feels comfortable asking questions.

>> We have a couple of examples coming through. [indiscernible] is saying she is tall and children ask how tall she is -- she said how tall do you think I am, and it turned it into a STEM experience which I think is interesting and that's a great example.

>>BECKI: Anytime you can bring STEM into the equation that is wonderful and we will talk about that in a second. So now that we have established that we may encounter some awkward questions from kids, we are going to use more books that depict people of color. And when we do, we are going to point out differences among characters in books. Think about adding in a highlight or 2 about the people who you see. Talk about the colors and shades of skin, textures of here, differences in eyes or clothing. Doing this can be a very it's simple expression that highlights physical diversity and models that it's okay to acknowledge this and models ways to acknowledge these differences appropriately.

For example, the book pictured here is, the colors of us, by Karen Katz and there are lots of pictorial depictions throughout the book as well as language woven into the story. About how people come in all shades of colors. You could simply say something along the lines of, look at her beautiful skin. Is her skin lighter or darker than your skin? Did you know that people can be born with all different colors of skin? Isn't that great? You want to know why? Okay there something inside of our skin called melanin that tells the skin what color but to be. And proceed from there. By making it as simple natural factual communication of differences and by showing these in a positive light.

We all know that children want to know the why behind everything so this is one other time we can help them understand why with our thoughtful explanations.

It's also okay if you notice you're using a book that is fairly ubiquitous in terms of representation which we all know is not hard to find. To say, you know what? I don't see any people in this book who have brown skin. I really wish I could see more people that look like everyone that I see in the world. What kind of people do you wish you could see in this book? And by doing this, you are acknowledging the omission of certain groups of people and it may open up the conversation to aspects of fairness and empathy.

What both of these strategies does is to not only get kids thinking about who's in the books they read in relation to people they encounter in the real world, but it also acknowledges the people of color who exist in your audience or your community. If children don't encounter much diversity, these strategies provide a window to the outside world so they become more aware of -- there indeed are people who exist that are different from them and they are equally worthy of time on the pages of our books. And if they do encounter diverse people in their lives, or are person of color themselves, it provides a mere to acknowledge and affirm their experience. Finally, it plants a seed in caregivers minds as to what they can and should be looking for when they pick books for their children.

There are a lot of book lists out there I have one in the handouts as well. But it's easy to find now on Facebook posts and there a lot of great websites with lengthy book list you can consult for more ideas and we will talk a little bit about that in our collection development discussion.

After we can comfortably acknowledge that our books depict people of color, you can begin to demonstrate again modeling for caregivers, that despite our color we all share commonalities. In this book it is time for preschool -- look at the 2 little girls in the back of the picture. You could ask, if you're reading this aloud, what you see in this picture? And they may say, there are 2 girls playing in other kids listening and there's a mommy reading. And you can say yes that could be a mommy or I wonder if it could be a teacher or a librarian? Whatever situation the children are in when they are in their classrooms or storytime represents this one or not. They are saying a realistic depiction of what exists in the world. Which either affirms their perceptions or affords the opportunity to discuss differences from their experience. Fortunately, there are many books out there that show kids being kids and we can all probably think of many titles, if you think of off the bat go ahead and write them in the chat. Like this one. That normalizes the commonality amongst us and the universality is of the childhood experience.

In addition to the depictions of normal everyday experiences, we can also use books that depict a particular groups specific cultural experience in order to better understand their background, their origins, their unique experiences. For example, we often state the title and the author when we began reading a book in storytime. It's also okay and encouraged to state that the author is African-American or Native American or Mexican-American or any other race or nationality. If you do this, having spent time as you have with preschoolers, what you think is the first question they're going to ask? If you were to say African-American, they will say what is -- what does that mean? What is African-American? This simple practice immediately opens the conversation to discuss diversity that exists in our world.

