



Using Children's Books to Support Identity, Equity, and Inclusion

A SCRIPT-NC Webinar

August 31, 2021

2:00 PM-3:00 PM EST



What was
your favorite
children's
book?



Welcome & Introductions





Sarah Pedonti



Hsiu-wen Yang

Meet the presenters



Chih-Ing Lim



Camille Catlett



Jessica Amsbary

Meet the Team

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



**FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE**

SCRIPT-NC Webinars emphasize...



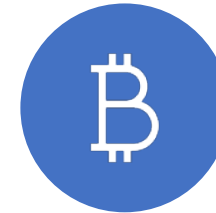
embedding
**inclusion, equity,
and diversity** into
coursework



content that
reflects **evidence-
based and
recommended
practices**



opportunities to
build both
**knowledge
acquisition and
knowledge
application**



resources that are
**readily available
and free**

SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Housekeeping

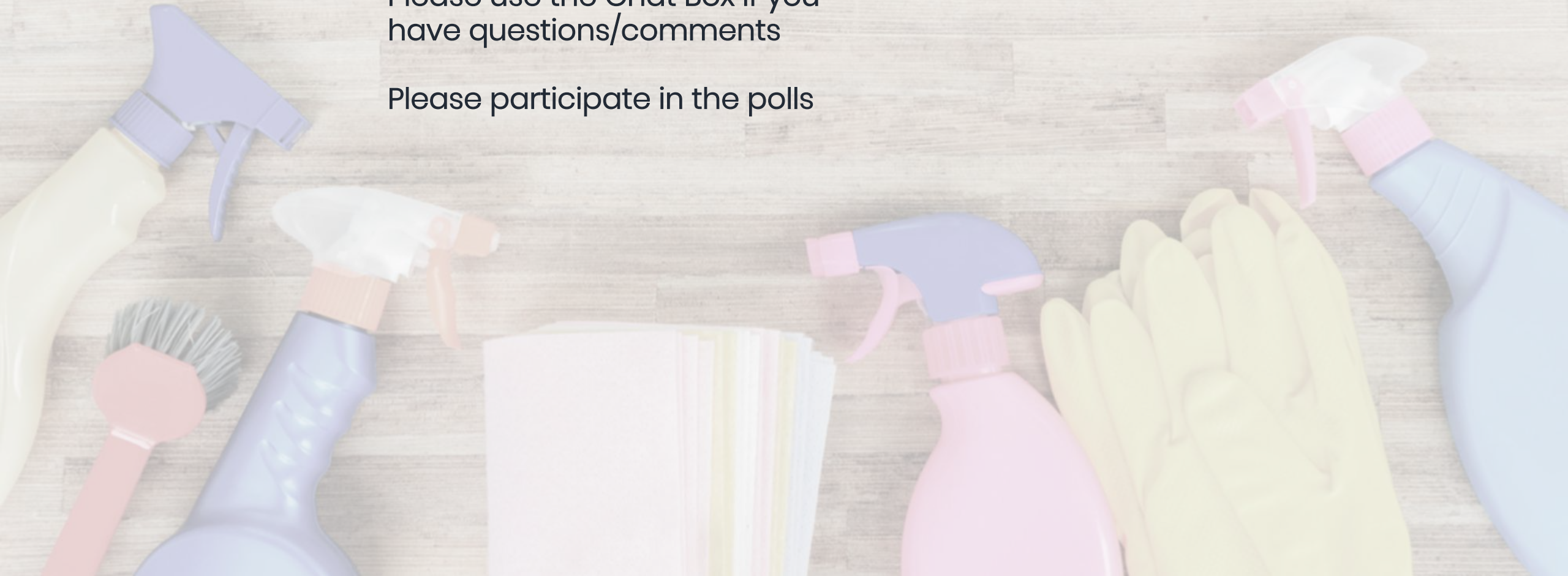
We want to hear from you!

Please use the Chat Box if you have questions/comments

Please participate in the polls

In order to reduce distractions..

Please mute your microphones.



Find all the
materials
from today's
webinar
here



<https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-using-childrens-books-support-identity-equity-and-inclusion>

Webinar handout



Using Children's Books to Support Identity, Equity, and Inclusion

A SCRIPT-NC Webinar Handout

Definitions of Key Terms (Source: NAEYC's [Advancing Equity in Early Childhood Education](#), pgs. 17-18)

diversity—Variation among individuals, as well as within and across groups of individuals, in terms of their backgrounds and lived experiences. These experiences are related to social identities, including race, ethnicity, language, sexual orientation, gender identity and expression, social and economic status, religion, ability status, and country of origin. The terms diverse and diversity are sometimes used

as euphemisms for non-White. NAEYC specifically rejects this usage, which implies that Whiteness is the norm against which diversity is defined.

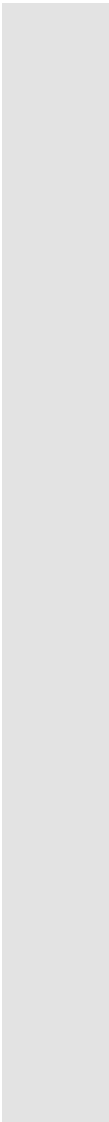
equity—The state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic. In practice, equity means all children and families receive necessary supports in a timely fashion so they can develop their full intellectual, social, and physical potential. Equity is not the same as **equality**. Equal treatment given to individuals at unequal starting points is inequitable. Instead of equal treatment, NAEYC aims for equal opportunity. This requires considering individuals' and groups' starting points, then distributing resources equitably (not equally) to meet needs. Attempting to achieve equality of opportunity without considering historic and present inequities is ineffective, unjust, and unfair.

inclusion—Embodied by the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to help them reach their full potential. Although the traditional focus of inclusion has been on addressing the exclusion of children with disabilities, full inclusion seeks to promote justice by ensuring equitable participation of all historically marginalized children.

race—A social, political construct that categorizes and ranks groups of human beings on the basis of skin color



Topics for Today

- Demographics of children's books
 - Mirrors, windows, and sliding glass doors
 - Selecting and using children's books to promote identity, equity, and inclusion
 - Incorporating children's books in early childhood courses
 - Additional resources
- 

Do you remember
when you
recognized
yourself/your family
in a book for the
first time?





How You Felt When You Recognized Yourself in a Book for the First Time

Authors share the moment they first saw themselves in a character.

 Kimberley Moran on July 5, 2017



kids of color don't see themselves in the books they read

Last Updated: Aug. 11, 2021 at 10:36 a.m. ET

First Published: Aug. 9, 2021 at 2:52 p.m. ET

By [Andrew Keshner](#)

79

Researchers used artificial intelligence technology to analyze imagery in children's books





CHILD WATCH® COLUMN: IT'S HARD TO BE WHAT YOU CAN'T SEE

Release Date: August 21, 2015



"When we think about what it is to be 'connected,' we think about memory. We think about history. We think about storytelling. All of these words that we hear—'literacy,' 'inclusion,' 'diversity'—those are all words for connection . . . When I say to people 'why do we need to have diverse books?' it's not because necessarily everybody needs to see themselves reflected in every book, but because we need that sense of connection. We need to live in a global sense."

As a new school year starts, many parents are making sure their children have the right supplies from their back-to-school lists and double-checking their courses and schedules. But are we thinking about what books our children are reading? Children of color are now a majority of all public school students and will soon be a majority of all children in America yet children's books and the publishing industry have failed to keep up with the rainbow of our children's faces and cultures and needs and the wide variety of their daily experiences.

As award-winning children's book author and illustrator Christopher Myers says above, this matters in order to give *all* children a deeper sense of connection to the books they're reading and to each other and to prepare them to live in a rapidly globalizing, multicultural, multiracial, and multi-faith nation and world.



Children's books as a vehicle for promoting inclusion





Sliding Glass Door



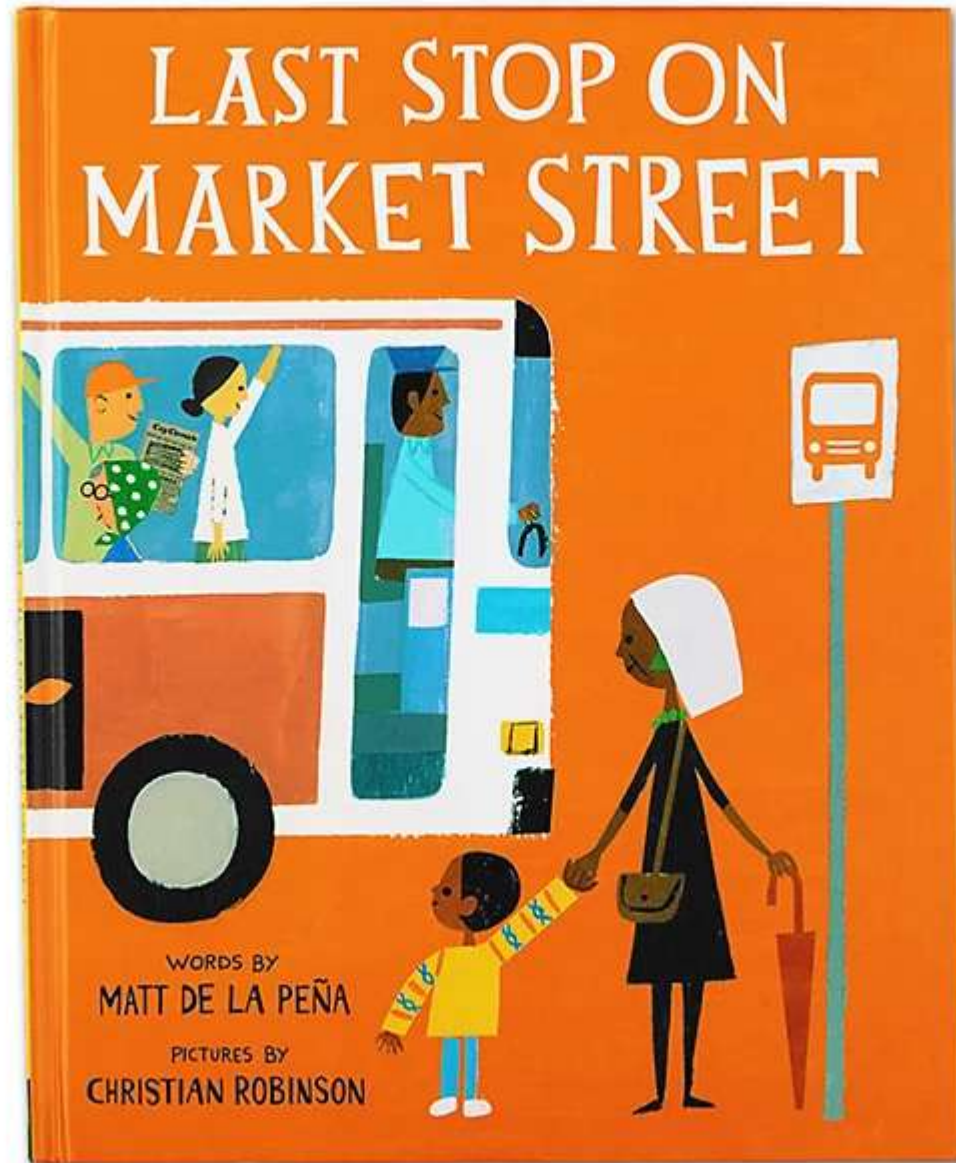
Mirror



Window

Mirrors, windows, and sliding glass doors

- Have you ever ridden a bus?
- Do you get to go places with your grandmother?
- Have you been to a place that looks very different from where you live?





