

Receptive to Race

Normalizing the
Discussion of Race
with Children in
Libraries

CSL In Session
August 27, 2020



Subway ride / Heather Lynn Miller ; illustrated by Sue Ramá.

Stages in racial/cultural identity development

Infants:

- Respond to skin color at 6 months.
- Form a cultural identity.

1-2 years:

- Learn cultural “rules”.
- Curious about physical characteristics of self and others.



Littles : and how they grow / Kelly DiPucchio ; illustrated by AG Ford

MYTH: Preschoolers are too young to understand race.

Ibram X. Kendi

Stages in racial/cultural identity development

3-4 years:

- Becoming grounded in cultural behavior.
- Identify people according to physical characteristics.
- Overgeneralize differences.
- Form stereotypes.
- *Have a strong sense of empathy.*

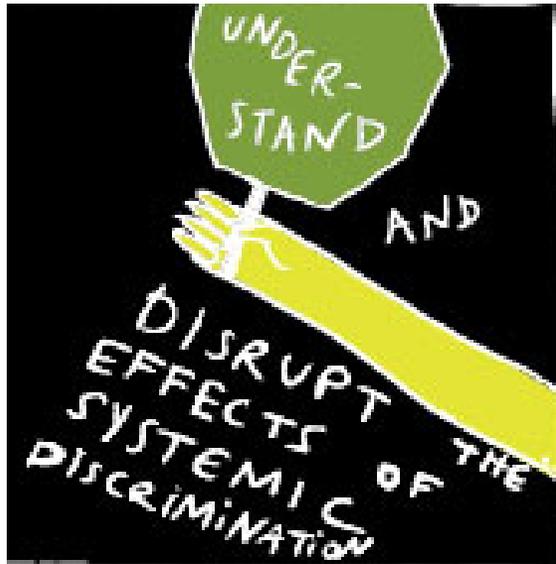
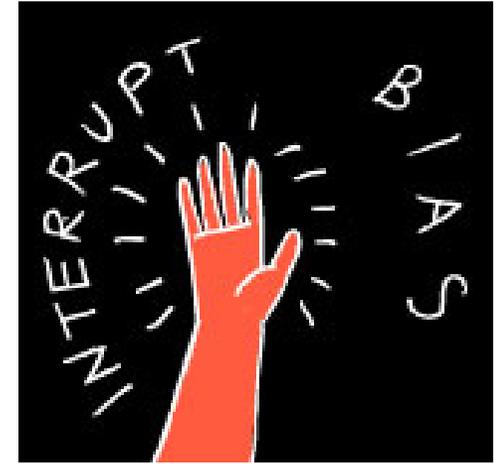
5-6 years:

- May reject home culture for dominate one.
- Interested in how people get skin color.
- May select to play only with children close to their identities.
- Enjoy exploring cultures; can think critically.

7-9 years:

- Establish group identities and membership.
- Children of color aware of racism.
- Rise in name-calling based on racial identities.
- Learning about their “history.”

MYTH: Children cannot develop racial prejudices unless they are explicitly taught. Ibram X. Kendi



ALSC Guidelines

Storytime

- Why are there Black people?
- Why am I called Black if my skin is brown?
- Why does Ruben speak Spanish?
- Your nose is different because it goes up.



Don't touch my hair! / Sharee Miller.

- Why am I called White if my skin is peachy?
- I'm going to eat a lot of melanin so my skin can be brown.
- Why am I darker than other kids?
- You don't look Black.

Storytime

- Highlight that physical diversity among people is desirable, and that all colors and shades of skin, hair, eyes, are good.
- Talk about differences in a tone of delight and interest.
- Explore skin color, hair, and eyes. There is ample opportunity to explain the science behind variations (STEM!)



The colors of us / Karen Katz.