Some of the questions here that we may ask if we are reading books that show the cultural experience in more than just pictures

but through the language and relationships, the typeface and papers etc. could be, what do you notice on this page? What are you wondering about? What do the pictures tell you? Or simply, why is he or she doing that? In this book pictured here between us and [indiscernible] why is there a big old fence between the family? Why is he on the other side of the fence? I have cited on the slide drive gotten his questions which is the whole book approach, she's a researcher and author whose book reading picture books with children talks about making reading a more engaging and less passive experience for children. So her guidelines are quite relevant to our discussion today as well. Because they are meant to transform listeners experiences from passive to active.

Then if we have practiced the first few pieces of choosing our books more carefully, acknowledging differences, digging deeper into what the story is saying and what the book is about, and whose perspective it is from, we may be able to go even a bit further to appeal to our children's ability to think more critically and to discuss and encourage empathy and fairness.

In the same way that we don't default to pirate stories for boys or princess stories for girls, we also need to be aware of stories that depict members of our community. For example, in this picture, the police in a ubiquitous way rather than a more realistic way. As this may reinforce a sense of otherness for children for whom the traditional police officer does not represent the child's experience. You can ask questions again like what is going on here? In this book, the youngest marcher. Why are those kids being put in that car? Did they do something wrong? It looks like they were just walking down the street, does this seem fair? What would you do? By doing so your opening up opportunities for discussion. And this is difficult to mention but it needs to be said that we should never single out one specific child or family to make them representative of their race. It seems like something

we wouldn't do but at the same time, you would be surprised at how we are programmed and how when feeling uncomfortable ourselves, we may look for a lifeline in a particular family or child. Everyone has a racial identity and therefore activities can pertain to all of the children in your story time. It is not one child or families job to advocate for their race. We need to guide children to collectively understand and think critically about fairness and develop empathy.

Up to this point, we have mostly talked about books and storytime and as we all know story times are about more than just books. I want to also briefly touch on incorporating this discussion of race into some of the other early literacy practices. For example, I want to make a note about songs. There are song lists available now that educate us on the racist origins of some songs and as difficult as it is to let go of those traditional favorites that we might be used to using, it is important to recognize the impact that racism has had on our country especially when it's encouraged in our traditions. So is something to think about and to evaluate and seek information about. Also, when you're singing songs, do you use a variety of names? A variety of cultures? You call on all the children? Do expose white children to names and songs that originate in other cultures? There are lots of ways like this to incorporate the acknowledgment of race into our early literacy practice of singing

As far as playing and writing, what types of manipulatives do you use and if they depict people, are there any people of color? Do you have Crayola's, crayons of the world readily available so that when kids are coloring and pages you leave out there are multiple skintone options available to them while providing crafts, flannel board stories, or handouts and now that we are doing a lot of take and make materials due to Covid, are the people represented in your crafts or stories, all ubiquitous or do they represent the diversity that exists and make all races and cultures feel

included? Aside from books, there is a lot we can do to incorporate this into the rest of our storytime practices. Now I would like to pause again and ask, what tips do you have for discussing race in story times specifically?

>> While we are waiting for people to add some of their tips into the chat area, Samantha had a question about where the song list might be found that explains the racism in certain songs.

>>BECKI: That's a great question. I can send you a list. I'm a member of a group called social justice educators. It's a Facebook group. And they have an ongoing list of songs that they have compiled in different people have contributed to. What they do is list -- identify songs first and then do research on them and figure out what the origin of the song is. What lyrics might we not associate today with racism but once upon a time were associated with racism. So I can send that list may be to Christine and then we can share that in the handouts as well.

>> If you can send it to me I can edit to their resources I'm posting this afternoon but you don't have to posted this afternoon but when you do I can post it with the other resources I but the link to the Facebook group in the chat

>>BECKI: Thank you. Any other ideas on things that you have tried or you have heard about that you might want to try and storytime?

>> Katie has a great tip and she said in the past she always shied away from using books because of name pronunciation. But now she looks that she uses YouTube to look up interviews or read aloud's to see how to pronounce the names which is fabulous. Using songs from different traditions. So how do you feel about using the tune of a song but different words? There's a

song about the 3 little Indians but using it about teddy bears instead, that's a good question.