Poll: What percent of characters in children's books are Latino/Latina/Latinx?



Asian/Pacific
Islander/Asian
American



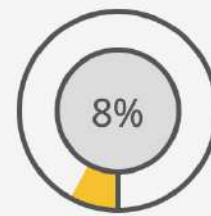
Bi/Multiracial/Mixed
Race



Black/African/African
American



Brown-Skinned
and/or Race
Unspecified



First/Native
Nations/American
Indian/Indigenous



Latinx/Hispanic/Latin
American



Middle
Eastern/North
African/Arab

Source: <https://diversebookfinder.org/>

Disability

3.4%
of all books

LGBTQIAP+

3.1%
of all books

<https://bookriot.com/diversity-in-childrens-and-young-adult-literature/>

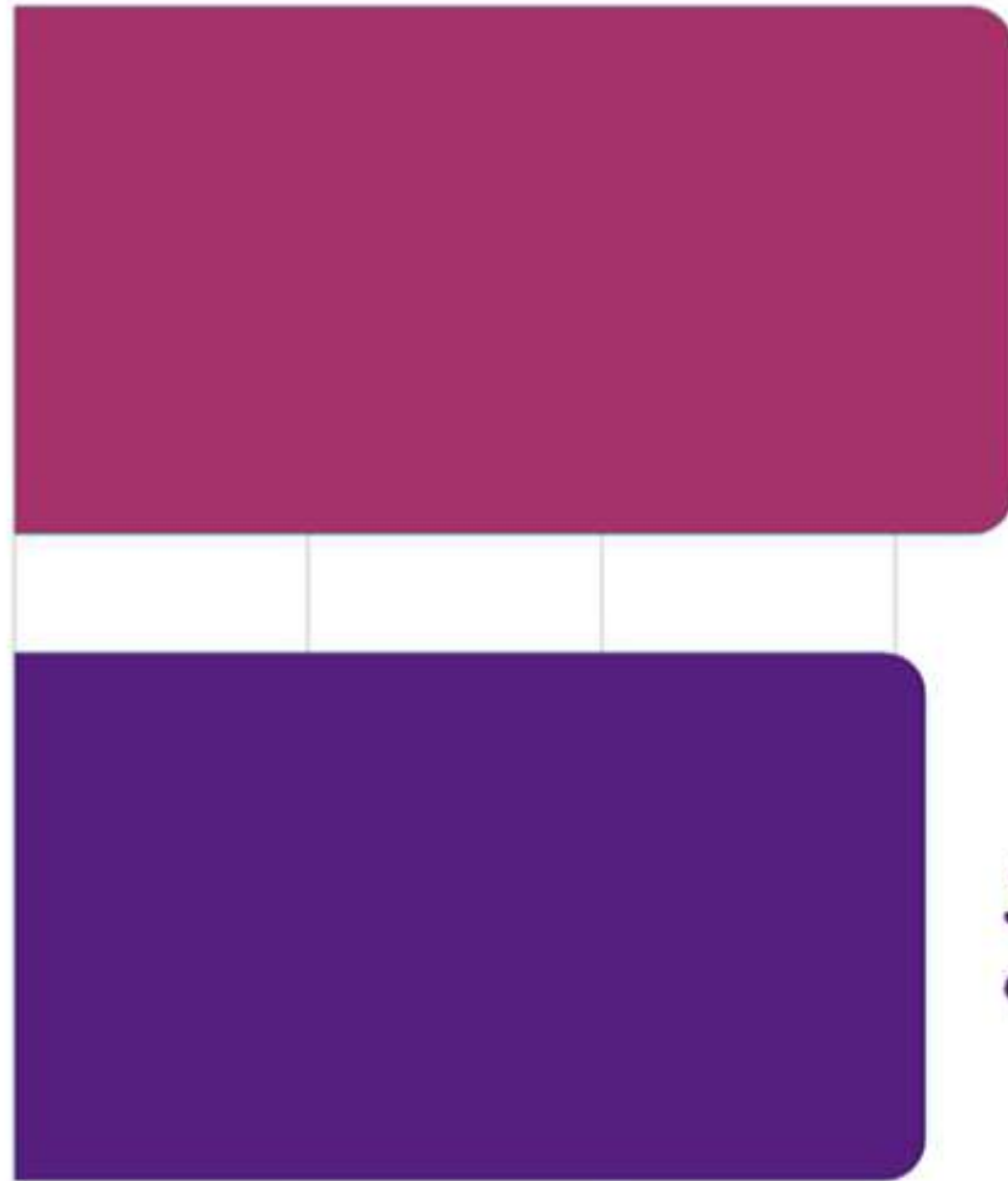
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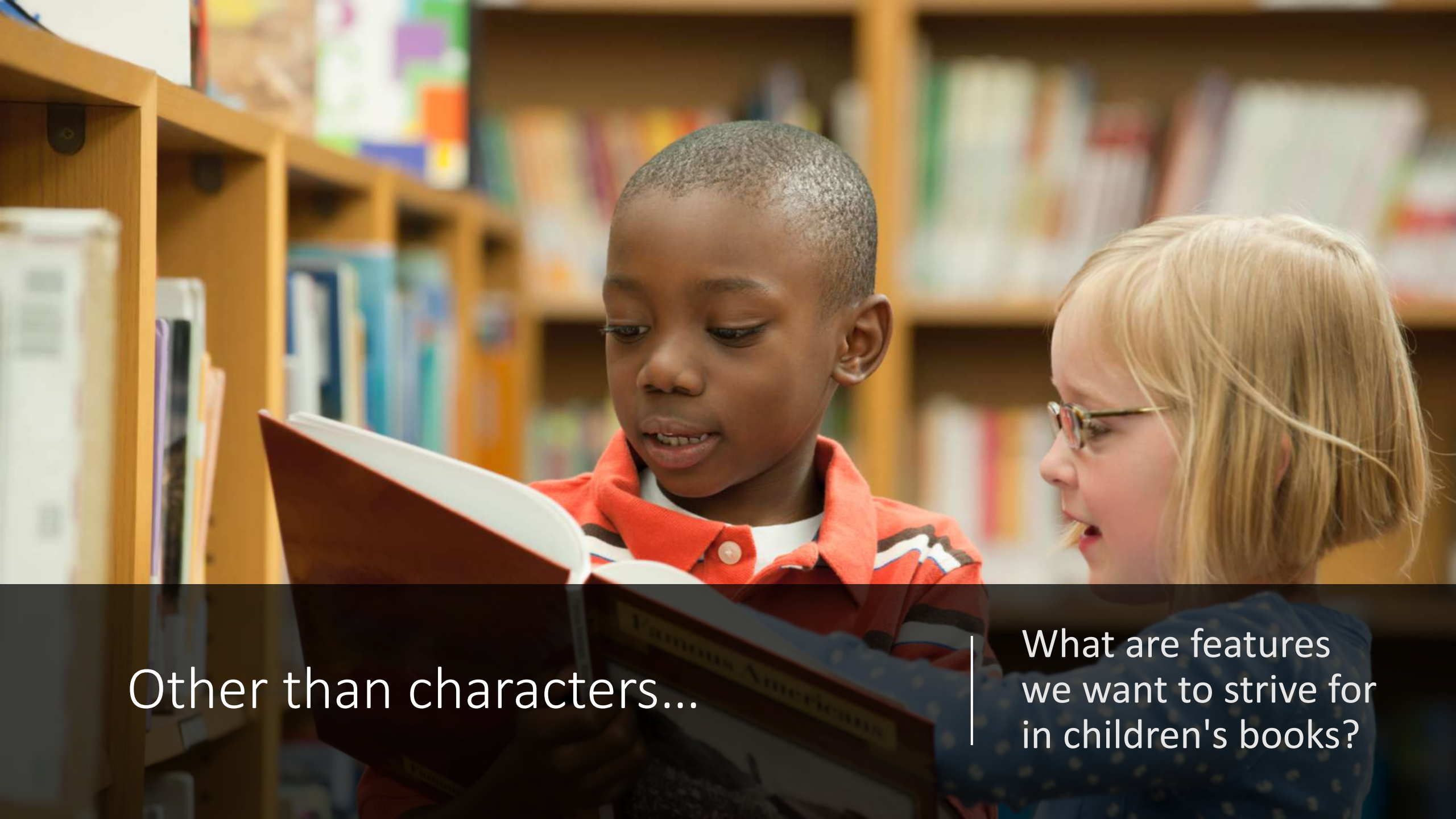
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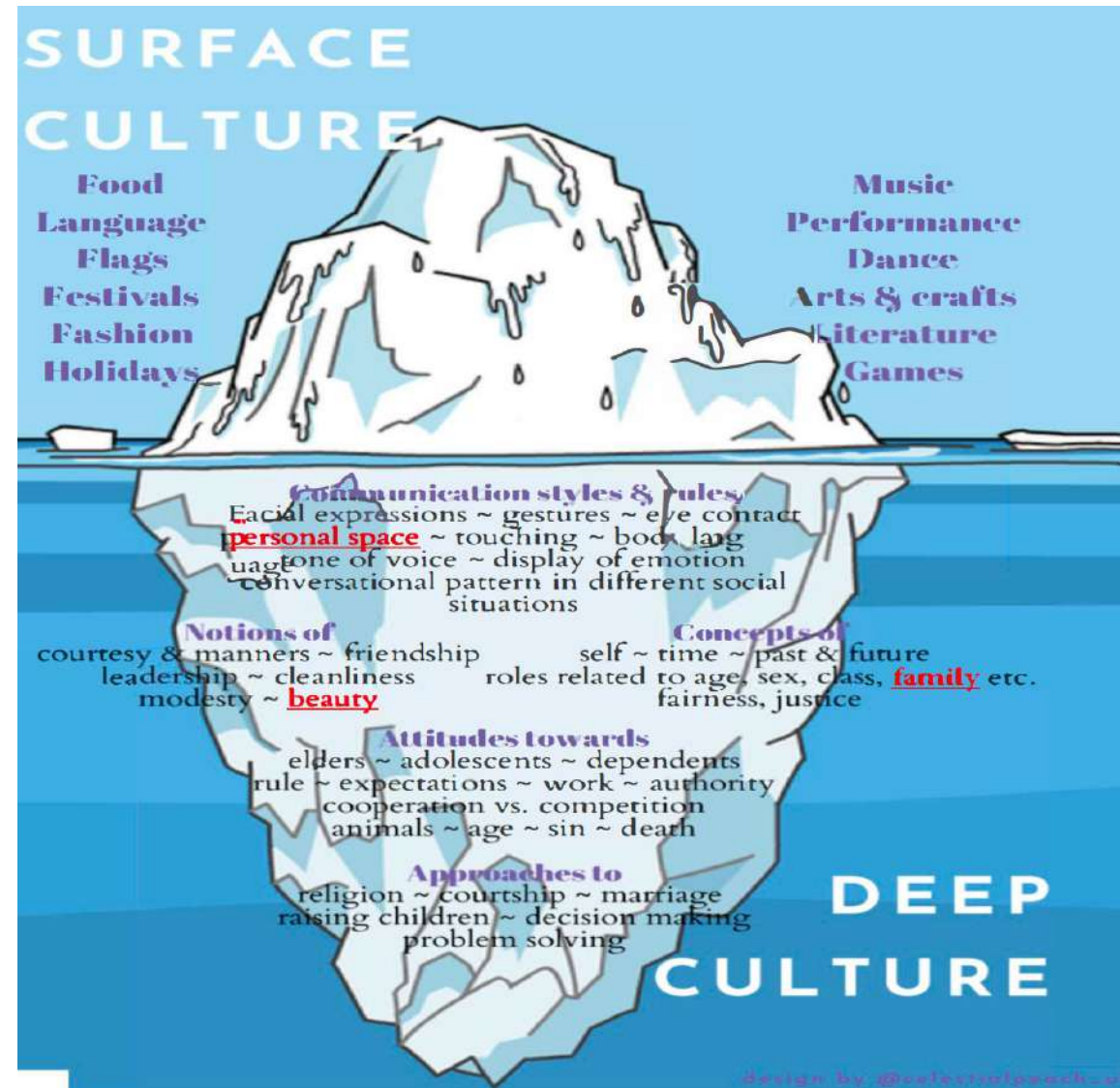