Storytime



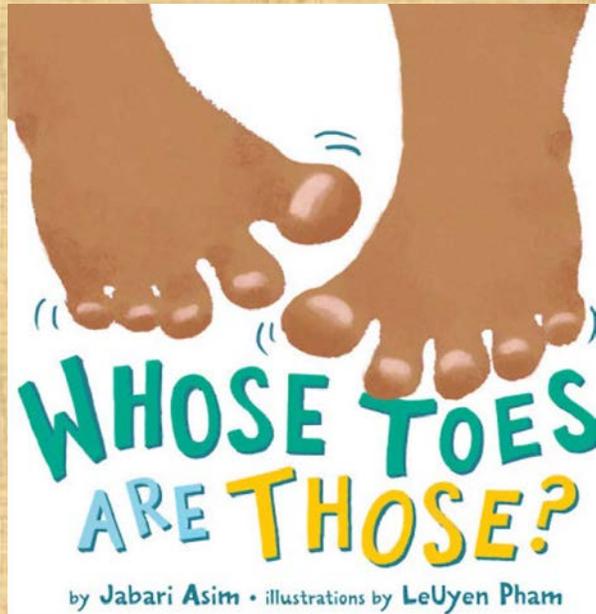
What's going on in this picture?

What do you see that makes you say that?

What more can we find?

These questions affirm that children's ideas matter and opens the opportunity to discuss differences.

Storytime



Whose toes are those? / by Jabari Asim ; illustrations by LeUyen Pham

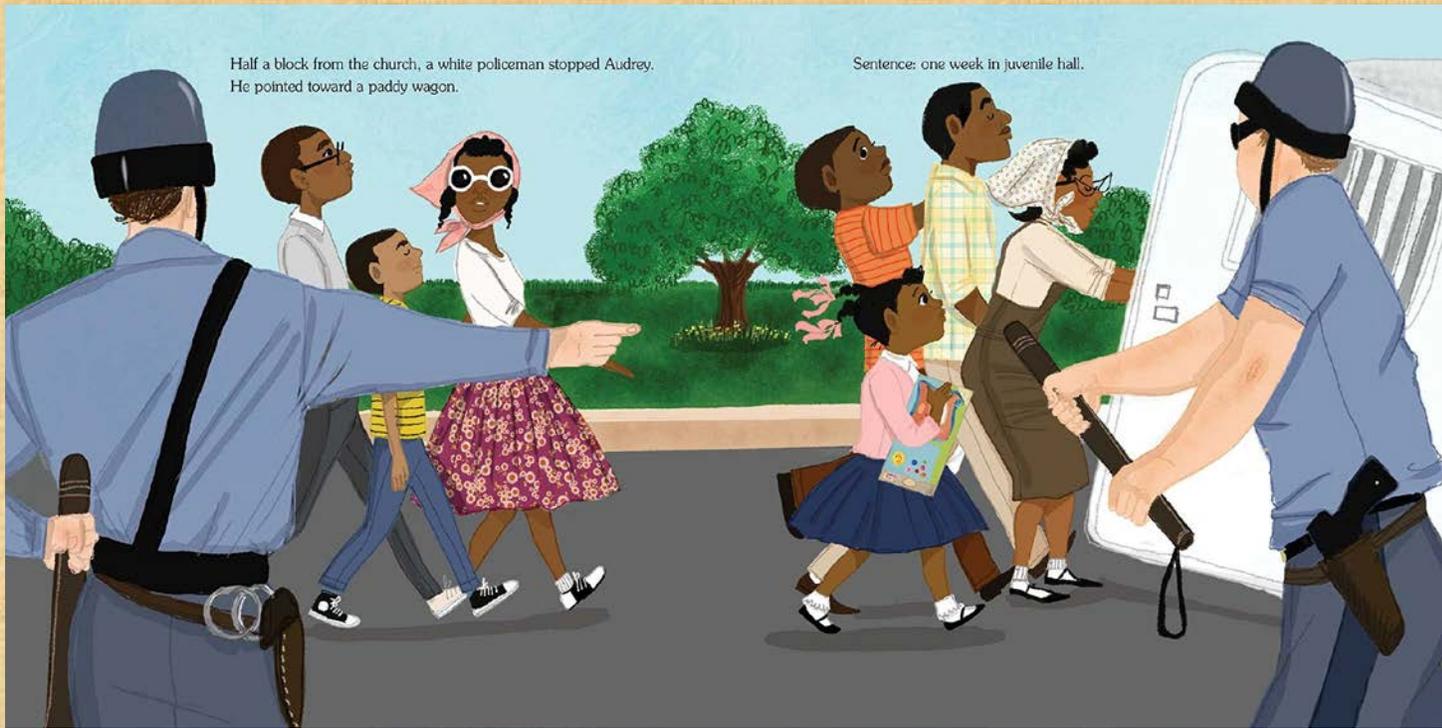
Who wrote this?



Between us and Abuela : a family story from the border / Mitali Perkins ; illustrations by Sara Palacios

Who do you notice on this page?

