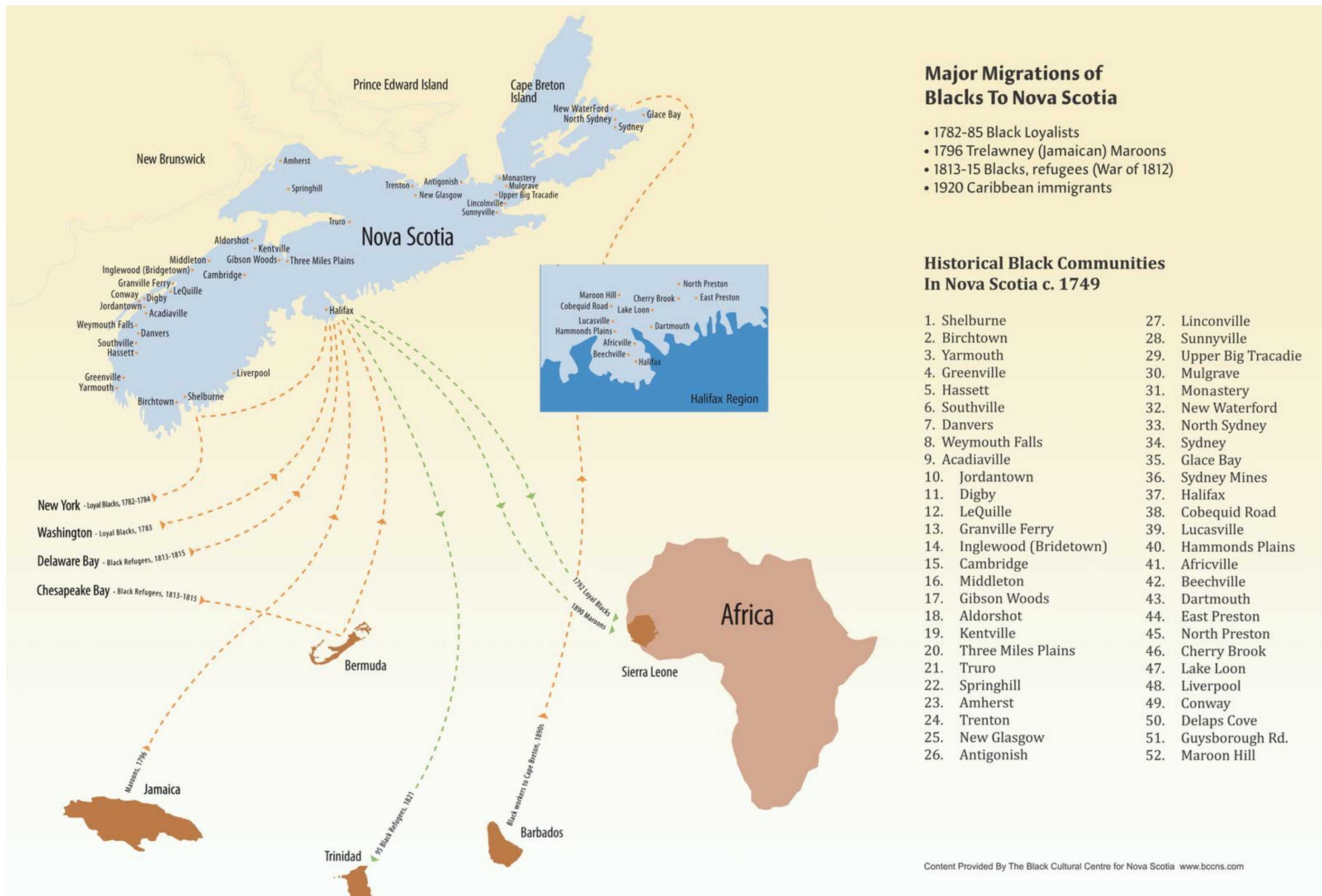


Ensuring Children See Themselves in Books:
Creating a culturally and racially representative resource





Source: Halifax.ca, content provided by The Black Cultural Centre for Nova Scotia:



“

Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also **sliding glass doors**, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a **mirror**. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.

Bishop R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 6(3), ix–xi.

”



“

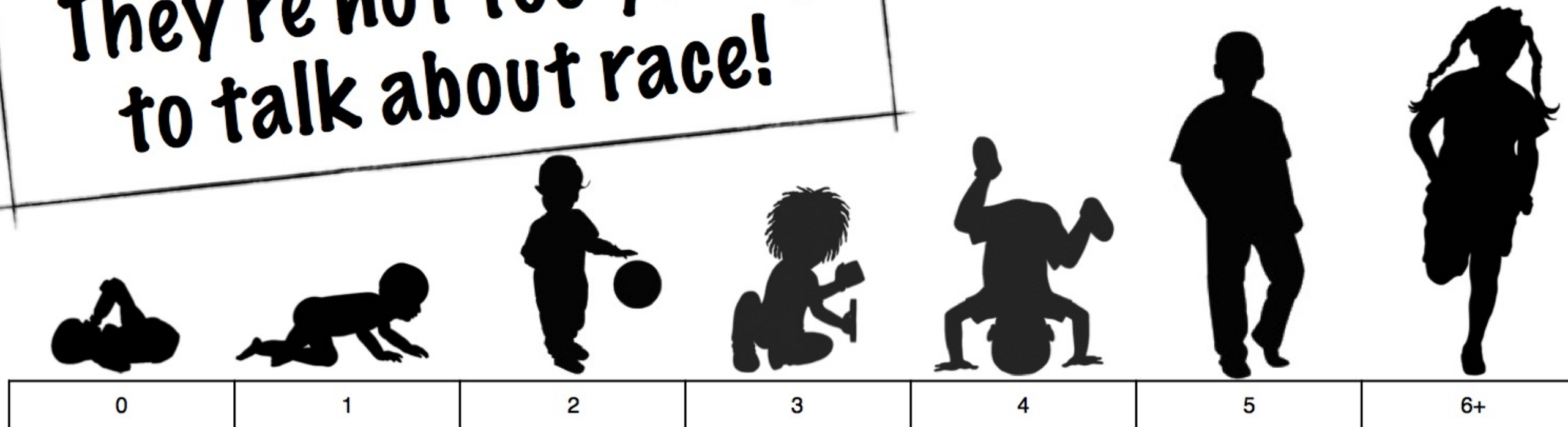
When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.

Bishop R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 6(3), ix–xi.

”



They're not too young to talk about race!



At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al. 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al, 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Do some learning of your own to get ready for conversations with children. Here are some good places to seek *information* and *training*:

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embracerace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth@gmail.com
- Delaware Valley Assoc. for the Education of Young Children (PA) — dvaeyc.org



© 2018 • Updated Feb 28 2018
 The Children's Community School
 1212 South 47th Street, Philadelphia PA 19143
childrenscommunityschool.org



Diversity in CHILDREN'S BOOKS 2012



OUT OF 3,600 CHILDREN'S BOOKS REVIEWED BY THE CCBC IN 2012
SOURCE: FIRST BOOK INFOGRAPHIC: TINA KUGLER

3% WERE ABOUT AFRICAN-AMERICANS

1.5% WERE ABOUT LATINOS

LESS THAN **1%** WERE ABOUT NATIVE AMERICANS

2% WERE ABOUT ASIAN PACIFIC AMERICANS

WHICH LEAVES **93%** CAUCASIAN!



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



23 BOOKS **1%**

**American Indians/
First Nations**

170 BOOKS **5%**

Latinx

218 BOOKS **7%**

**Asian Pacific
Islander/Asian
Pacific American**

301 BOOKS **10%**

**African/
African
American**

864 BOOKS **27%**

Animals/Other

1,558 BOOKS **50%**

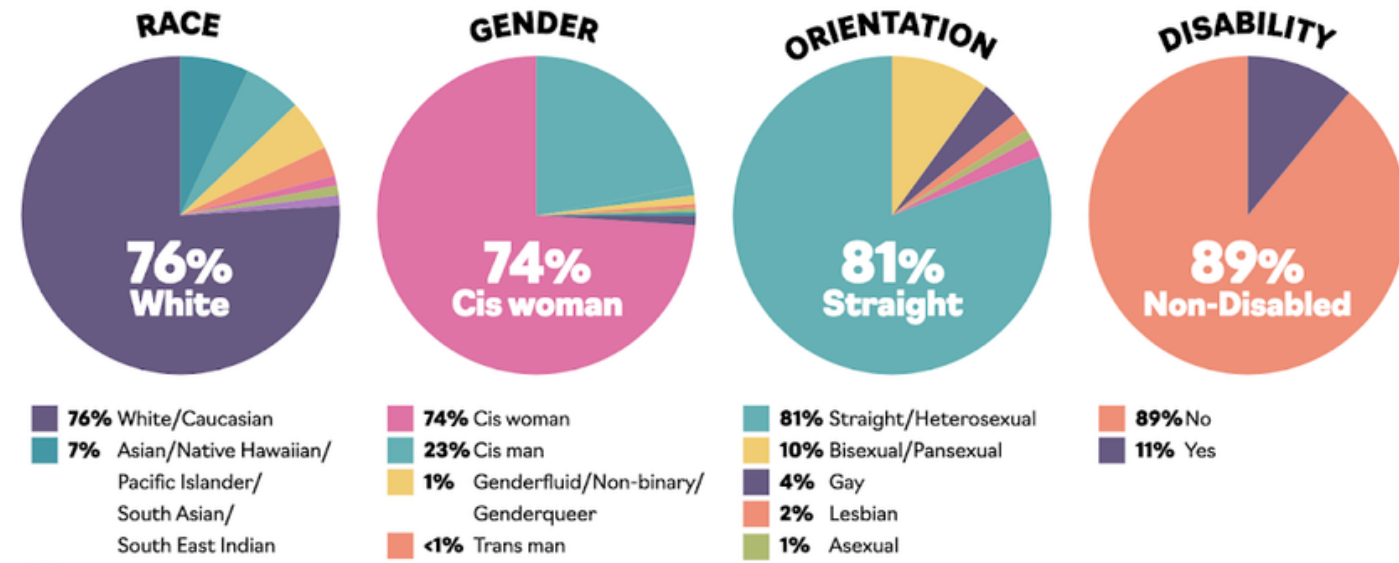
White

Illustration by David Huyck, in consultation with Sarah Park Dahlen
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

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. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.