Other than characters...

What are features
we want to strive for
in children's books?

Considerations in Selecting Books for Young Children



Checklist

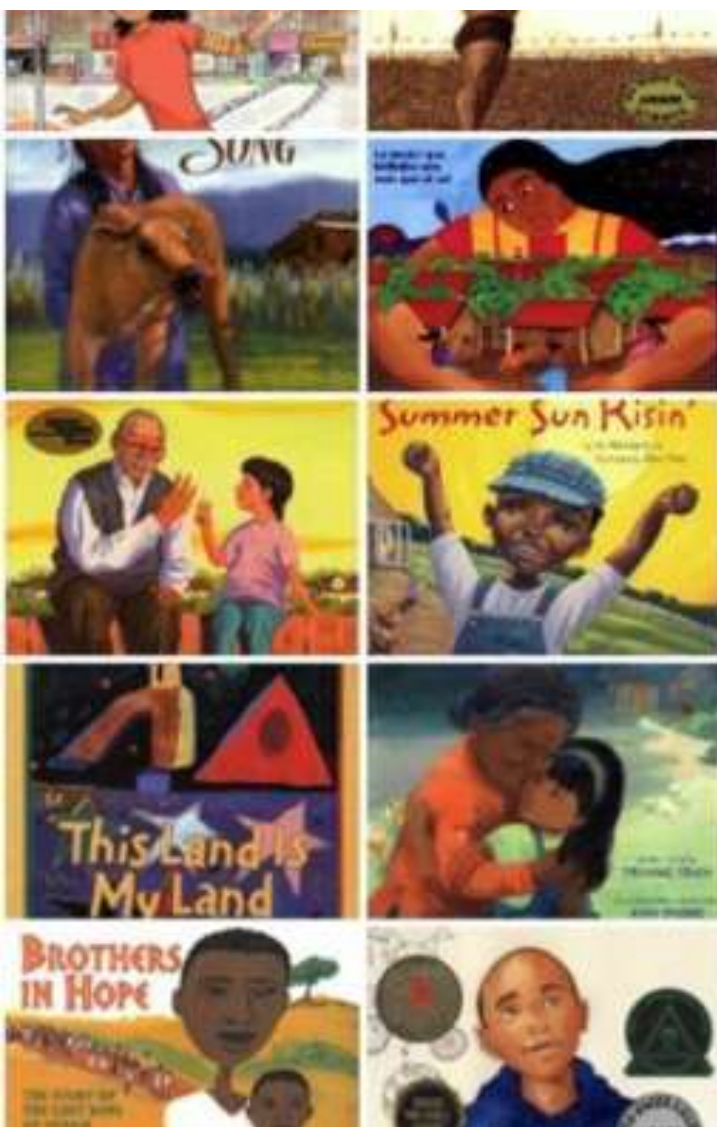
- characters
- story, theme, setting
- illustrations

Handout pages 9-10



Considerations in Selecting Books for Young Children

Considerations for Characters	Yes	No
<i>Look at the characters who are diverse.</i> Are they treated like strong, active, and capable individuals? Are they able to make a contribution? Are they portrayed and treated as if they are lacking? Are diverse characters placed on a pedestal? Does their inclusion reflect tokenism?		
<i>Watch how the characters treat each other.</i> Do characters model views or actions that you would like children to emulate?		
<i>Consider how families are portrayed.</i> Are families of diverse cultures, compositions, and configurations portrayed authentically and respectfully? How are siblings depicted? Are siblings shown as being allies?		
<i>Consider the insights children will gain from the book.</i> Are there one or more characters with whom a young reader who is diverse can readily identify in positive and constructive ways? Do the words and images provide <u>mirrors</u> (i.e., an accurate reflection that values diverse children, their families, and their communities? Do the words and images provide <u>windows and/or sliding doors</u> (i.e., opportunities to learn about or partake in someone else's experience)?		
<i>Consider the potential impact of the book.</i> Will it help to expand a child's world view? Will it build knowledge of other cultures and lifeways? Will it provide accurate insights that build opportunities for inclusion?		



Considerations for the Story, Theme & Setting (continued)	Yes	No	N/A	Comments
8. Look for the values conveyed through the book. Does the narrative emphasize equity, fairness, and inclusion?				
9. Look at the places in the book. Are the ways in which homes, communities, and other settings portrayed and depicted authentically and respectfully? Does the context support or refute stereotypes?				
10. Consider the insights children will gain from the book. Are there one or more characters with whom diverse young children can readily identify in positive and constructive ways? Do the words and images provide <u>mirrors</u> (i.e., an accurate reflection that values diverse children, their families, and their communities?) Do the words and images provide <u>windows and/or sliding doors</u> (i.e., opportunities to learn about or partake in someone else's experience)?				
11. Consider the potential impact of the book. Will it help to expand a child's world view? Will it build knowledge of other cultures and lifeways? Will it provide accurate insights that build opportunities for inclusion?				
12. Consider the setting. Do the stories promote understanding of our diverse society? Does the book speak to ALL children?				
Considerations for the Illustrations	Yes	No	N/A	Comments
13. Consider the age-appropriateness of the illustration style. Are the illustrations colorful and engaging to hold young children's attention?				
14. Consider how the illustrations portray different people. Are diverse populations represented well?				
15. Look at the illustrator's experience and background with the communities represented. Are the illustrations and the information they communicate accurate and respectful?				
16. Do the illustrations represent diversity within cultural groups? Are the illustrations mindful of cultural differences within groups? Do the images capture diversity from the real world?				
17. Are characters realistically and genuinely portrayed?				
18. Do the illustrations avoid reinforcing racial stereotypes?				

RESEARCH / BFI WORKING PAPER • JUL 29, 2021

What We Teach About Race and Gender: Representation in Images and Text of Children's Books



Anjali Adukia, Alex Eble, Emileigh Harrison, Hakizumwami Birali Runesha, Teodora Szasz

Books shape how children learn about society and social norms, in part through the representation of different characters. To better understand the messages children encounter in books, we introduce new artificial intelligence methods for systematically converting images into data. We apply these image tools, along with established text analysis methods, to measure the representation of race, gender, and age in children's books commonly found in US schools and homes over the last century. We find that more characters with darker skin color appear over time, but "mainstream" award-winning books, which are twice as likely to be checked out from libraries, persistently depict more lighter-skinned characters even after conditioning on perceived race. Across all books, children are depicted with lighter skin than adults. Over time, females are increasingly present but are more represented in images than in text, suggesting greater symbolic inclusion in pictures than substantive inclusion in stories. Relative to their growing share of the US population, Black and Latinx people are underrepresented in the mainstream collection; males, particularly White males, are persistently

TOPICS

Early Childhood Education
K-12 Education

RELATED SCHOLARS

Anjali Adukia

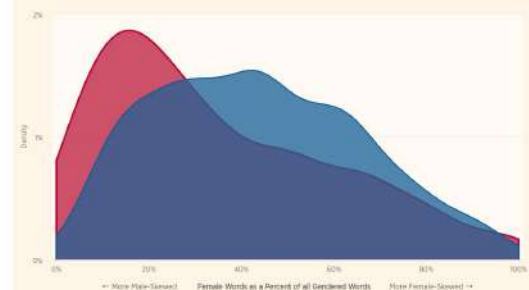
RELATED INSIGHTS

APR 12, 2021
What We Teach About Race and Gender: Representation in Images and Text of Children's Books

Distribution of All Female Words across Collections

Select and compare collections below

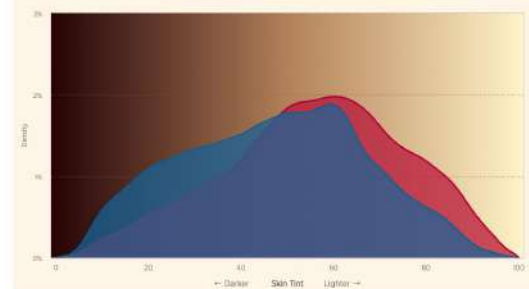
Mainstream Diversity People of Color African American Ability Female LGBTQ