Storytime



Half a block from the church, a white policeman stopped Audrey. He pointed toward a paddy wagon.

Sentence: one week in juvenile hall.

Offer opportunities for empathy.

Define fair and unfair.

The youngest marcher : the story of Audrey Faye Hendricks, a young civil rights activist / Cynthia Levinson ; illustrated by Vanessa Brantley Newton.

Teaching Young Children about Race: A Guide for Parents and Teachers, <https://socialjusticebook.com>

Storytime



Collection Development

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

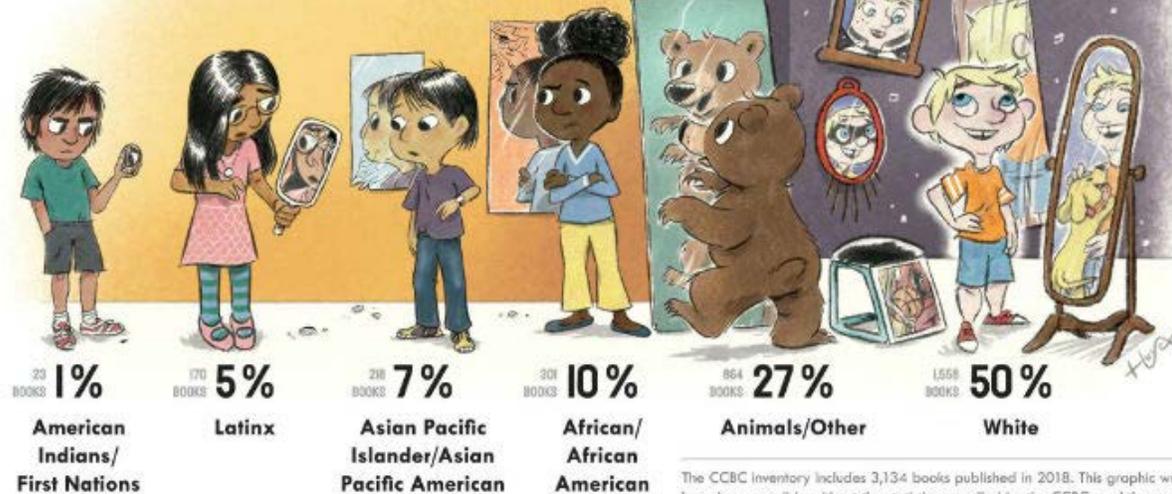
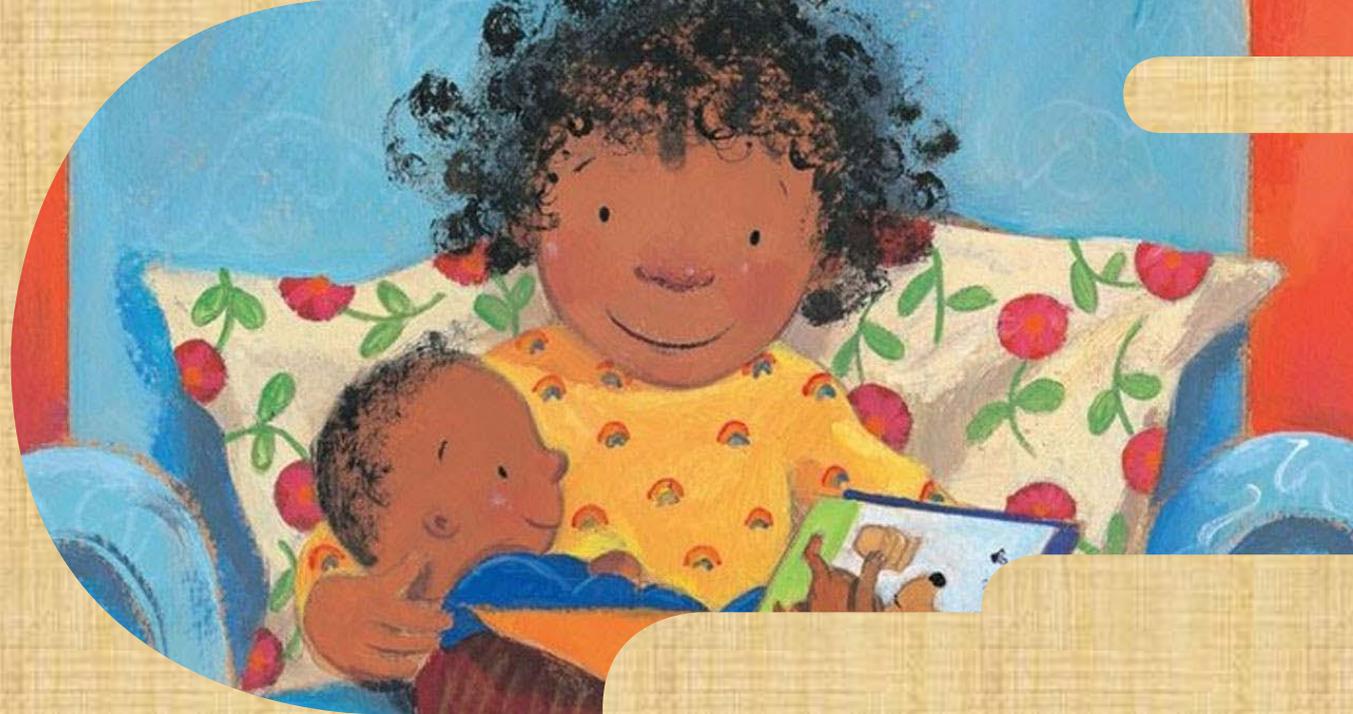