Industry Overall

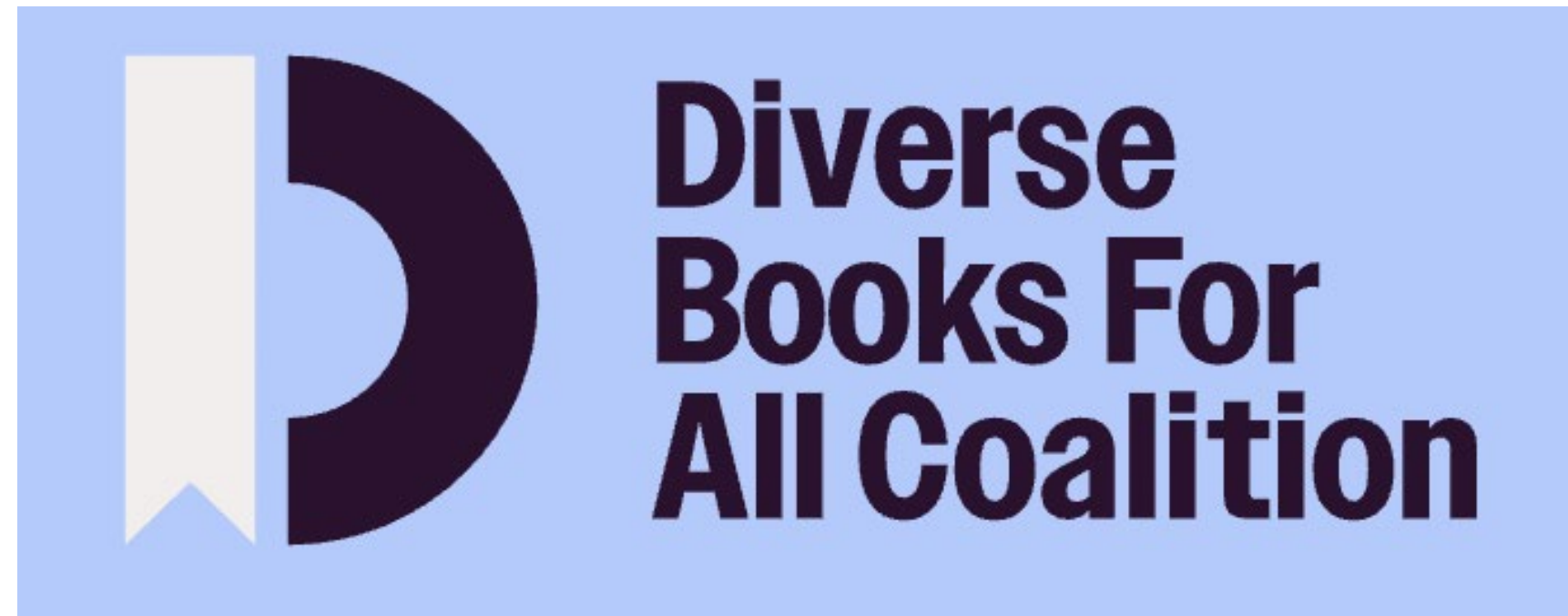


Demand for Diversity A Survey of Canadian Readers



WE
NEED
DIVERSE
BOOKS

diversebooks.org

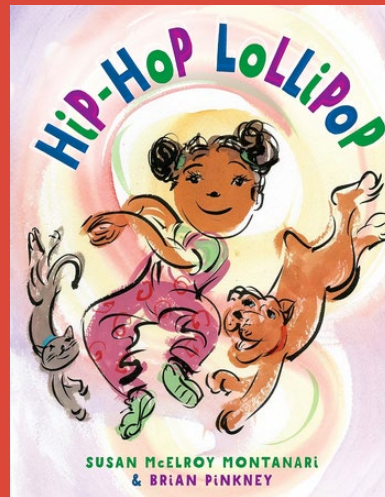
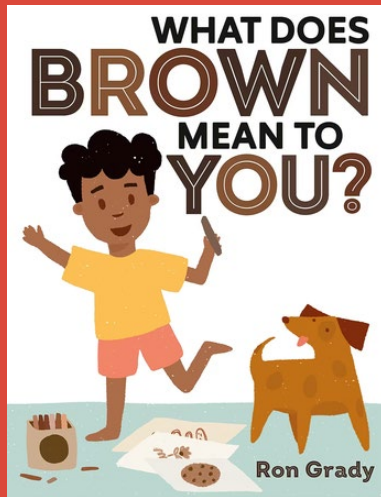
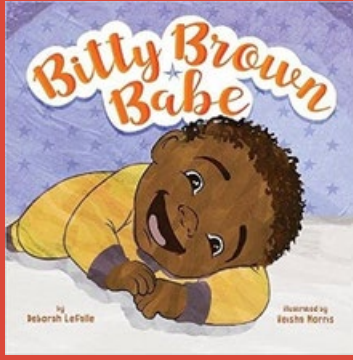
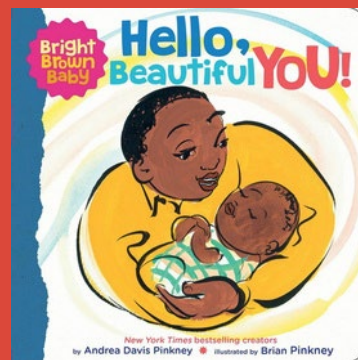
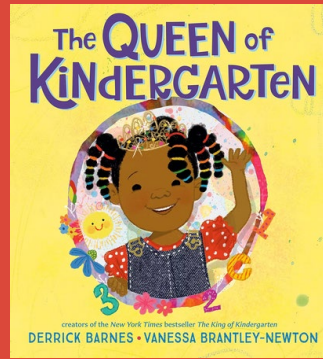
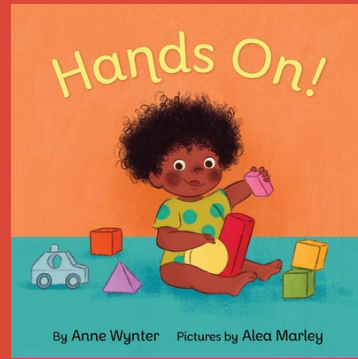


Steps in Creating our Resource

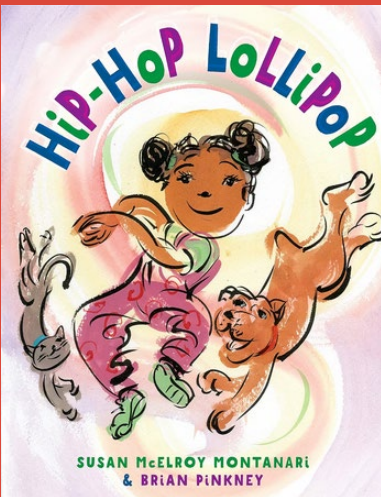
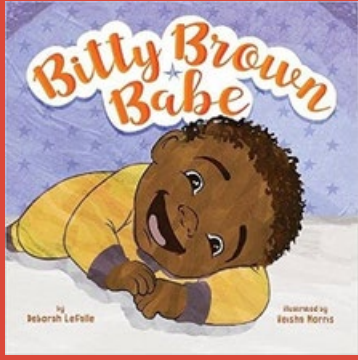
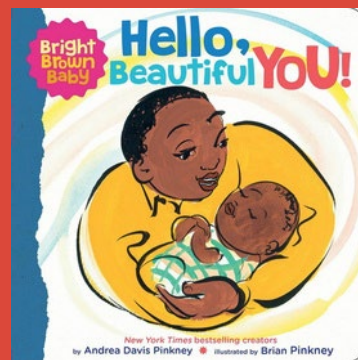
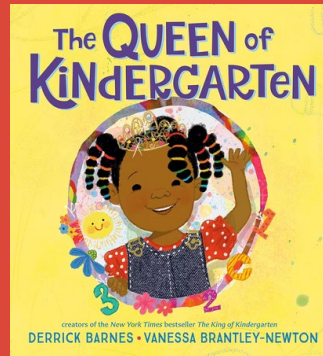
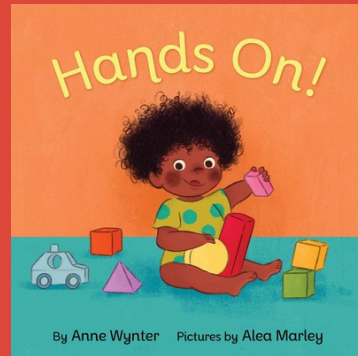
- Decide on the audience of the resource, as well as the format and mode of distribution
- Research and collect a long -list of titles for the committee to review
- Approach publishers for samples, PDF interiors or online read alouds for review
- Develop a decision making process for selecting the books
- Invite members of the community to participate in the book selection
- Gather and convene book selection committee
- Create online resource sharing the selected books
- Promote the resource in the community