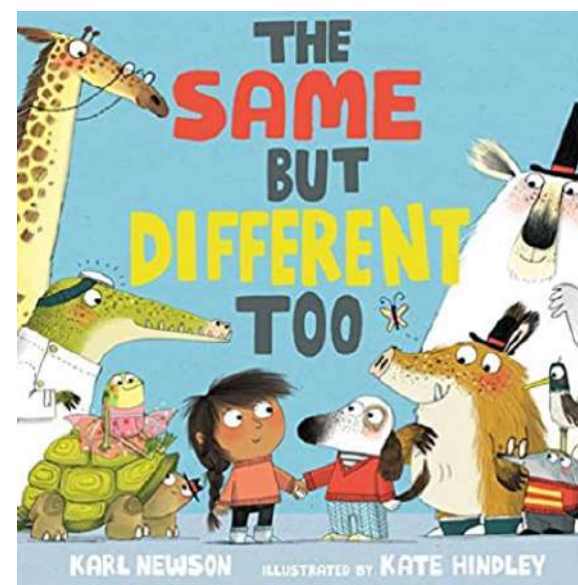
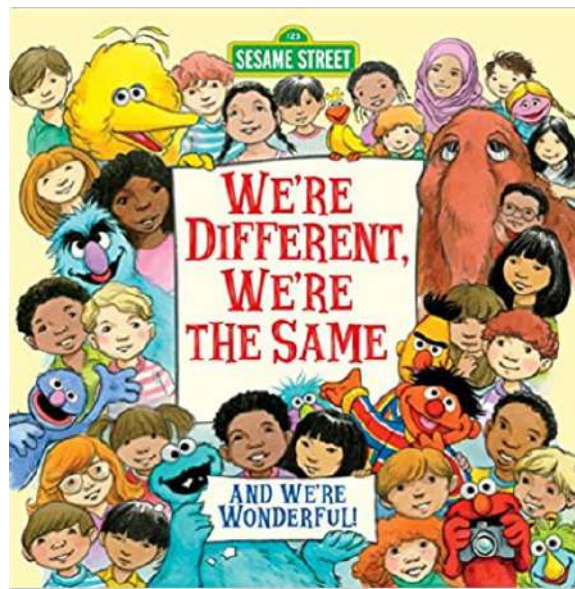
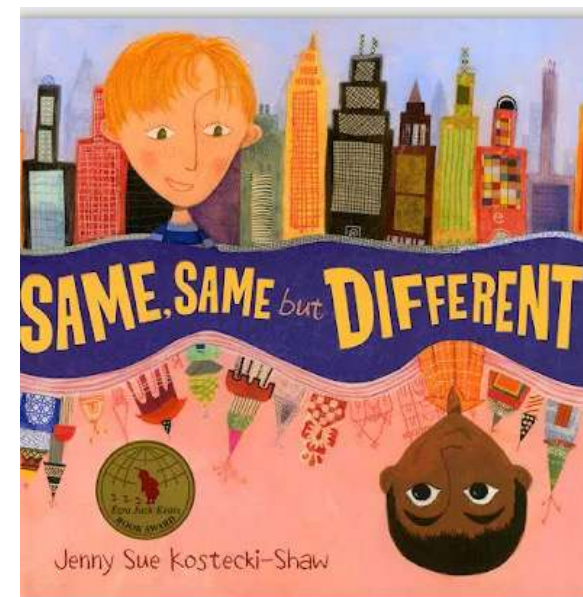
Distribution of Female Skin Tints across Collections

Select and compare collections below

Mainstream Diversity People of Color African American Ability Female LGBTQ



Discussing Differences



Assignment: Similarities & differences

Handout pg. 4

naturalresources

Free resources for learning about and
recognizing similarities and differences

July 2021

Identifying similarities and differences is the process of comparing information, sorting concepts into categories, and making connections to existing knowledge. Supporting each young child's full and equitable participation requires early childhood professionals to build the capacity for children to recognize and talk about differences in ways that are honest and accurate, but also thoughtful and kind. This takes intentionality on the part of professionals, and daily practice and modeling by children and adults. Here are some resources for supporting those capabilities.

Exploring Similarities <https://sesamestreetincommunities.org/topics/autism/?activity=exploring-similarities>

This brief video and activity from Sesame Street provides a thoughtful introduction to helping young children process the idea that although everyone is different, we all share important feelings. At this website, the video shows what some children with autism like to do, then in text below the video it provides prompts for discussing similarities and differences.

We Are Different, We Are the Same <http://bkc-od-media.vhost.psu.edu/documents/Activities1506.pdf>

This document offers five different activities that can be used to explore similarities and differences in a fun, thoughtful, and informative way. Children's books that could also be used to explore these topics are listed (e.g., *The Sneeches* by Dr. Seuss), along with additional resources for educators.

Starting Small: Teaching Tolerance in Preschool and the Early Grades

<https://www.tolerance.org/classroom-resources/film-kits/starting-small> (kit)

http://www.tolerance.org/sites/default/files/kits/Teachers_Study_Guide.pdf (downloadable Teacher's Guide)

The vision of community that the early childhood classroom provides can color children's expectations about equity, cooperation and citizenship for a lifetime. This free training kit profiles seven classrooms in which teachers are helping children practice fairness, respect, and tolerance. The kit includes a 58-minute DVD and a Teacher's Guide with a 114-page set of additional information about each classroom as well as resources, activities, and reflections.

Q&A: Noticing Differences <https://www.zerotothree.org/resources/4087-q-a-noticing-differences>

This column shares ideas about how families and educators can explain differences in ways that promote understanding.

Talking to Children About Differences and Similarities

<https://eclkc.ohs.acf.hhs.gov/publication/talking-children-about-differences-similarities>

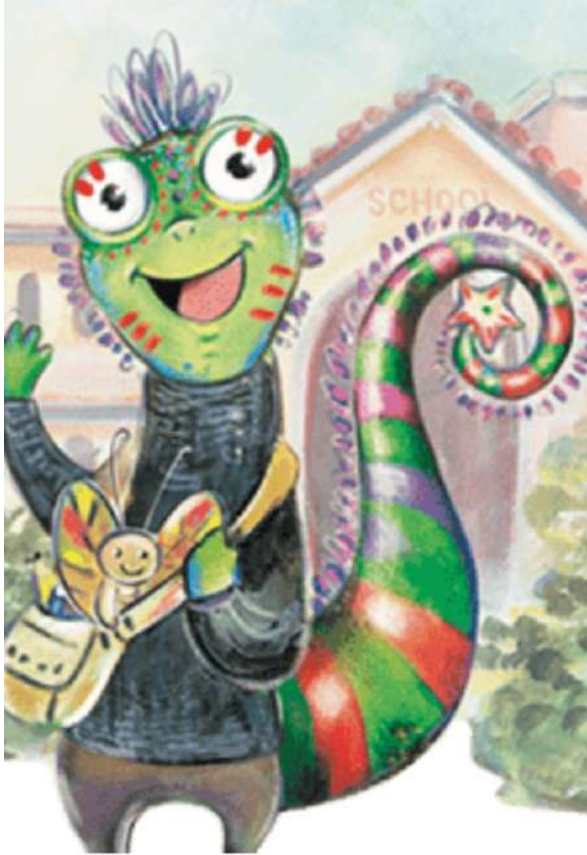
Children are remarkably good at observing differences in the world. This is an important developmental learning strategy. Adults can support children as they make sense of differences by talking to them about what they observe. Read this evidence-based document for a review of the research and applications for home and classroom. The document is also available in Spanish at <https://eclkc.ohs.acf.hhs.gov/es/publicacion/hablar-con-los-ninos-acerca-de-las-diferencias-y-similitudes>



Incorporating
children's books
in early childhood
courses



Child , Family, and Community Course



<https://neonthechameleon.com/>

Using Stories to Nurture Identity

Jun 11, 2019

By Rebecca Parlakian

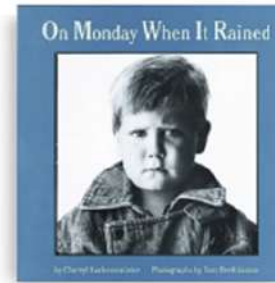
What do young children understand about their identity? How can parents help them construct a positive self-identity? Read on for tips and tools.



Child Guidance or Social Emotional Development Course

Book Nook

Using Books to Support Social Emotional Development



On Monday When It Rained

By Cherryl Kachenmeister

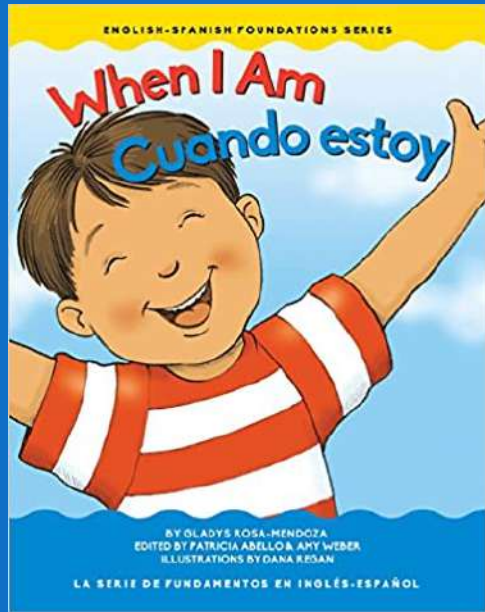
Houghton Mifflin Company, 1989

On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely). (Ages 3-8)

Examples of activities that can be used while reading *On Monday When it Rained* and throughout the day to promote social and emotional development:

- While reading the story, pause after each of the day's events and ask the children how they think they would feel if that happened to them.
- While reading the story, have children talk about times that they felt disappointed, embarrassed, proud, scared, angry, excited or lonely. Also talk about times when you felt disappointed, embarrassed, proud, scared, angry, excited or lonely.
- Give each child a small hand held mirror and have them make faces representing the feelings as the little boy expresses different emotions in the story.
- Make a "feelings" collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc.
- Since the story is about one child, the pictures of the "feeling faces" are not very diverse. Take pictures of all the children in the classroom making faces that show different feelings (disappointed, proud, embarrassed, scared, angry, excited and lonely). Make a new *On Monday When it Rained* book—with the pictures showing the children in the classroom.
- Use the same idea as above (taking pictures of children making faces to show different feelings), but have the children make up their own story. They can expand and add pictures showing more emotions and feelings than those in the story.