Illustration by David Huyck, in consultation with Sarah Park Dahlen
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The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Hanning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

Collection Development



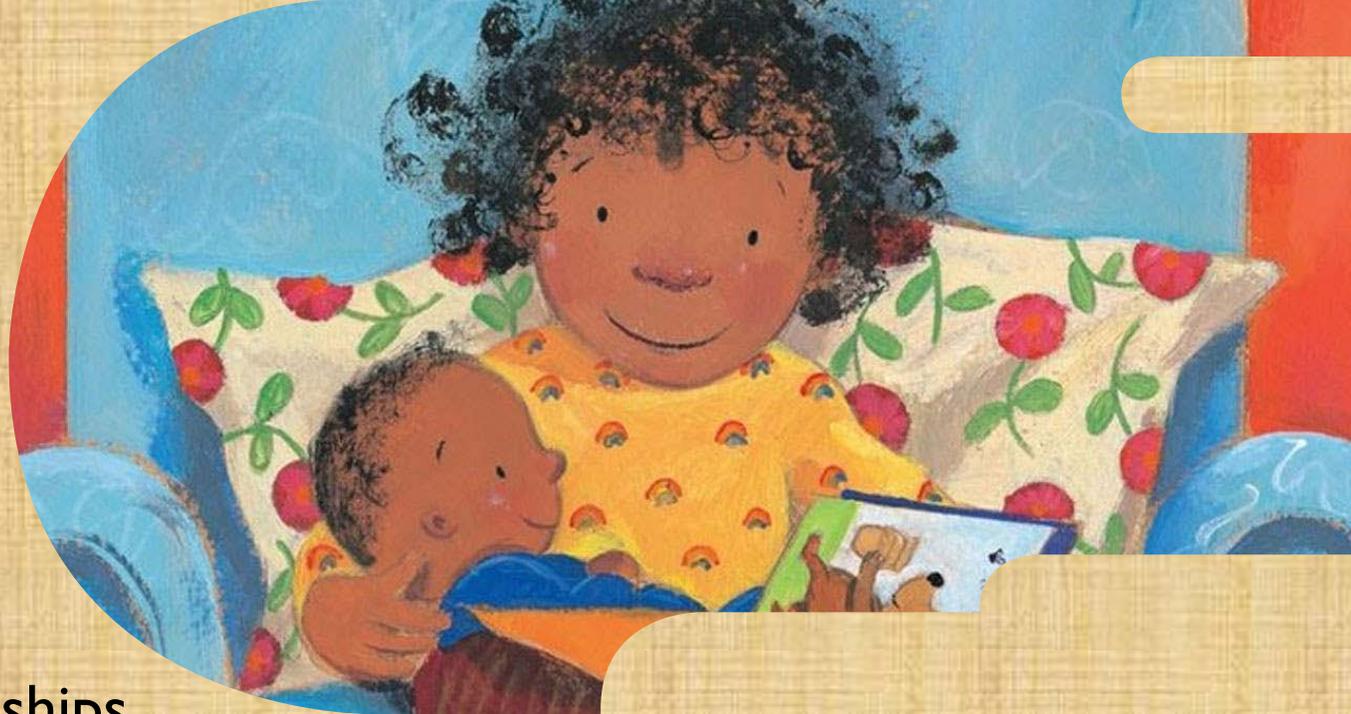
Lola reads to Leo / Anna McQuinn ; illustrated by Rosalind Beardshaw

Foster visibility:

Will all the children you serve see themselves?