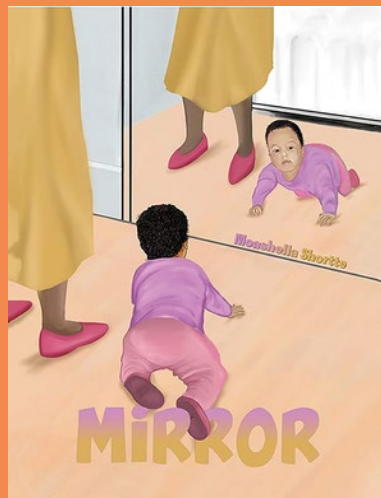
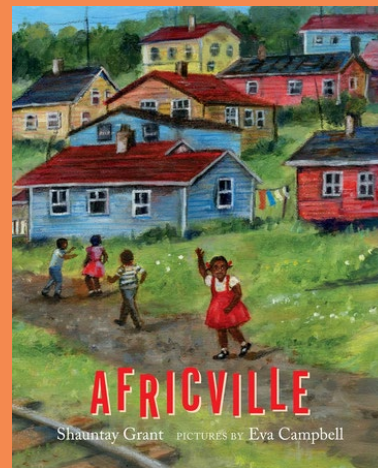
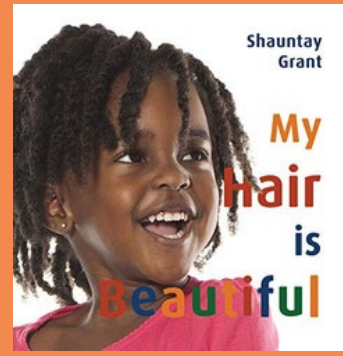
Books that Centre Black Joy



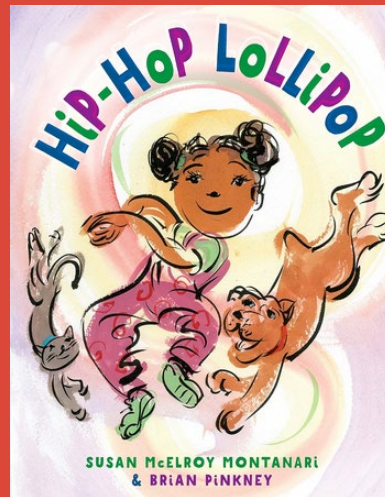
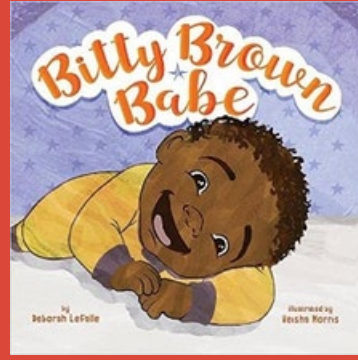
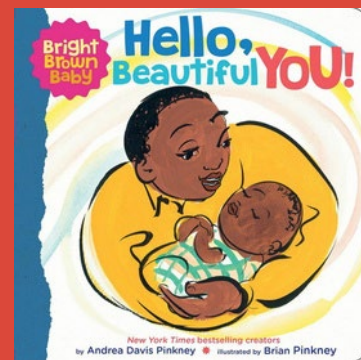
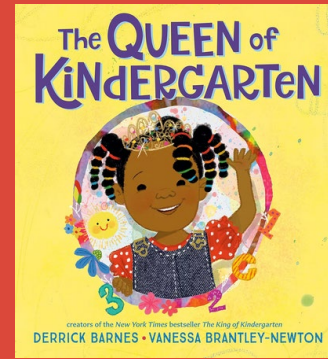
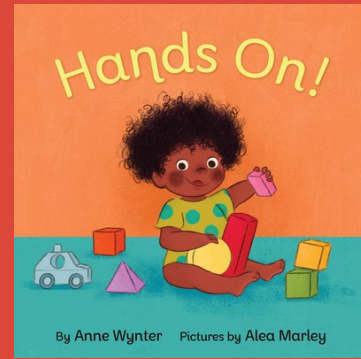
Books that Centre Black Joy



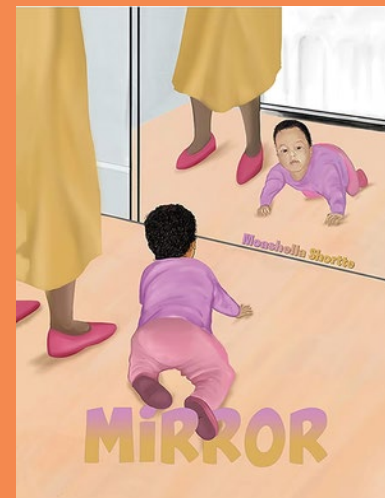
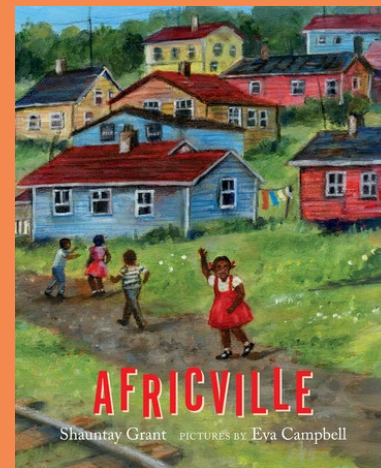
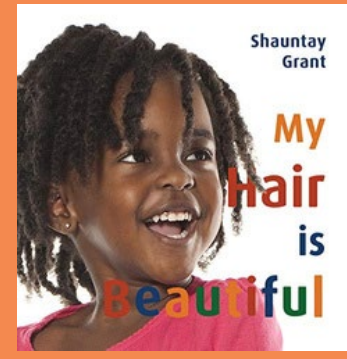
Books that Feature Local Authors



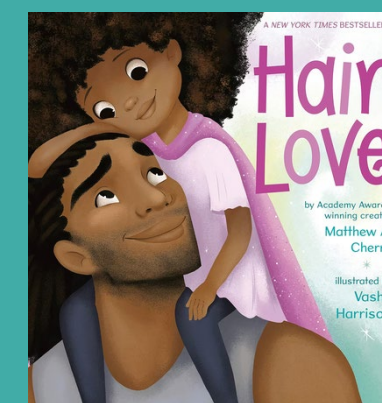
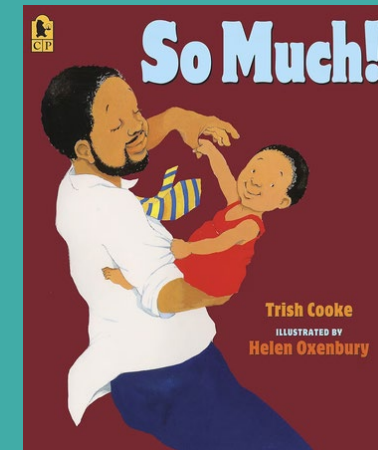
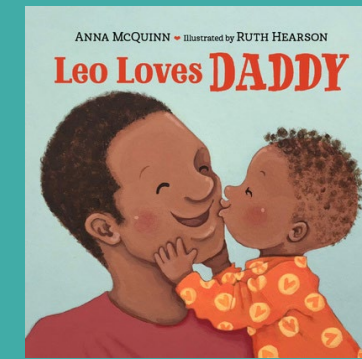
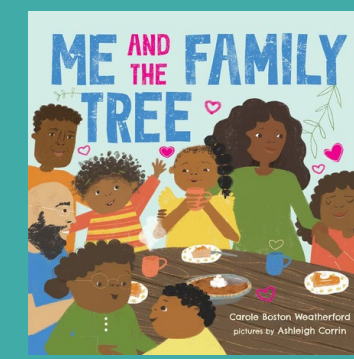
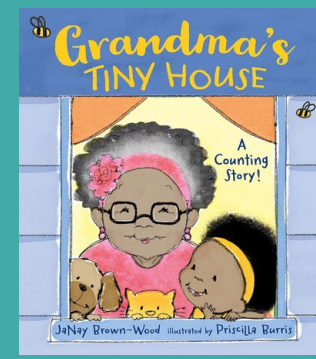
Books that Centre Black Joy