Example: When I am/Cuando estoy



Examples of activities that can be used while reading *When I Am/Cuando estoy* and throughout the day to promote social emotional development:

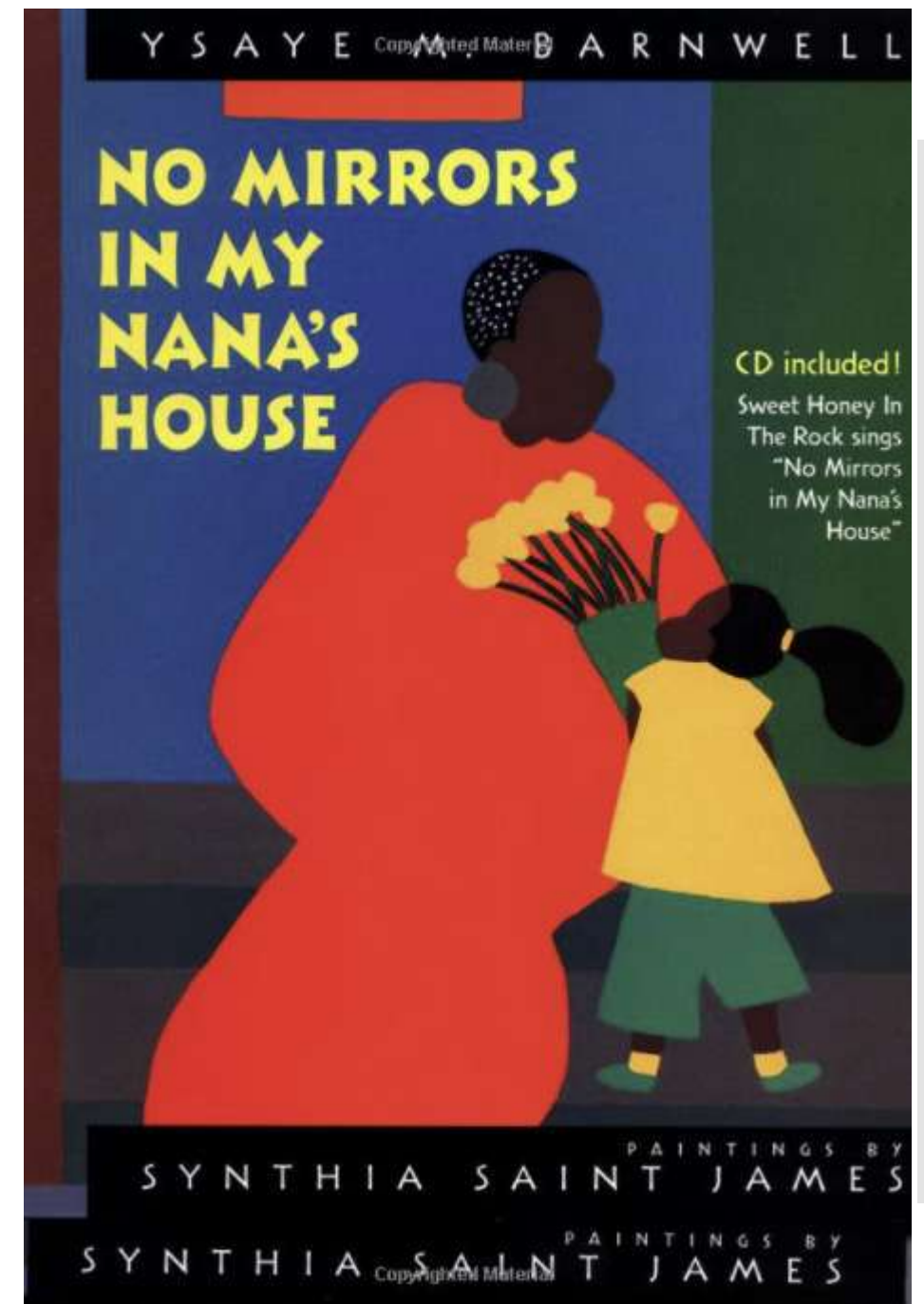
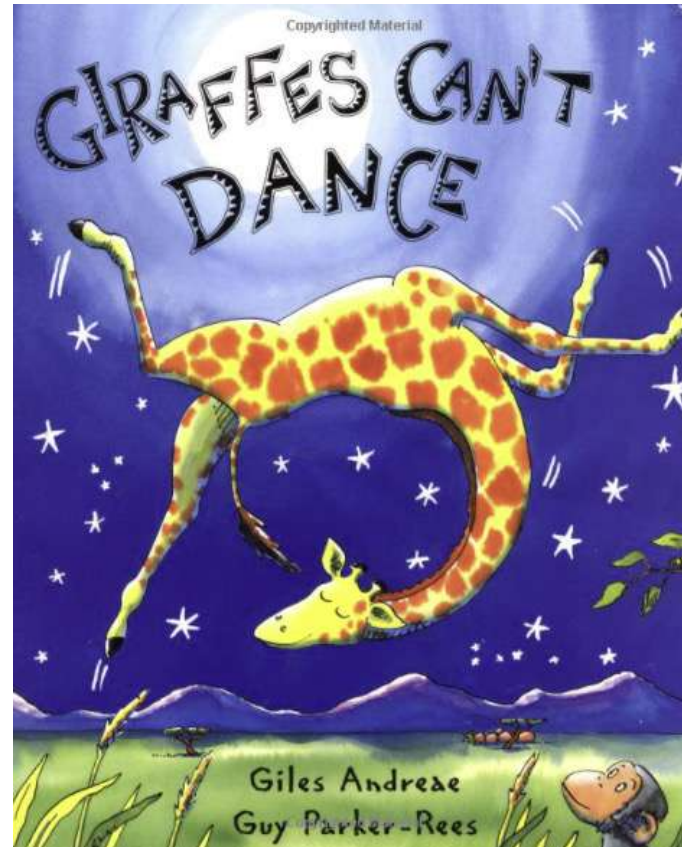
- Have children practice saying the feeling vocabulary words in both English and Spanish
- I See Me Mirror Play: While re-reading the story, have each child hold a mirror. As you read each page have the children practice making their happy, sad, tired, angry, bored, worried, frightened, surprised, and lonely face to match the children's expressions in the book.
- Use feeling chart (English/Spanish) throughout the day

 Affectionate Cariñoso(a)	 Bored Aburrido(a)	 Brave Valiente	 Calm Calmado(a)
 Cheerful Alegre	 Comfortable Cómodo(a)	 Creative Creativo(a)	 Curious Curioso(a)
 Disappointed Decepcionado(a)	 Disgusted Asqueado(a)	 Excited Emocionado(a)	 Embarrassed Avergonzado(a)

Assignment:

Find a book that addresses both DEI and social-emotional development

Create a new Book Nook

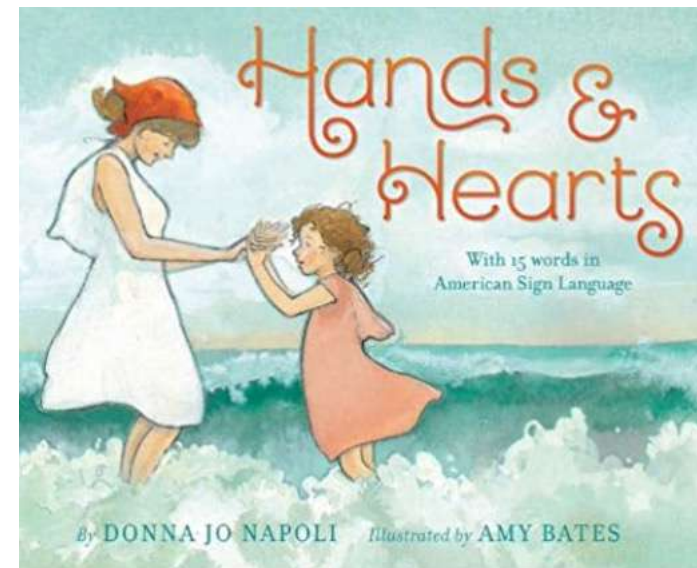
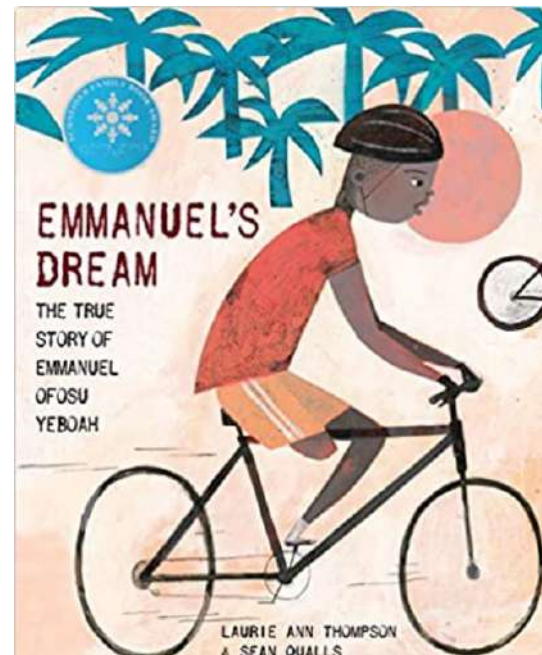
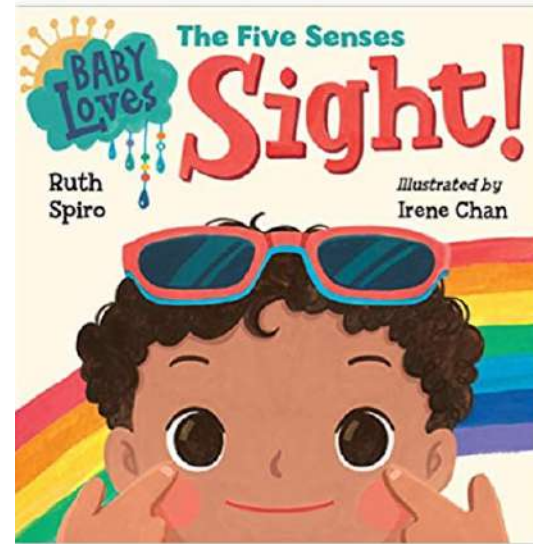
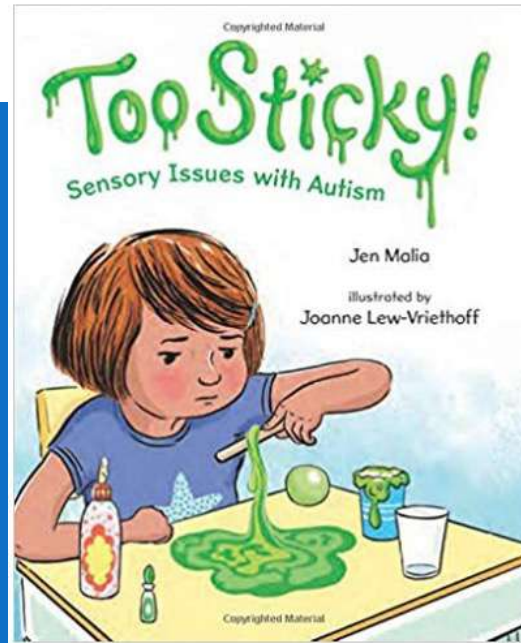




Curriculum

Assignment:

Plan an
inclusive
shared
storytime
activity



Assignment

01

Use your state's early learning guidelines to identify a domain and target skill(s)