Will all children of color, including those with mixed heritage, see characters with whom they can readily and positively identify?

Collection Development



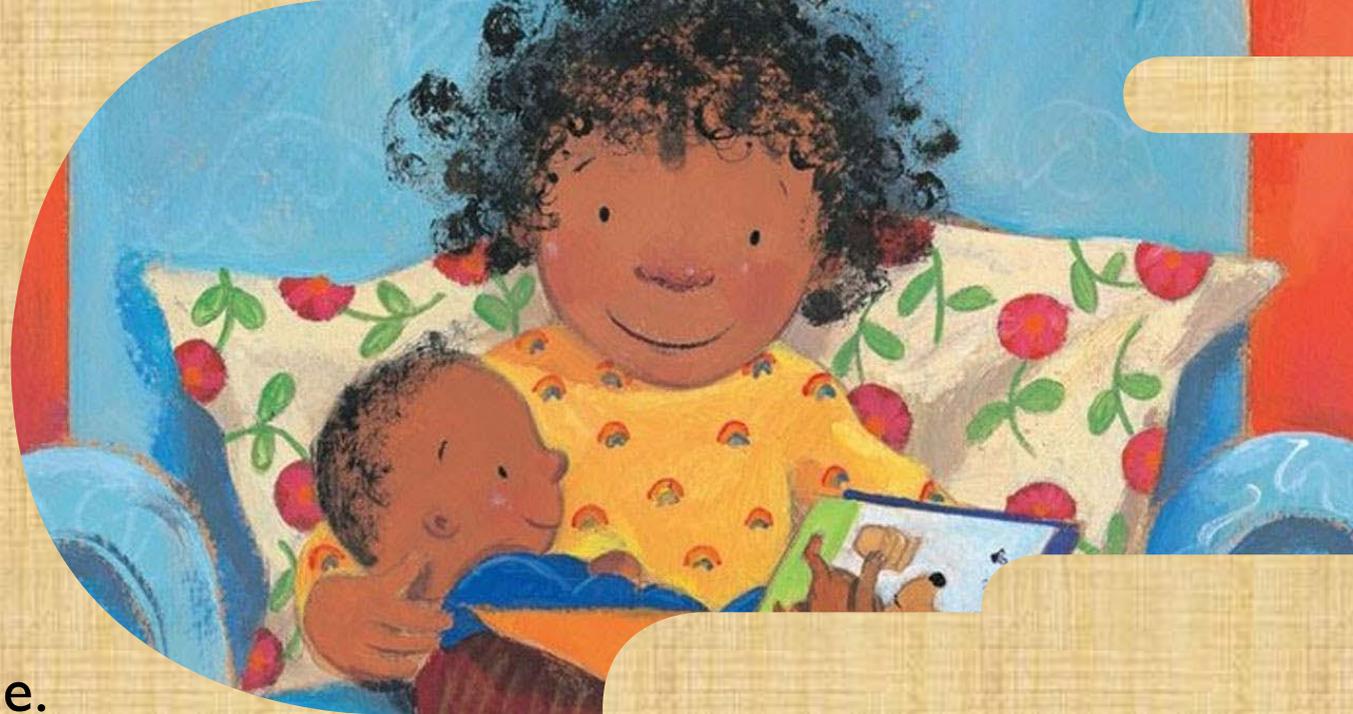
Avoid tokenism and stereotypes.

Check the storyline for power relationships.

Does your collection include a balance of people who have made important and honored contributions?

Do some of your books about important people include struggles for justice?

Collection Development



Don't always substitute animals for people.

Don't expect every book to show diversity.
The goal is to have a balanced collection.

Culture is also current and evolving and
therefore needs to be represented.

Programming

- Parent education
- Let's Talk About Race
- Celebrate Peace
- Black Storytime
- Voices of Race/Human Library
- Author Events
- Summer Reading
- Translation services



Islandborn / by Junot Díaz ; illustrated by Leo Espinosa.