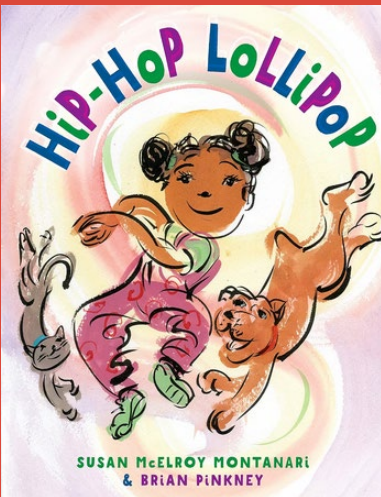
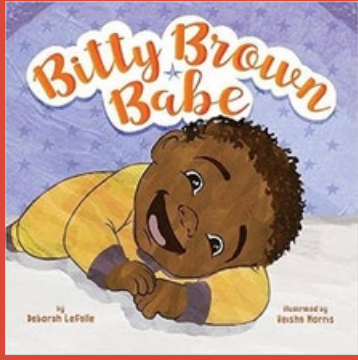
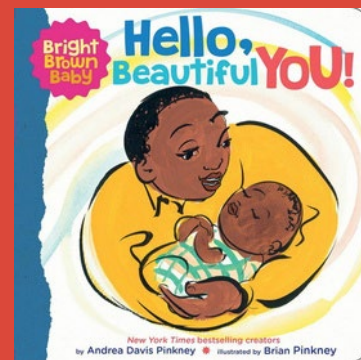
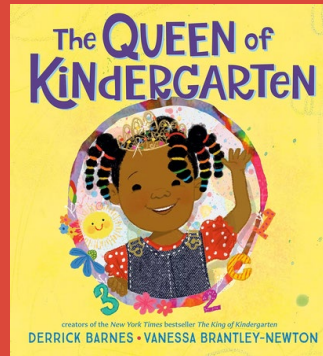
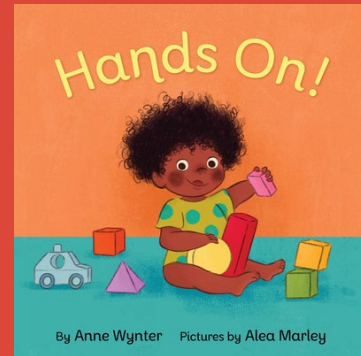
Books that Feature Local Authors



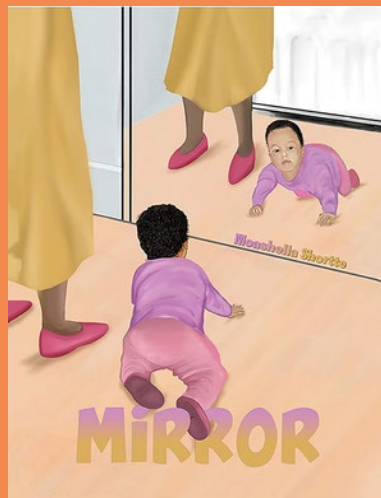
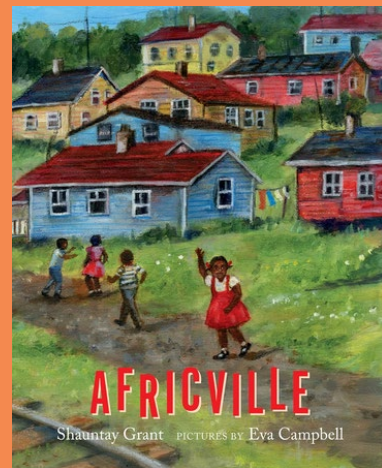
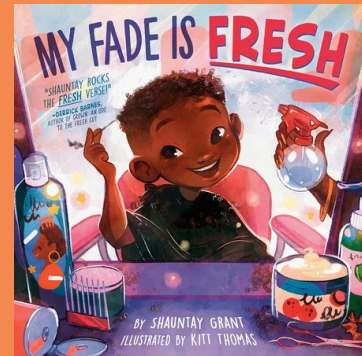
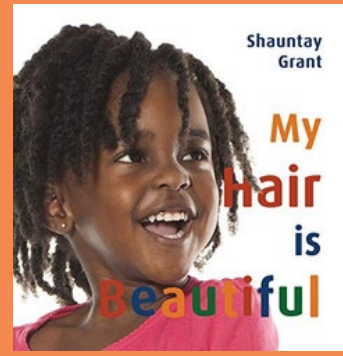
Books that Focus on Families & Intergenerational Relationships



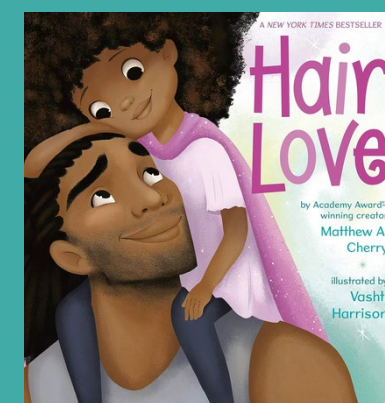
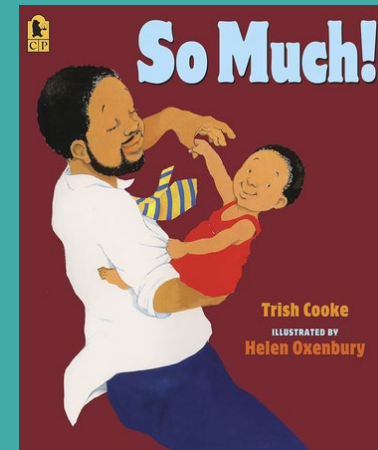
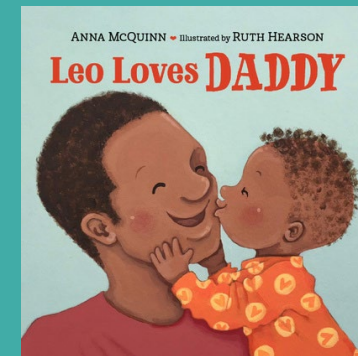
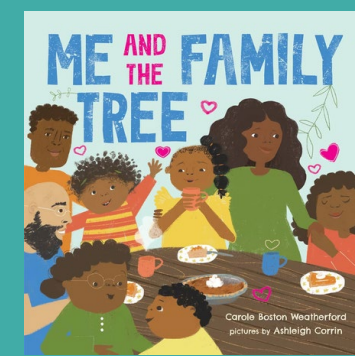
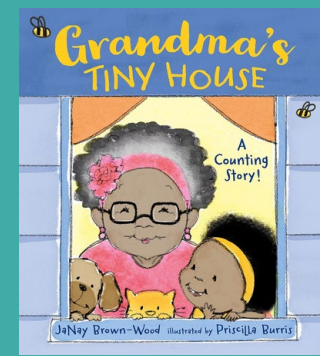
Books that Centre Black Joy



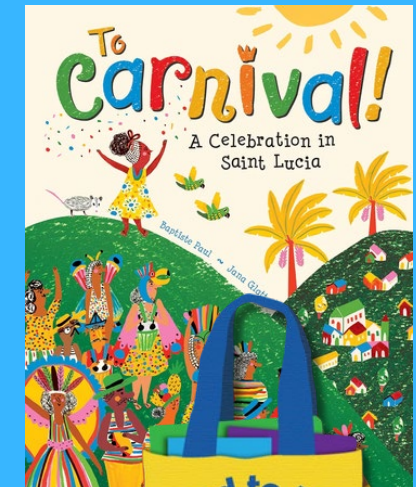
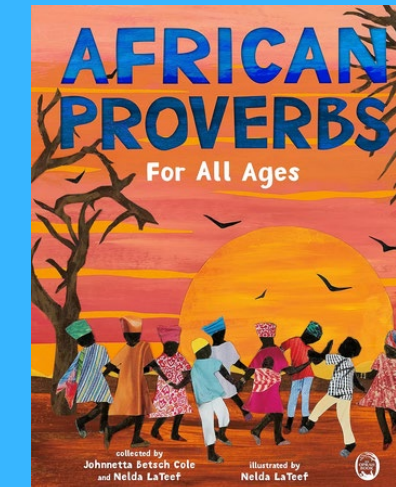
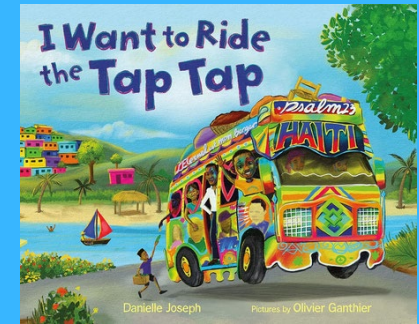
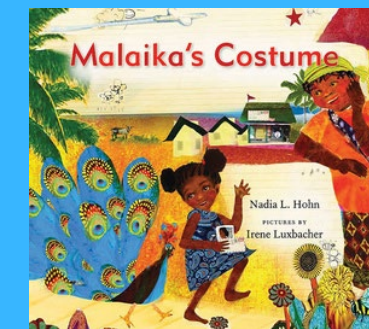
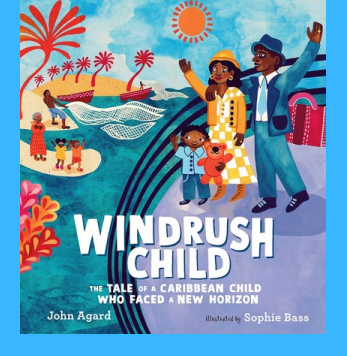
Books that Feature Local Authors



Books that Focus on Families & Intergenerational Relationships



Books that Black Communities Around the World



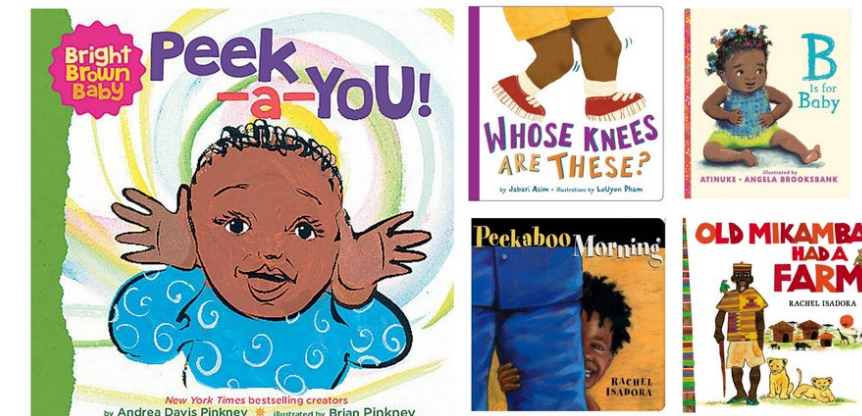
The Online Resource

These Books are for You!