>>BECKI: That's a great question. I'm going to turn that around on the group, what does everyone else think about that? There are some articles out there. There's a famous NPR article from the code switch podcast. About this very thing. And the author felt it was okay to change the words. And then there was a lot of pushback, a lot of criticism of that. So he wrote a subsequent second article. It has to do with the ice cream truck song. And as -- I can look up the name of the article as we are talking. But that's a good discussion. I don't think there is a black or white answer to it. So I would be interested to hear what others think as well.

>> Mary mentioned a lot of time she will summarize the authors notes when presenting the books so the audience understands the context of where the book is coming from the authors perspective.

>>BECKI: Perfect.

>> Jennifer placed a link to the article that you mentioned in the chat.

>>BECKI: Yes, perfect because I think the one I put right after that is the follow-up. So you all can do some research and make your own conclusions perhaps.

>> Go ahead -- I was mentioning Lynn mentioned, your name is a song, is a great new book. That has exposure to lots of different names and lots of different cultures and the author made a video so that's another one to look up thank you guys for sharing all of this.

>>BECKI: Yes, that's awesome. And Bridgette's question is is it appropriate to mention in a storytime that a song or story has been used in unfair or racist ways in the past? I think, sure why not. The more that people are educated about it, the better so I would say go for it.

I'm going to let the conversation continue. And I'm going to go ahead and shift gears a little bit and discuss collection development but stop at any time dash me if you want to go back and continue this discussion.

A lot of us are responsible for purchasing or at least making purchasing suggestions. I first want to share this graphic which has been shared widely and appeared in school Library Journal and comes from the cooperative children's book center at the University of Wisconsin. This graphic depicts the percentage of books depicting characters from diverse backgrounds. In case you can't see the personages -- I will read a few of them -- about 50 percent of children's books published in 2018 in the US depicted white characters. 10 percent African-American. 7 percent Asian Pacific Islander, 5 percent Latinx and my percent American and Indian or first nations people.

And one that I left out is books that have no people but instead depict animals and that is 27 percent of children's books. There are more books that depict animals than all people of color combined at least there were in 2018. This strikes me very strongly every time I see the graphic. And recently I was listening to a presentation by [indiscernible] and he stated that there are 2 important things we can do for children in this country. One is to teach children of color that they are not unworthy because of their skin color and 2 we can teach children who are white that they are not worthy because of it. I feel that this graphic sums that up perfectly. What we are teaching our children by focusing on books that predominantly depict white people or animals is that

people of color aren't worthy of time on the page or time while we read. And that's not helping us foster empathy or anti-bias or antiracism. I will say in recent years perhaps even in the past 2 years, I'm noticing a slight shift and I would be interested in seeing more recent data however I still notice some of the factors that we want to avoid showing up and books that are recently published so is still important to keep and I out for them. So here is what you can do. As you are collecting your books for your collection. All authors write from a cultural as well as from a personal context. In the past, most children's books whereby authors and illustrators who were white and members of the middle class, so to a single cultural and class perspective dominated children's books. There are now more and more books by people of color from a range of backgrounds and an array of resources available to us as librarians. To do better work in this area.

You can ask yourselves, does your book collection depict diversity among people within a specific racial and ethnic group? Consider the authors background. Some of the resources available to us now include ALA awards pertaining to representations of color such as the Pura Belfre award and the Coretta Scott King award and the website and project, we need diverse books which has a plethora booklets. Colorin Colorado which is a bilingual site for educators and families of English learners. School Library Journal has a number of portals for various types of diverse books with reviews and the list goes on. And then I would say proactively use those books in your story times and displays and social media especially now as more patrons are engaging with us online. One time that I gave this presentation, someone had a comment that they felt that they were developing what they thought was a diverse book collection but the books didn't get checked out much because it didn't reflect the community in which they lived and therefore it became harder to justify the cost. That is one concern of a lot of us. We are on

tight budgets. However, I would argue that this is even more recent to highlight those books as much as possible in front of patron so that they are exposed to differences just as we talk about at the beginning of this presentation.