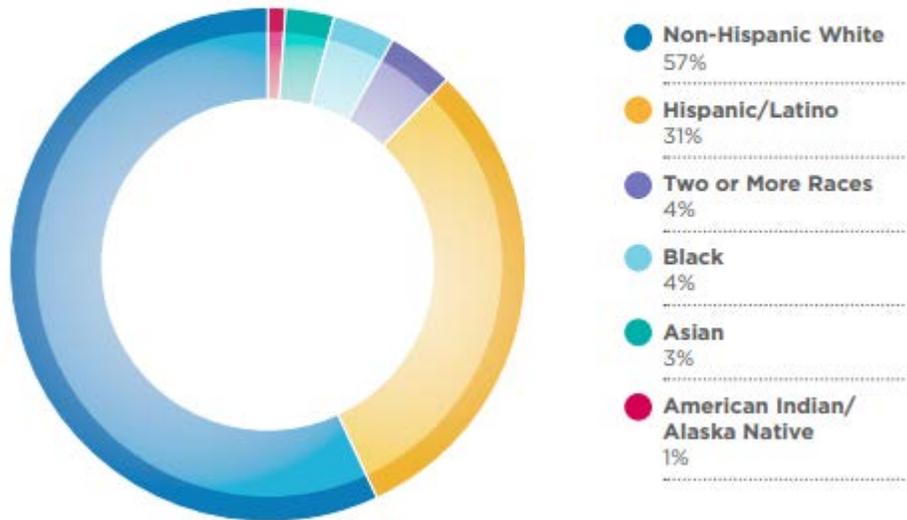
- **What other programming ideas have you tried, or could you envision to contribute to the conversation on race?**

Programming ideas

WHO ARE COLORADO KIDS AND FAMILIES?

Colorado kids are diverse. Nearly half of all children in Colorado are children of color.

COLORADO CHILDREN UNDER 18 BY RACE/ETHNICITY, 2017



Source: Population Division, U.S. Census Bureau.
As reported in the Annie E. Casey Foundation's KIDS COUNT Data Center.

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KidsCount! In Colorado

- In 14 of 64 of Colorado's counties, kids of color already make up the majority.
- By 2032 children of color are predicted to be the majority among all of Colorado's child population.
- 1 in 4 Colorado kids live in an immigrant family (9 out of 10 are US Citizens.)

- **What idea(s) from today can you implement at your library?**
- **What questions do you have?**

Discussion

10 Tips for Reading Picture Books with Children through a Race-Conscious Lens. (2020). Retrieved 25 August 2020, from <https://www.embracerace.org/resources/10-tips-for-reading-picture-books-with-children-through-a-race-conscious-lens>

ALSC Core Competencies in Comics - www.alsc.ala.org/blog/2015/12/core-competencies-in-comics/

Coming Together (Project) – comingtogether.in

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Derman-Sparks, Louise. Stages of Children's Racial Identity Development. Retrieved 25 August 2020, from <https://www.earlychildhoodwebinars.com/wp-content/uploads/2016/02/Stages-of-Childrens-Racial-Identity-Development.pdf>

Embrace Race – www.embracerace.org

Guest Post: Talking to Kids About Race in Storytime and the Let's Talk About Race Toolkit - Jbrary. (2018). Retrieved 25 August 2020, from <https://jbrary.com/guest-post-talking-to-kids-about-race-in-storytime-and-the-lets-talk-about-race-toolkit/>

Guide for Selecting Anti-Bias Children's Books - Social Justice Books. (2016). Retrieved 25 August 2020, from <https://socialjusticebooks.org/guide-for-selecting-anti-bias-childrens-books/>

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KidsCount in Colorado – www.coloradokids.org

Lambert, M. D. (2015). Reading Picture Books with Children: How to Shake Up Storytime and Get Kids Talking about What They See. United States: Charlesbridge.

Payne, R. G., & Ralli, J. (2018). Discussing Race with Young Kids. *School Library Journal*, 64(10), 22.

Racial Equity Tools – www.racialequitytools.org

Teaching for Change - www.teachingforchange.org

Teaching Young Children about Race - Social Justice Books. (2015). Retrieved 25 August 2020, from <https://socialjusticebooks.org/teaching-young-children-about-race/>

Tolerance.org - www.tolerance.org/classroom-resources/teaching-strategies

We Need Diverse Books – diversebooks.org

Resources

THANK YOU



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