An Africentric Booklist
for Babies, Toddlers &
Preschoolers



BOOKS FOR NEWBORNS
AND UP



BOOKS FOR 12 MONTHS
AND UP



BOOKS FOR 4 YEARS
AND UP

Targeted Outreach

Funding
from:



Project selected by:



Outreach project developed in partnership by:



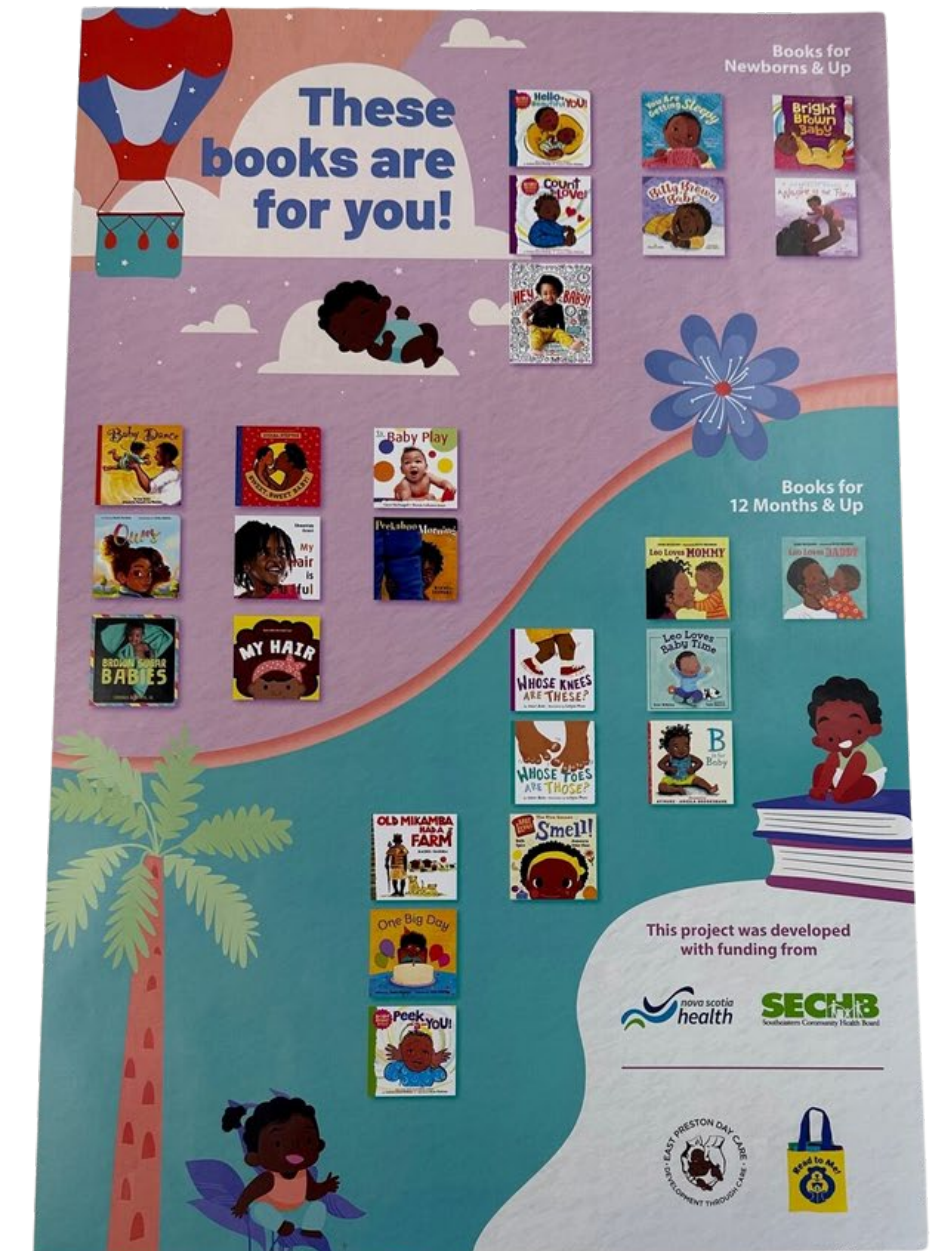
Representation Matters! Project Resources



The Resource Centre committee selected these books from our list to give to their prenatal program participants



Dropping off project resources to the centre



Booklist in poster format



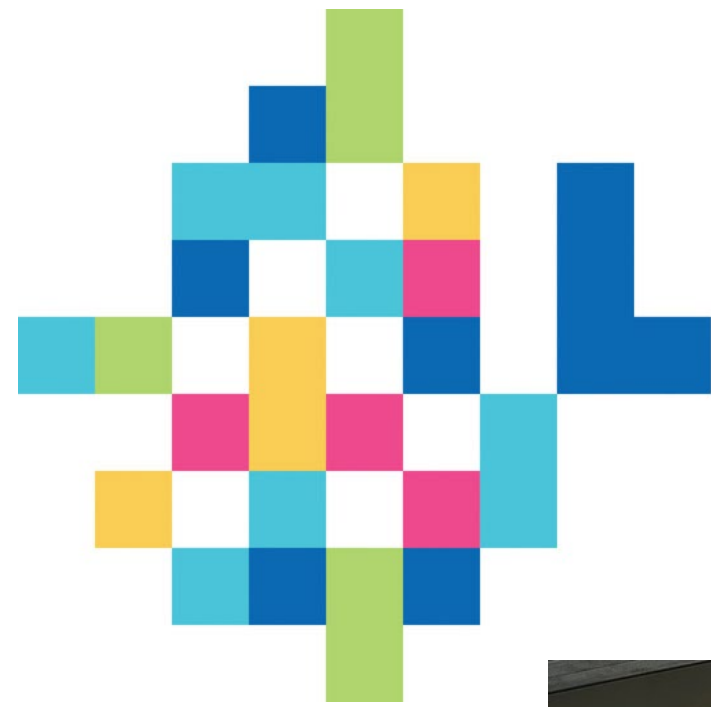
Representation Matters! Author Visit



Author Moashella Shortte and her daughter Siena presented to the prenatal group



Representation Matters! at the Library



Halifax Public
Libraries



Preston Township Library



A collection of books from the book list was
donated to the Preston Township Library



Tips for Creating a Representative Resource

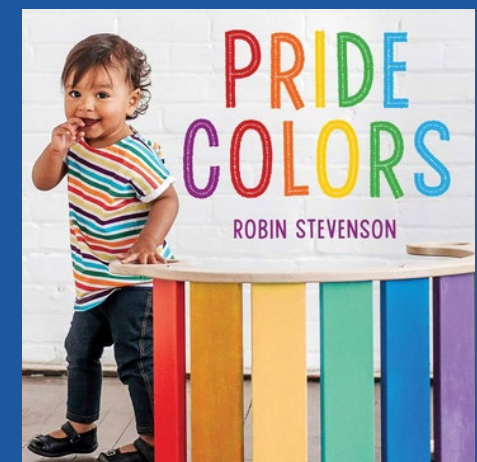
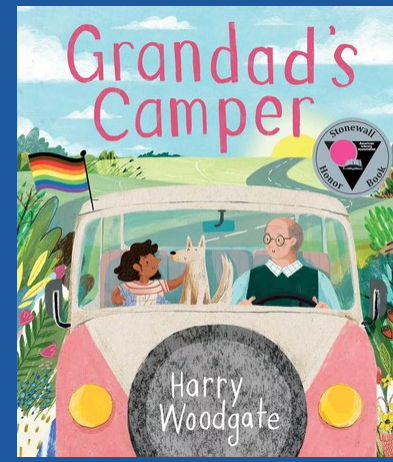
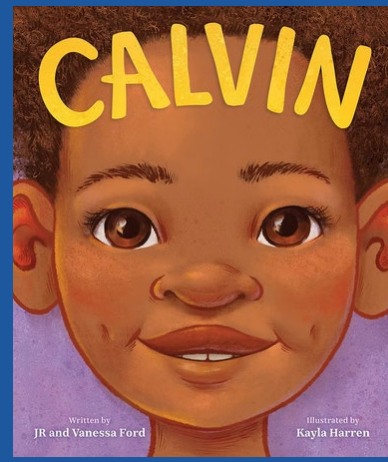
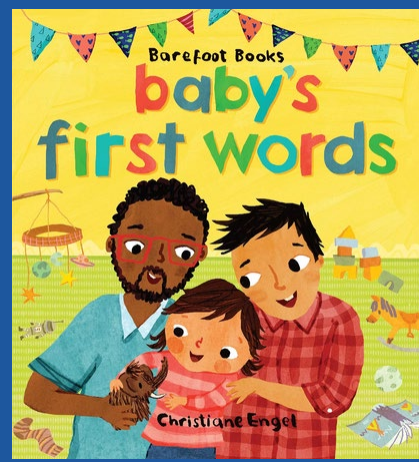
- Do a diversity audit of the books you promote to families
- Always be on the look out for new books that feature diversity and representation
- Ensure books are selected by the community, for the community
- Make it easy to for community members to participate in book selection
- Ensure suggested titles are easily available to families in bookstores and libraries
- Share the resource in the community
- Look for more communities that need representation