02

Use "Considerations in selecting books for young children" to select a book

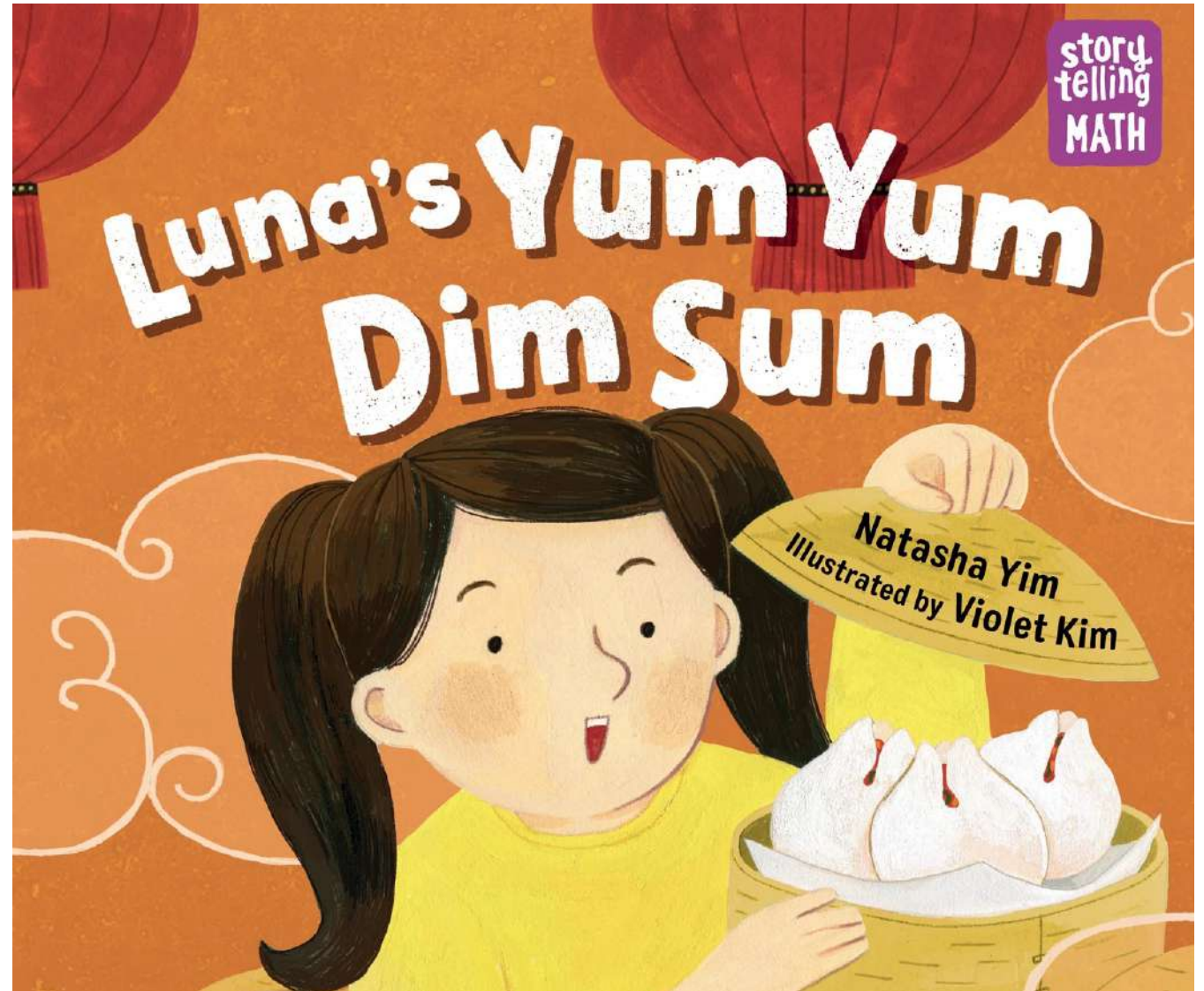
03

Plan for adaptations to include all children in the shared storytime

04

Submit a "plan" using a medium of your choice (e.g., Flipgrid, slides, using Canva to create a tipsheet)

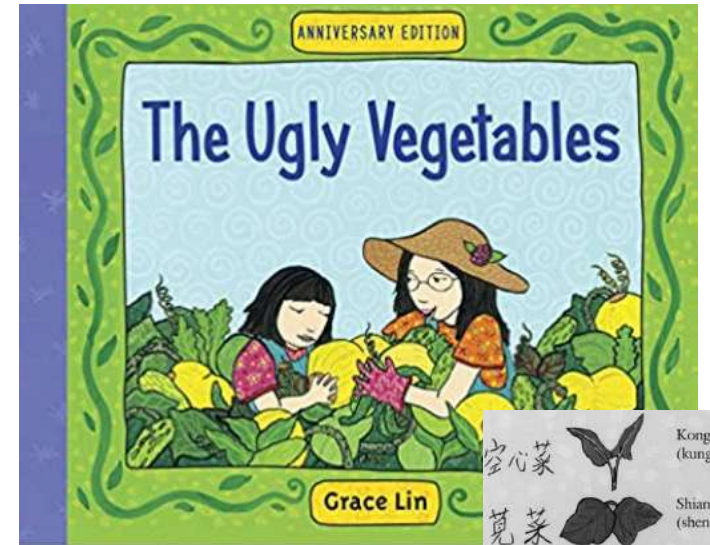
Do you
teach
Health,
Safety &
Nutrition?



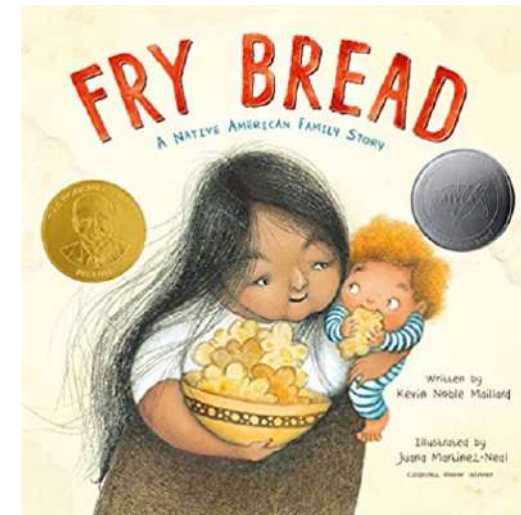
Assignment:

Use children's books to explore approaches to food, cooking, and feeding

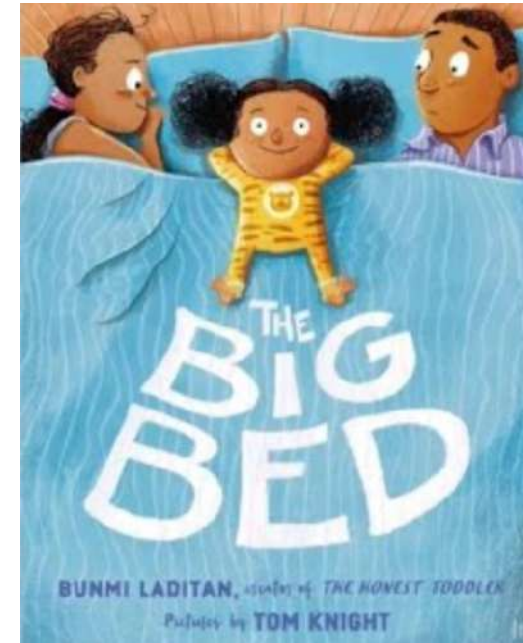
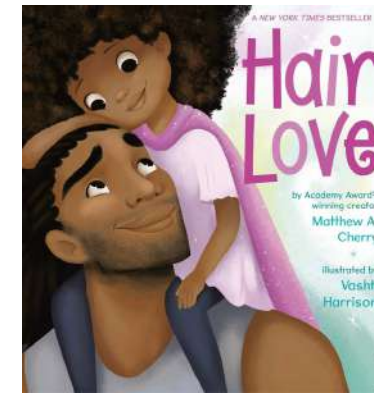
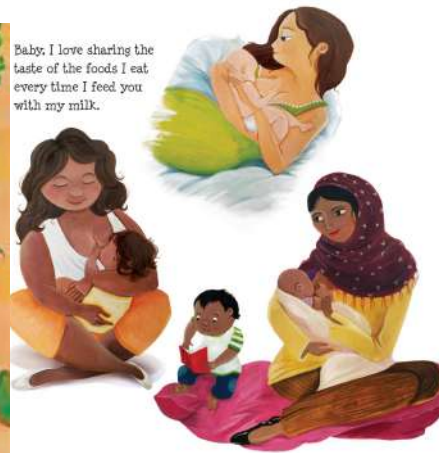
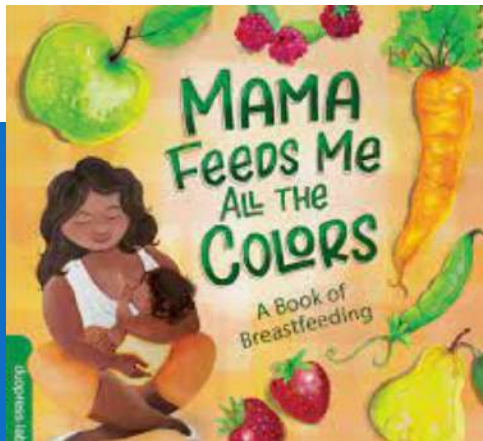
- Connect to many aspects of culture and beliefs
- Reflect children's diverse home foods and food practices
- Instill cultural and ethnic pride
- Offer windows or sliding doors to the diverse food practices of others



空心菜		Kong Shin Tsay (kung shin zai)
莧菜		Shiann Tsay (shen zai)
芥菜		Jeou Tsay (joe zai)
茼蒿		Tong Hau (tung how)
小胡瓜		Sheau Hwang Gua (show hwang gwa)
絲瓜		Sy Gua (see gwa)
苦瓜		Kuu Gua (coo gwa)
葫蘆瓠		Fwo Loo Fwo (foo loo foo)

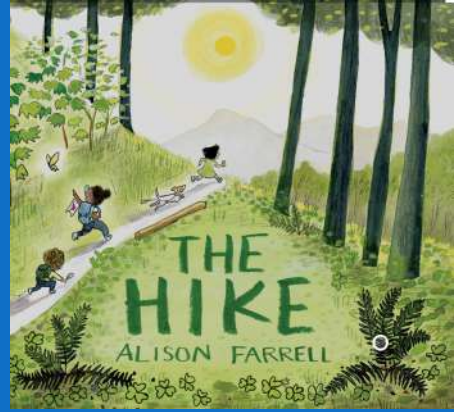


.. grooming,
sleep, and
other health
practices



- Practices that are culturally and ethnically specific
 - Grooming (hair salon, barbershops, types of accessories, types of care products)
 - Feeding (bottle or breast, using baby food or baby-led weaning)
 - Sleep (co-sleeping or independent sleep)

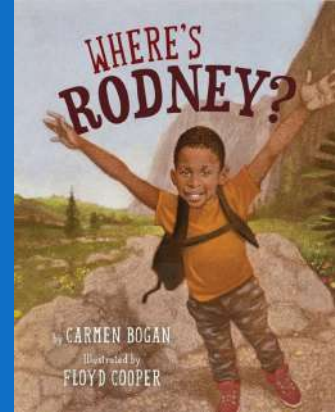
Outdoors: Mirrors, windows, and sliding glass doors



What's a hike?