Some other things that you can do are to avoid tokenism and stereotypes. One example I thought of recently of tokenism was a book that my kids love called how to catch the tooth very. I was reading this with them a few nights ago and the children in the book who page by page are trying to set traps to catch the tooth fairy are all white and have white names except for one of the children -- the last children whose of Indian descent and at first I thought, at least not everyone is white. Then I realized that this character, this was actually tokenism. They were inserting just one person of color in the book. This book is not that old. So you do need to be aware of this happening even in recently published books. You also want to check the storyline for power relationships. Who are the central figures and who are in supporting roles? Who was someone who has to do something extraordinary or forgiving to gain approval. Are people of color depicted as passive? So one challenge I can give you today is to look closely at your collection to see if you can find examples of these types of books. And do a little more digging to evaluate your collection. And finally when teaching about fairness, empathy and justice don't always substitute animals for people. Berenstain Bears I'm looking you now and of course, some of these titles are very popular. And that's fine but let's not make all of our discussions related to animals or completed by animals but let's show real people with real struggles. And how to support each other. The overall goal is have -- to have a balanced collection. I see there in the chat there a lot of great tips and links being shared.

>> Can I interrupt with a couple of questions. Somebody was asking about animals and books and I can't remember the title of

the book but where for instance, gorillas in the story were criminals and what to look for in making sure that we are not representing populations with animals that could be also stereotypical racist.

>>BECKI: Yes, I don't have specific titles in mind of that. I think that publishers are becoming -- that is becoming more taboo to create stereotypes. But we all have older books in our collections so I would certainly keep an eye out for them. I don't know if anybody has a list like that that I have seen. But maybe someone out there -- the movie sing. That is a relatively recent movie. I haven't evaluated other media but mostly focused on books. But because I'm more aware, of those stereotypes, I have noticed them frequently they are everywhere in media. Which is very unfortunate. So I think again it is something to maybe collect some information about and to communicate that to parents. I'm sure some parents don't even think about it so the more that we can provide information and education to them, the better.

>> Marianne was asking that sometimes information about tokenism is not in the actual book reviews. What do people do if these -- if it's discovered after the purchase? I can throw that to Becki but also anybody else in the chat if you have ideas.

>>BECKI: I don't think there's a great answer for that. Perhaps as we discover it more and we are more aware, we can become more vocal about it. It might be something you consider if you're going to replace a book. Maybe you wouldn't prioritize that book over something that didn't have that attribute. That is kind of a tough one. Maybe I need to start working on a list of books that do have tokenism in them. That's a really great question. I don't think there's a great answer. But I think that it's not necessarily that you have to go and throw out every book that has that. But it's just something to be aware of and maybe consider as you continue to collect books for your collection.

Someone -- Beth put a link to diverse finder as a tool. Which I'm not familiar with. But it looks like they give you some ideas for books to purchase and what are some good titles for your collection.

So we just have a few minutes left and I wanted to talk about programming a bit. Aside from storytime, there are lots of programs that you can do to encourage the discussion of race with children in libraries. One example of this is parent education but I saw we have someone on a call from the library in Oregon and I learned about their program from an ALSC conference in 2018 and I contacted Kirby McCurtis, who were the presenters. She and her colleague designed a four-week series to educate caregivers on how to talk to preschoolers about race. The series was limited to 20 families and each week Kirby and her colleague modeled storytime practices, asked caregivers how they would respond in certain scenarios and gave them homework. So parent caregiver education is a great place to start.

When I found out up there program I worked at a library that had a very busy programming calendar for children. So I decided to adapt their program to include children so it was more of a storytime setting but specifically on the topic of talking about race. So that families knew what they were getting into when they came into and registered for the program. We limited the number of families that could attend and I would suggest about 5 or so to offer a safe space. And we designed it like a storytime with a lot of reading, discussion and play. We really try to have fun with it. And I also tried to model for caregivers how to do this work. Now, did I do it perfectly? No because is not about perfection. I didn't not. I didn't do it perfectly. I learned a lot. I had another librarian who was shadowing me and she had some really good feedback. And subsequently others in my district have carried out the

program. And they all kind of made their own so everyone is going to make it their own including you when you try it out.