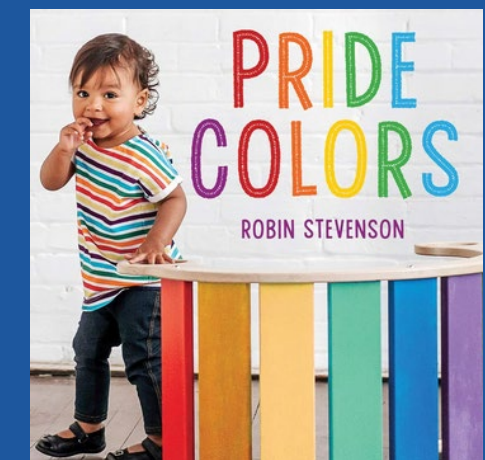
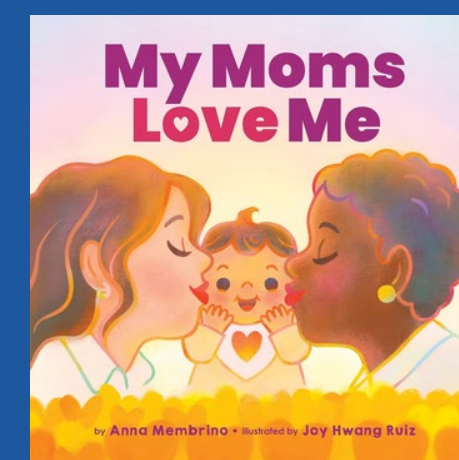
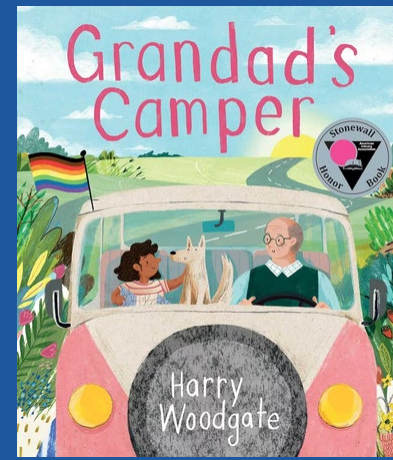
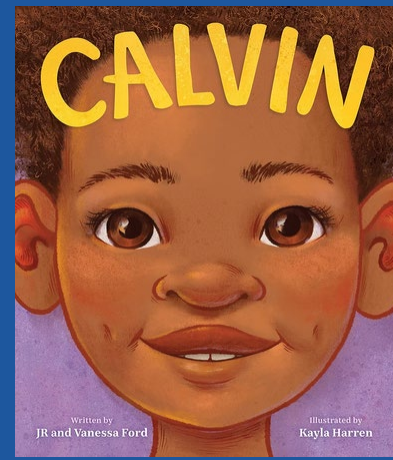
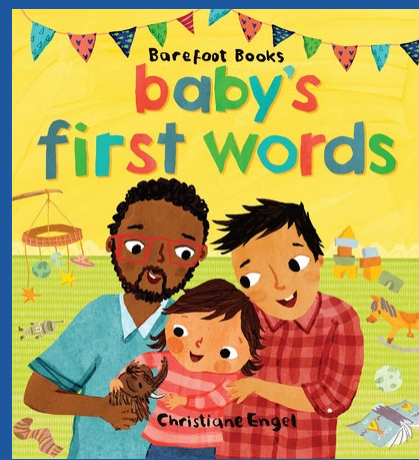
Celebrating all families



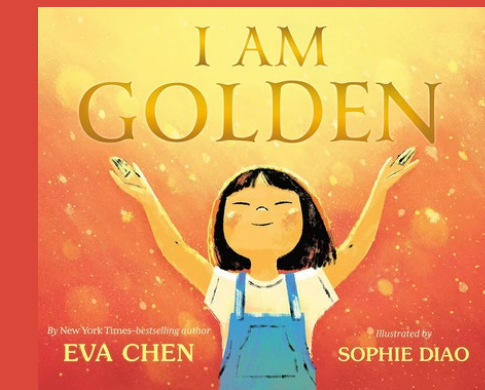
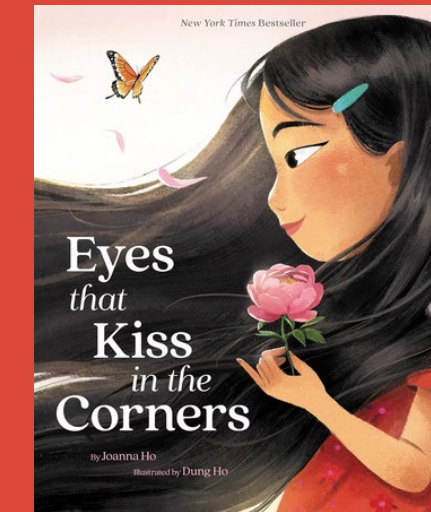
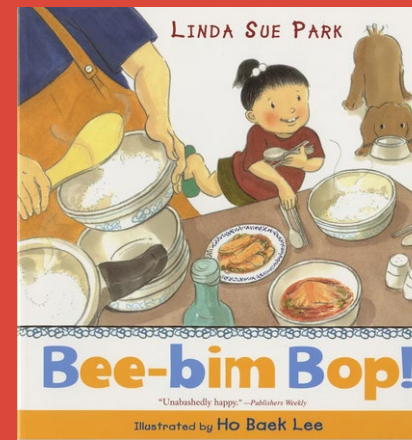
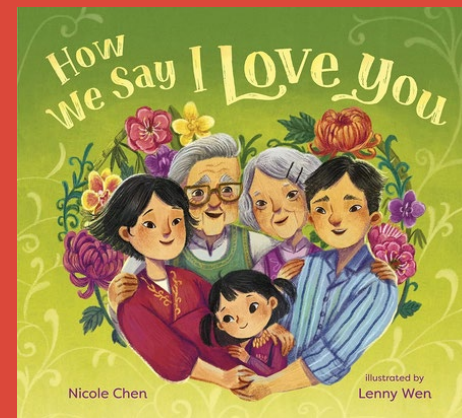
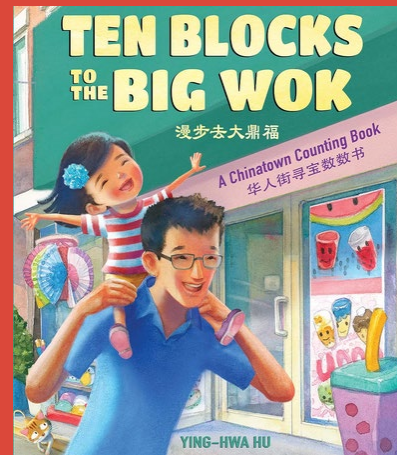
2SLGBTQIA+