Have you been on a hike? What was it like?

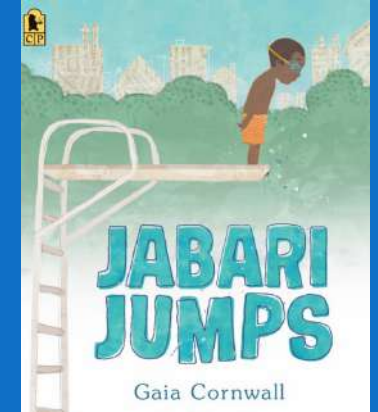
What are things to see and do on a hike?



What's a park?

What can you do in a park?

What's it like to be in a place where you can run as fast as you want?

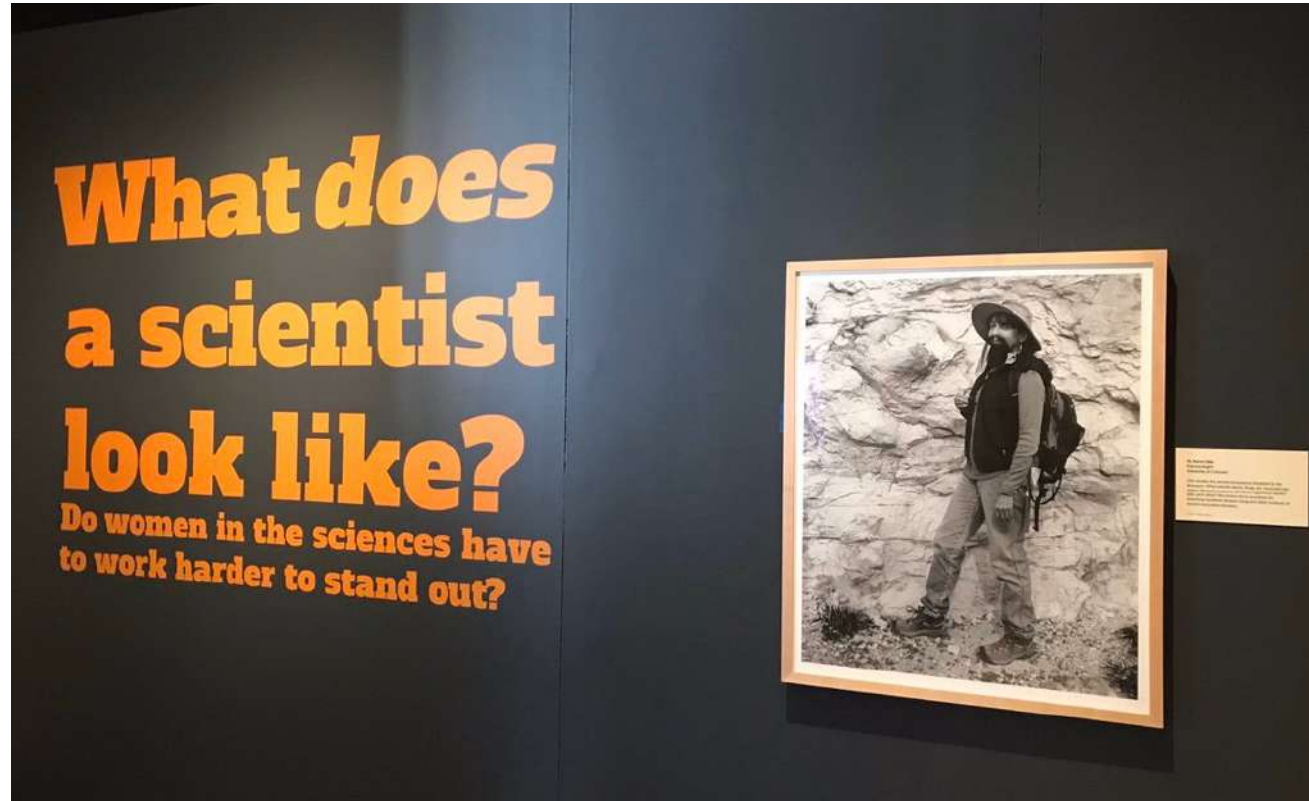


Do you know how to swim?

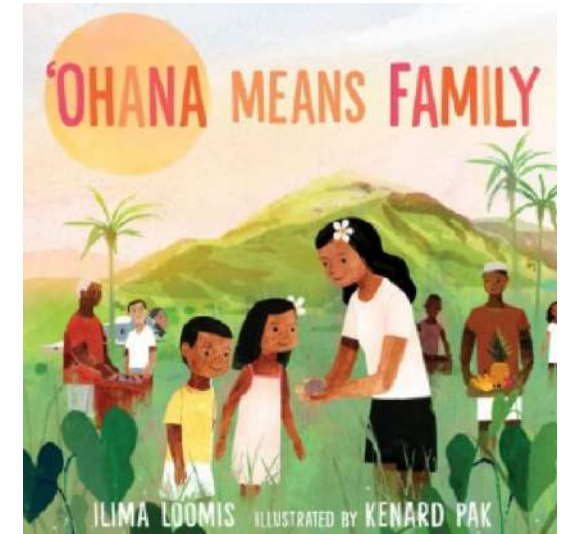
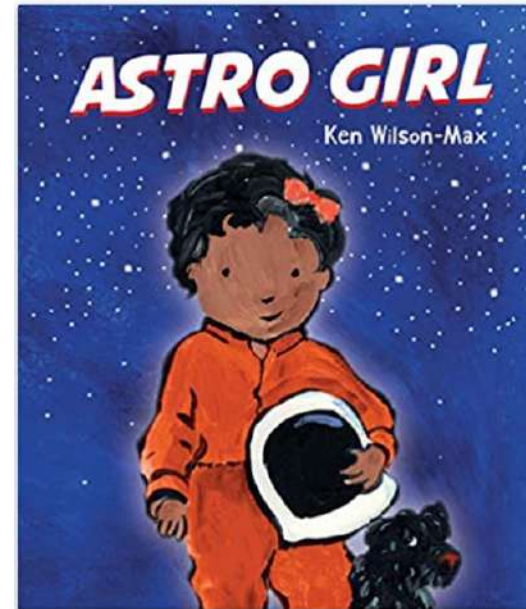
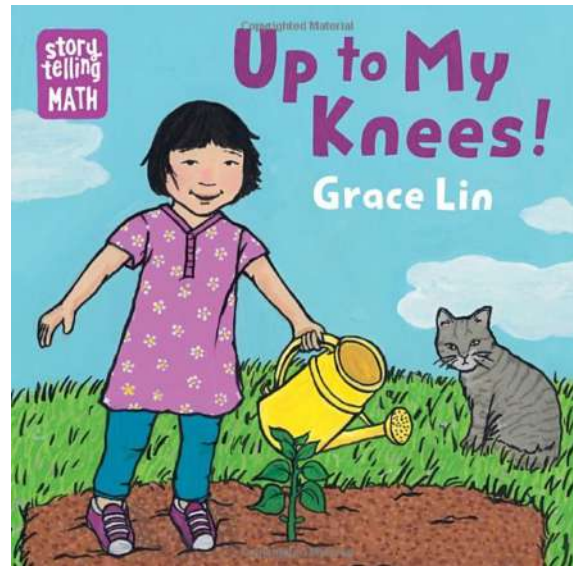
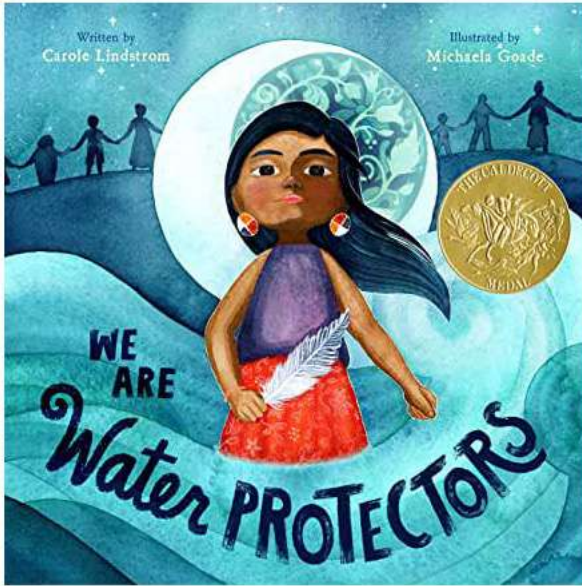
Have you ever jumped off a diving board?

What do you do when you're scared?