Another one of our librarians who did this let's talk about race program partnered with our county on a series of workshops on the topic so I would encourage you to partner partner partner. There lots of people out there who are willing and able to provide the expertise that is needed especially if you're just starting or even if you just need someone with a little more background knowledge.

There are other examples here. I want to skip down to author events. And just make ourselves aware that sometimes we don't make much of an effort to extend invitations to authors of color. So that is something to be aware of. Same was summer reading, making sure the themes and programs appealed to families of color. And that everyone is feeling included in your summer reading practices.

And finally, translation services are very important to think about that is there money in your budget to be sure that when people show up at your programs they feel welcome because there some there that speak their language. Is something important to consider that unfortunately it is often overlooked.

I'm going to just -- there's more information in the slides that you can review but I would like to ask you in conclusion, what ideas from today can you implement at your library and what additional questions do you have? And maybe we can all discuss them as a group? I'm definitely going to look up some of the books that were mentioned. I love the website that I just replaced clicked on as I was talking, the diverse but finder, that looks amazing. And looking up songs and pronunciations on YouTube sounds really smart.

And yes, Beth shared with us that practice makes progress and I love that very much of the that's perfect for doing this type of work. Kathleen is going to ask questions and talk about these things from a STEM point of view. Thank you Kathleen. And the question asking about -- kids know better from Coco -- that's great but how do I let them know there's more to the holiday -- one of the events that I skipped over on the programming slide is called voices of race. It is a human library type of model. And this is a specific program that took place in Illinois. But it's all about diving deeper into a culture so perhaps, perhaps we don't do it on just one day but maybe do a whole week's worth were whole months work so there are multiple opportunities to get to know a culture. In the specific voices of race program, a community invited different cultures throughout several years. Once per year. To guide the planning and participate in leading programs throughout the year. Ranging from arts, history, panel discussions, food, movies, plays, traditions, delving deeply into one particular culture. That's an opportunity. Obviously that takes a lot of time and resources. But maybe a way to let them know would be to maybe do more than just the one day. But make it into a whole week long, month-long, however long you can, series of activities that people can participate in so they can delve more deeply into the culture.

>> We are running up to the 1 o'clock hour and we can stand for a couple of minutes of people have questions. Quickly I'm going to move away from Becki's slide. We do have a survey that we would love to have you all fill out about today session if you click on the link. It should open for you but I also posted it in chat. And just let you know, our next CSL in Session will be on Tuesday, September 15 where we will discuss instability in the workplace so feel free to join us for that. And Becki did you have the link to the zoom meeting? I have it on my the computer. You guys are also having on September 15. For the youth services meeting

>>BECKI: I can put it in the chat. I will snatch it up into that

>> As we are wrapping up for today's session, also if anybody needs a certificate for today session, pop your email in the chat. -
- I will pop my email in the chat. Sorry I forget how we normally do this. I put my email in the chat and shoot me an email and I will make sure you get a certificate by Monday if that works for your. As we are wrapping up for today, I want to thank Becki for bringing all of this great information to us. I want to thank all of you for showing up and sharing your thoughts and ideas. And as a reminder, the slides, handout and all the resources, the resources that you shared in chat come all that will be available later this afternoon on the CSL in Session website. I would really want to thank everybody for joining us today.

>>BECKI: Thank you all for your great ideas and as Christine mentioned there is a Colorado state library youth services meeting on September 15 at 11 and -- 11 o'clock Mountain time. And this is just going to be a safe space to continue this discussion around race and diversity specifically for storytime but for other children's services as well so if you would like to join us, it is meant to be -- it won't be recorded. It is meant to be an opportunity where we can ask questions and learn and grow together. So I think that is in our before the next CSL in Session if I'm correct. So make a morning of it and you will get a lot of good information that day

>> Once again thank you to Becki for providing this information. And thank you all for attending today and we hope you have a really great afternoon.