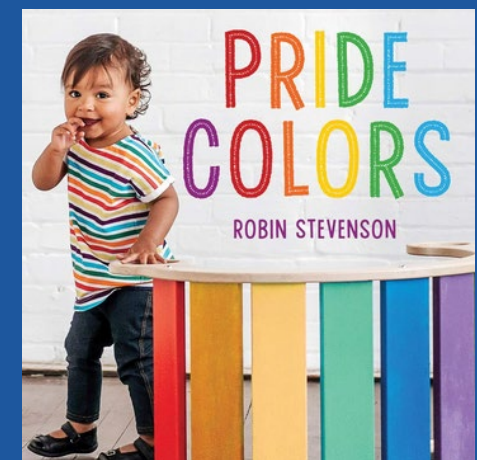
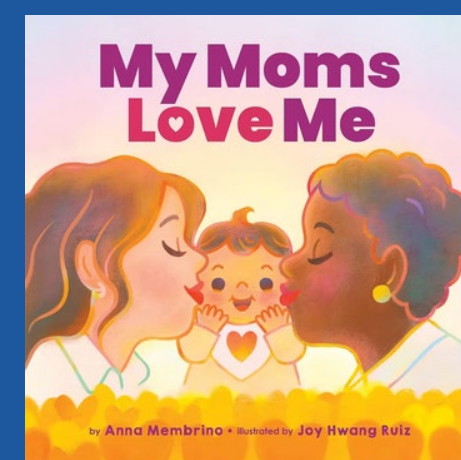
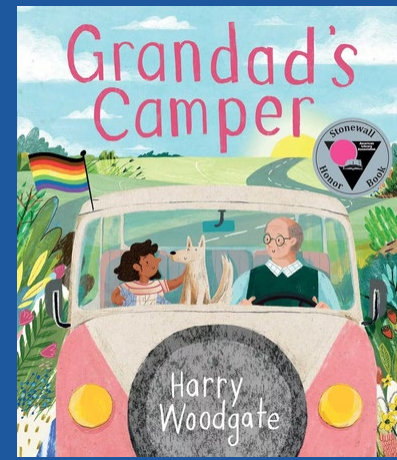
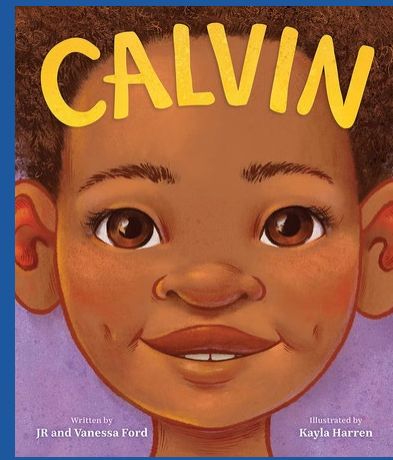
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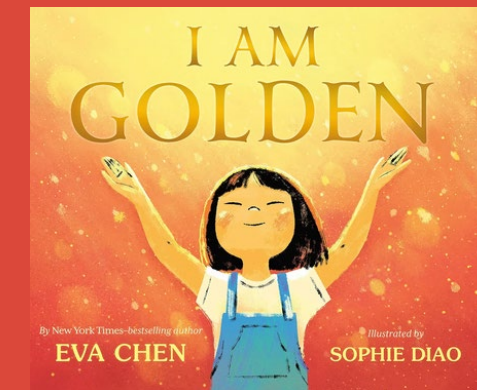
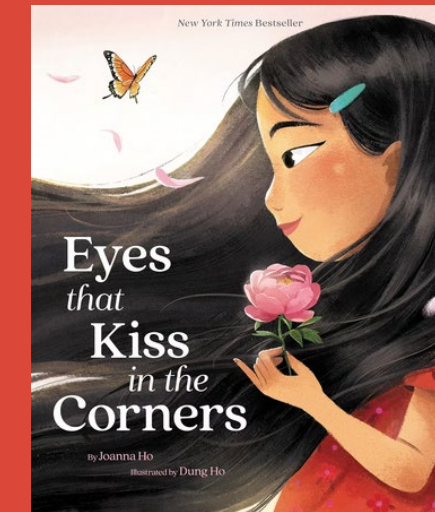
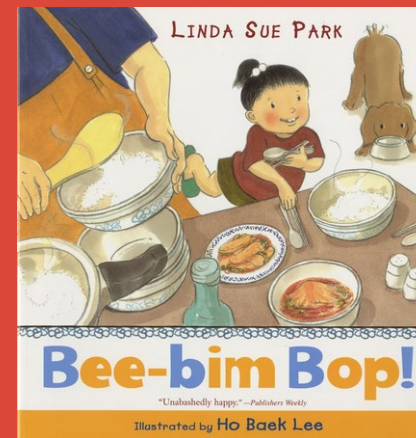
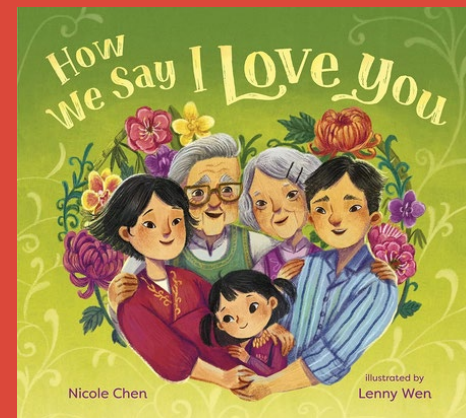
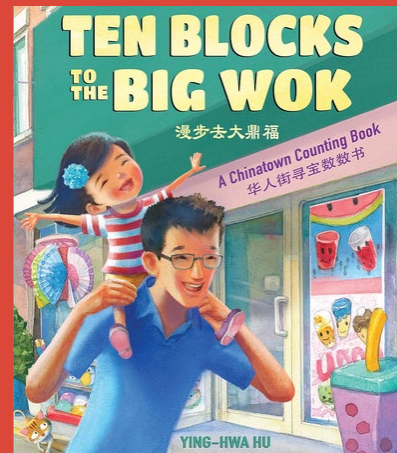
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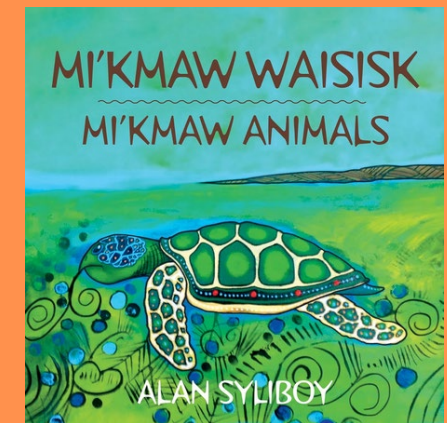
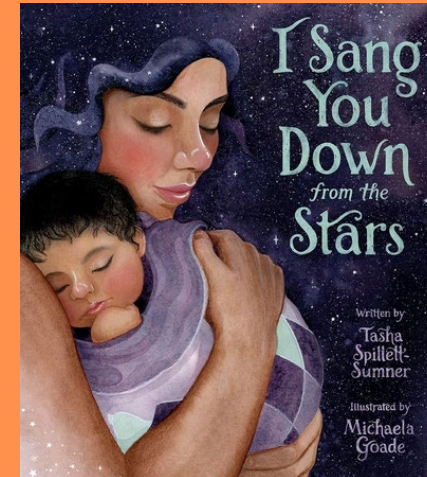
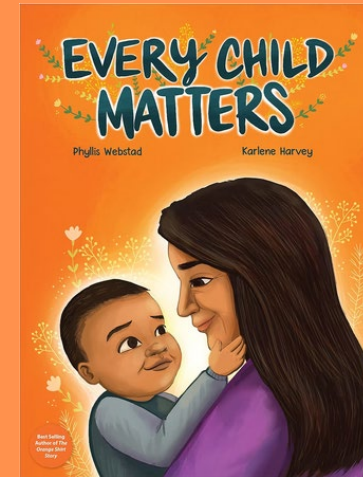
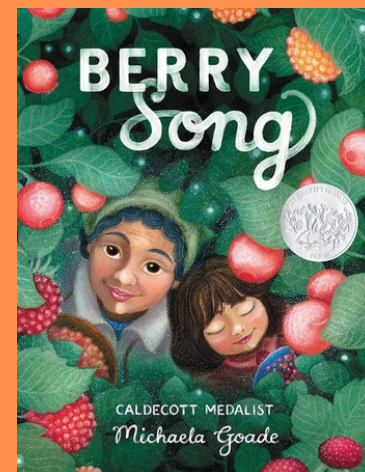
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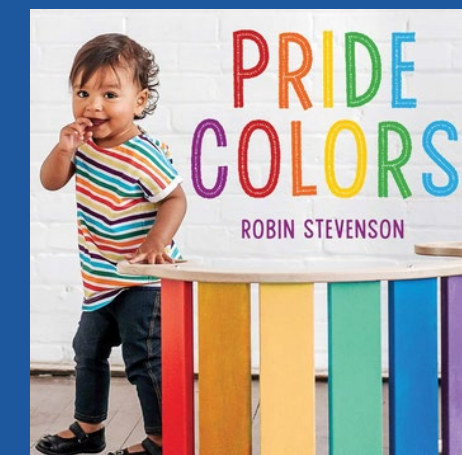
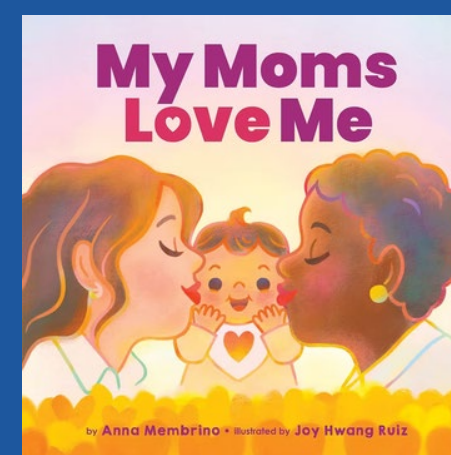
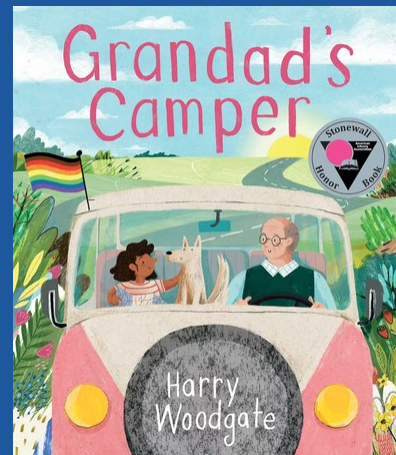