Science, Technology, Engineering, and Math

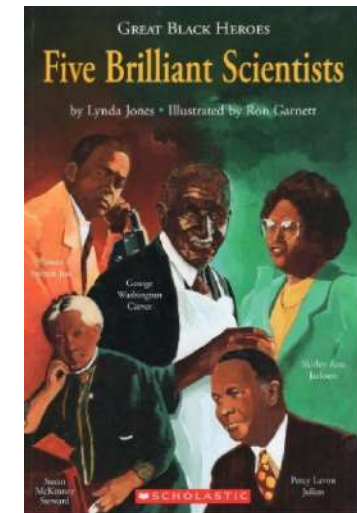
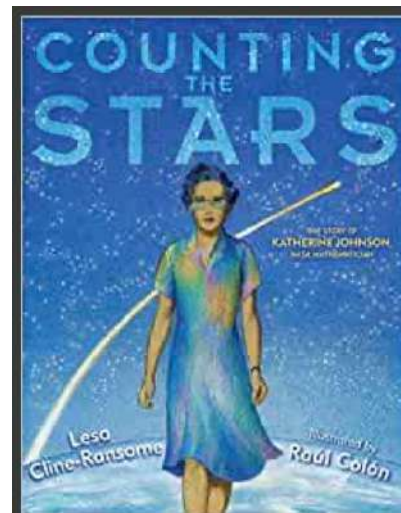
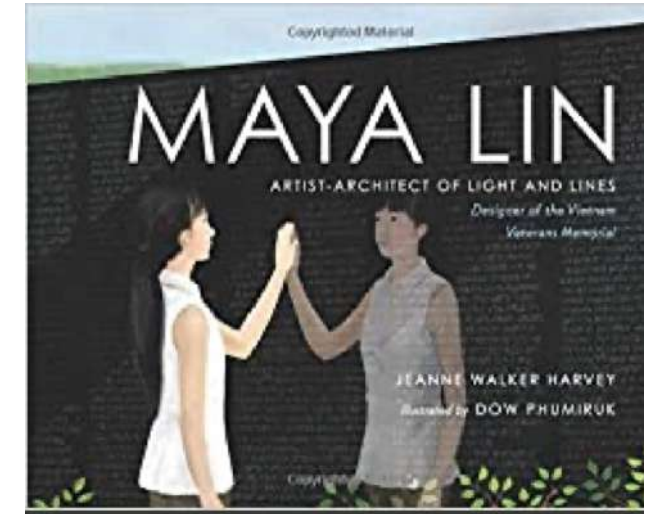
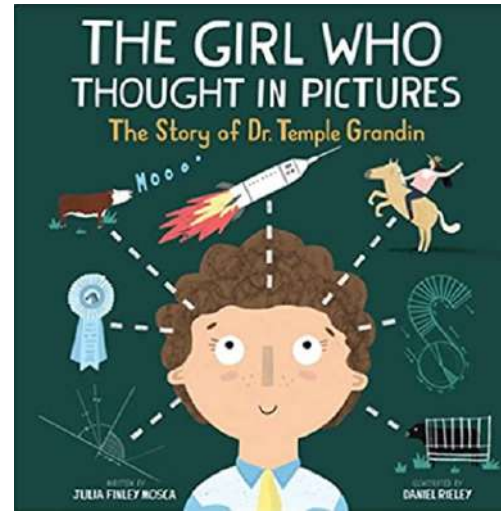


Source: The Bearded Lady Project@ the Smithsonian Natural History Museum



Assignment: Select a book that explores STEM concepts and have BIPOC/gender/ability representation, prepare prompts for STEM talk and open-ended questions related to STEM concepts introduced in the books, and DEI.

Find books that
can help children
learn about STEM
professionals who
look like them



Additional Resources on pgs. 7-8 Unite for Literacy

Featured Books: New and Favorite



Unite US: Animals and People



Unite Español: Nuevos y favoritos





Different formats

Tar Heel Reader

Welcome

Welcome to the Tar Heel Reader, a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches. [Click here to learn more about alternative access methods.](#)

You may write your own books using pictures from the huge collection at [Flickr](#) or pictures you upload. All books should be complete, edited, and revised to the best of your ability before publishing them to the site. While you are working on them, please save them as drafts.


Note the little well icon  in the upper left corner of the page; clicking it will allow you to access the main menu. You can also click the settings icon  to change settings on some pages.

Ready to get started?

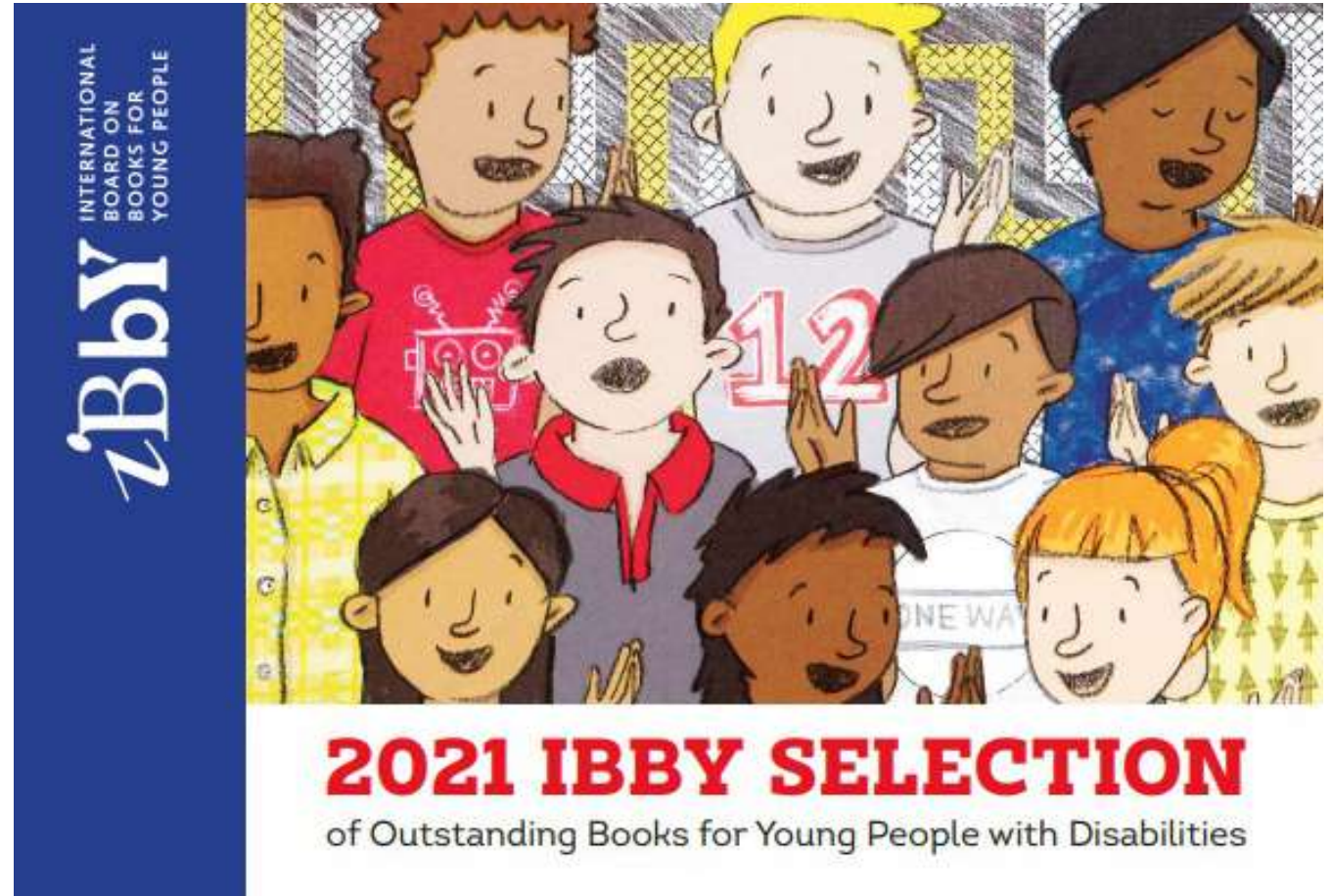
Find a bookWrite a book

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ENGLISH ▼



Diverse images and content



Picture Books Featuring All Kinds of Families

Families. Shelley Rotner and Sheila M. Kelly. (Toddler–K).

There are all kinds of families. Some are big and some are small. Some have two moms or two dads. This book of photos offers children an inclusive look at families, so they can see beyond their own experiences and begin to understand others.

The Family Book. Todd Parr. (Toddler–K).

All kinds of families are celebrated in a funny, silly and reassuring way. Includes adoptive families, stepfamilies, single-parent families, two-mom and two-dad families, and families with a mom and a dad.

Families, Families, Families! Suzanne and Max Lang. (Toddler–K).

A host of silly animals represent all kinds of families. Depicted as portraits, framed and hung, images of these goofy creatures offer a warm celebration of family love.

The Great Big Book of Families. Mary Hoffman. (Pre-K–3).

All kinds of families and their lives together are featured, with two-page spreads and each showcasing one aspect of home life—from houses and holidays, to schools and pets, to feelings and family trees.

One Family. George Shannon. (Pre-K–2).

While the text looks at numbers and the concept of “one” —one batch of cookies, one family, one world—the images portray a diverse range of people and families, including those that are multigenerational, interracial, or include parents who identify as LGBT.



From Love

Matthew A. Cherry

Illustrated by

BOLD WOMEN
IN
BLACK HISTORY



Are These?



for
parents

Children's Books With Strong Black Characters

JACQUELINE WOOD
Illustrated by RAFAEL



THE
DAY
YOU
BEGIN



All Are
Welcome

She
Persisted



I Believe I Can

RESEARCH NOTES

READ IT AGAIN!

BENEFITS OF READING TO YOUNG CHILDREN

Story time is important for brain development, even for babies who do not talk yet. When you read with children, they are connecting the words you say to the pictures on the page, to the things in their world. All of those connections are brain connections!

THE TAKE HOME:

1. Even before they can talk, children need to hear language to support brain development.
2. Reading and telling stories with children is a great way to expose them to a rich variety of words.
3. With language, both quantity and quality matter.



WHAT DOES RESEARCH SAY?

- Infants pick up on language earlier than we realize. In fact, research shows that babies' brains prepare to speak months before they say their first words. In order to complete this important brain preparation, children need to hear language.
- Books provide a great opportunity for back-and-forth interactions with older children. This supports word learning.



Find all the
materials
from today's
webinar
here



<https://scriptnc.fpg.unc.edu/script-nc-2021-webinar-using-childrens-books-support-identity-equity-and-inclusion>

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Supporting Change and Reform in Preservice Teaching in North Carolina

HOMEABOUT USRESOURCES



Supporting Change and Reform in Preservice Teaching in North Carolina

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

LEARN MORE



COURSE SPECIFIC
RESOURCES

Find free high quality resources to enhance coursework and practice. These resources are focused on the inclusion of young children with disabilities and who are culturally, ethnically, and linguistically diverse.

LEARN MORE



TOOLS FOR ENHANCING
PROGRAM QUALITY

Find rubrics, matrices, and other tools to enhance your early childhood Associate's degree program.

LEARN MORE



FACULTY WEBINARS

Access archived webinars, learn more about, and register for upcoming webinars.

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MONTHLY NEWSLETTER

Access current and archived Natural Resources newsletters

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Register for
the next
SCRIPT-NC
webinar!

October 19,
1-2 pm EST.

What you don't know about ACES

Presenters:

George S. Ake III, PhD | Associate Professor

Duke University Medical Center

Division of Child and Family Mental Health and Community Psychia

Cathy Collie-Robinson, M.Ed.

Director/Instructor, Early Childhood Education

Durham Technical Community College

Stephanie Lackey, M.Ed.

Department Chair, Teacher Academy and Human Services

Forsyth Technical Community College

Cyndie Osborne, M.Ed.

Program Head/Instructor/Advisor Early Childhood

Stanly Community College

Dr. Mary Olvera / Education Program Administrator I

Career and Technical Education Coordinator

*Public Service Technologies, Agriculture and Natural Resources Technologies, and
Commercial Artistic Productions*

North Carolina Community College System Office



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https://unc.az1.qualtrics.com/jfe/form/SV_8qcqpNJ8lubq5Zs

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ΣΑΣ ΕΥΧΑΡΙΣΤΩ DĚKUJ SAĞOL
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