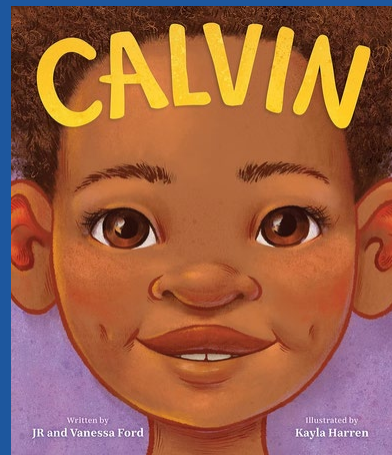
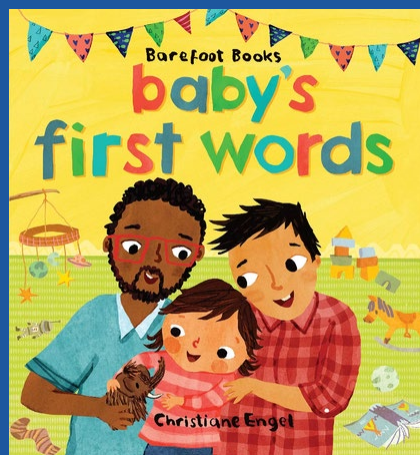
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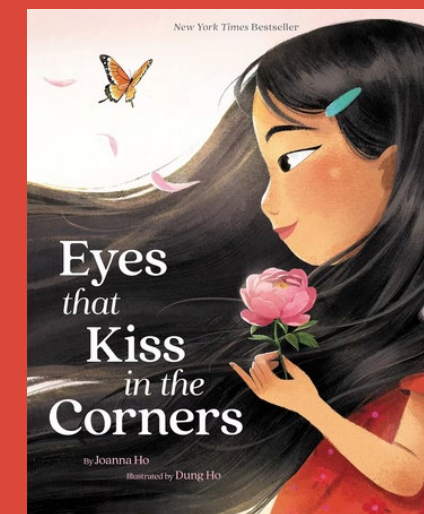
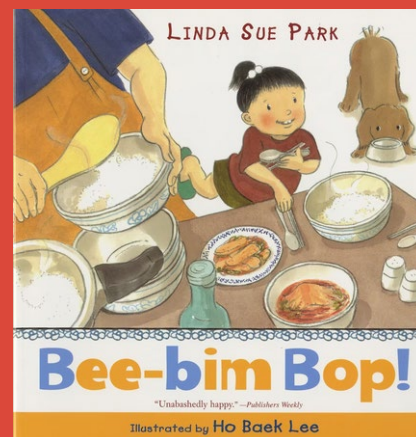
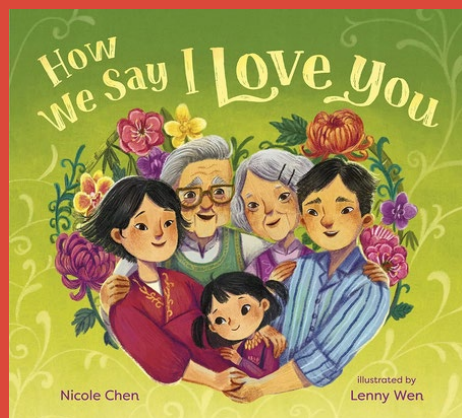
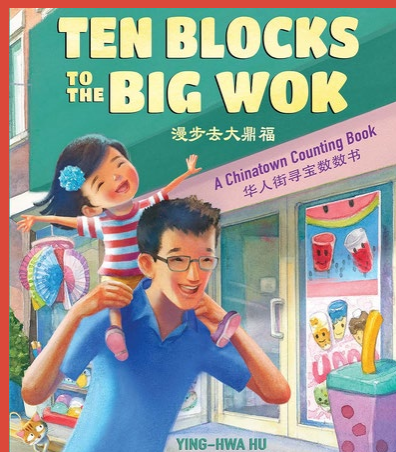
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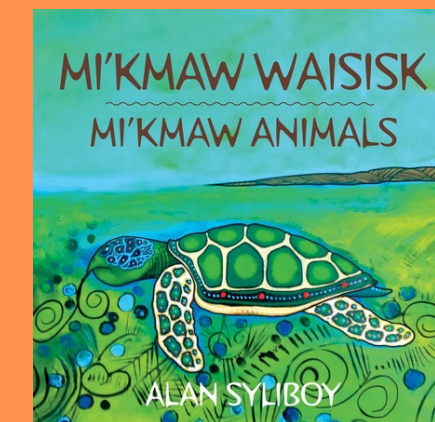
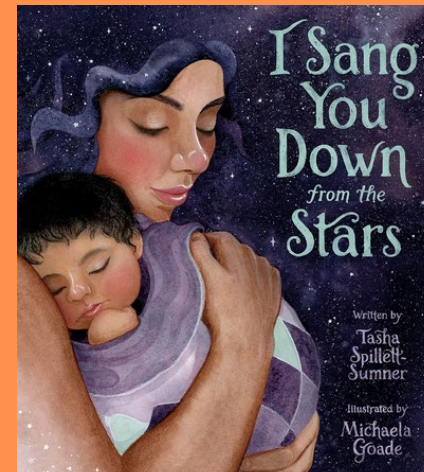
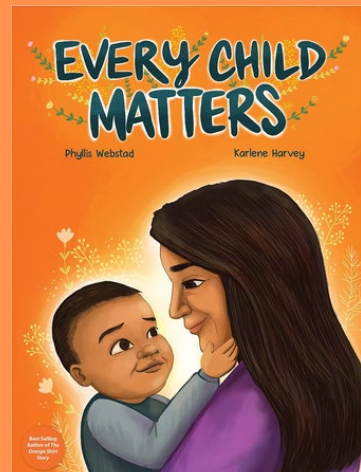
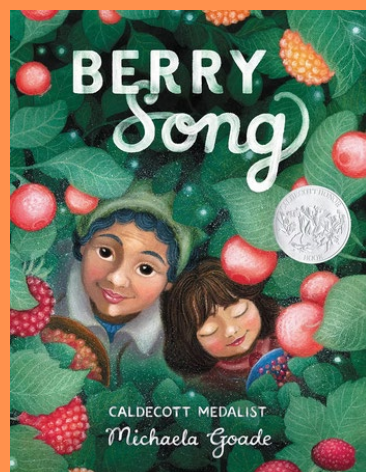
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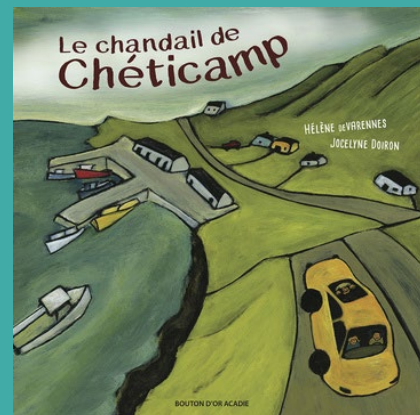
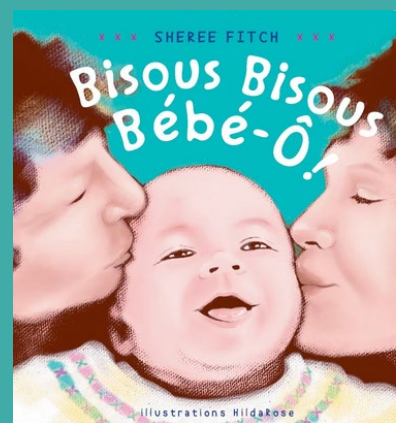
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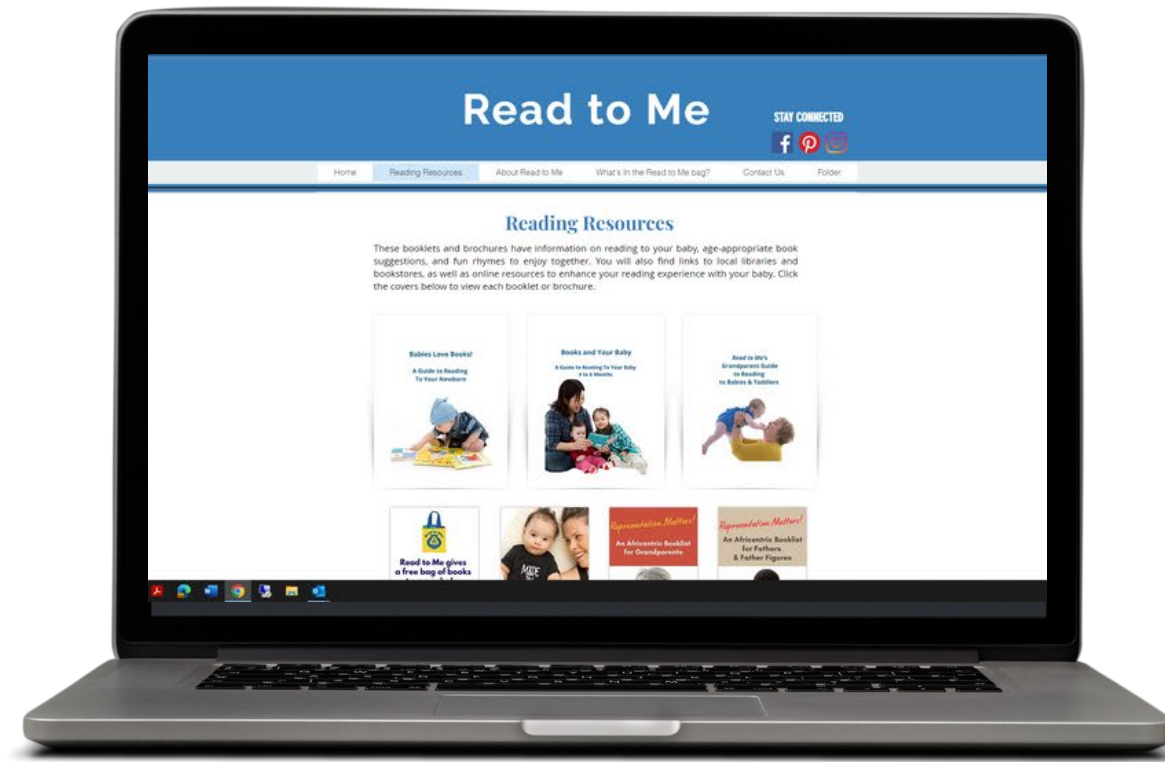
Indigenous



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