

# More Than Skin Deep:

Nurturing Empathy  
through Multicultural Literature  
and School Library Programming

by Marianne Dolce

FAME Diversity Committee

# Developing *Empathy* *Within* and *Without*

- Looking *within* requires courage and humility
- Looking *without* requires listening to other voices and humility

Three types of empathy

(cognitive)  
THINK IT

(emotional)  
FEEL IT

(compassionate)  
BE MOVED BY IT



# Within: Self Evaluating

**CULTURAL HUMILITY:** Lifelong commitment to self-evaluate and self-critique

**CRITICALLY SELF-REFLECT ON OUR OWN CHARACTER:**

- What biases do I have?
- Who am I dismissing?
- Connect our intellectual knowledge of culture to an emotional and relational approach.

**BUILD PARTNERSHIPS OF RESPECT:**

- Want/seek the other's point of view.
- Openly acknowledge our limitations.

# More than Skin Deep:

Looking *within* to our *implicit biases*

## Biases

“Stories we make about people before we know who they are.”

-- Verna Myers





# Self-reflection Tools

Self-reflection Tools

# Harvard's Project Implicit: Implicit biases

- Thoughts and feelings outside of conscious awareness and control
- Attitudes/stereotypes that affect how we view and treat others

The screenshot shows the Project Implicit website interface. A green arrow labeled '1' points to the URL 'Go to: Implicit.harvard.edu'. A second green arrow labeled '2' points to the 'PROJECT IMPLICIT SOCIAL ATTITUDES' section, which contains a login/register form with an email address field, 'LOGIN', and 'REGISTER' buttons. Below the form, there is a language selection dropdown menu currently set to 'United States - English' with a 'GO' button. A third green arrow labeled '3' points to this 'GO' button. To the right of the main content, there are two other sections: 'PROJECT IMPLICIT MENTAL HEALTH' and 'PROJECT IMPLICIT FEATURED TASK', each with a 'GO' button. In the top right corner, there is a promotional banner for a book titled 'BLIND SPOTS' with the text 'The 2013 general audience book that fully explains the IAT'.



# De-biasing

- De-biasing requires *time, intention and training*.
- Beyond the individual level, *implicit* biases may also be changed collectively over time by changing the narratives that appear in media.

# Counteracting Implicit Bias

Without **intentional and sustained effort** to counteract these narratives, our System 1 brains will continue to make assumptions about individual people based on them, even if those assumptions do not align with our conscious, explicit beliefs, and even if we feel ashamed of the assumptions once we realize we've made them.





# *Looking Without*



# Jason Reynolds

**“WE SERVE YOUNG PEOPLE  
and are in a  
position to move  
peace, equity, and justice  
forward.”**



# Project READY:

## Project READY: Reimagining Equity & Access for Diverse Youth

A free online professional development curriculum

REIMAGINING

Project *Equity AND Access* READY

FOR *Diverse* Youth



# Professional Development

School and public youth services librarians:

- Race and racism
- Racial equity
- Culturally-sustaining pedagogy

**FOCUS:** improving relationships with, services to and resources for youth of color and Native youth.



# FOCUS AREAS:

1. Programming
2. Collection Development
3. Facilitating Conversations on Race



# Programming

1

*“This generation is allergic to boredom”*

--Jason Reynolds





# Designing and implementing: Multicultural youth programs

## What to avoid...

- Time capsule effect: Share stories that show characters in recent/contemporary times rather than frozen in history.
- Stereotypes.
- Cultural Tourism: Programs must go beyond the five “f’s”: *Food, Folklore, Fashion, Famous people and Festivals.*
- *Holidays and Heroes*
- Limiting multicultural programs to sharing folktales.
- Using books with animal characters instead of people.

# STORYCORPS & Florida Memory

The screenshot shows the Florida Memory website interface. At the top left is the Florida Memory logo, which includes a sun icon and the text "Florida Memory State Library & Archives of Florida". To the right of the logo is a search bar containing the text "harry t. moore" and a "Search" button. Below the search bar is a navigation menu with tabs for "Photographs", "Video", "Audio", "Collections", "Exhibits", "Classroom", and "Shop". The main content area is divided into six grid cells, each with a title and a representative image: "Photographs" (a vintage car), "Video" (a sign for "5 POINTS" with text "W. POWELL SMOKING TAKE ONE FALSE STEP LOGE CANADIAN LINER BURNS"), "Audio" (a person playing a guitar), "Collections" (a map of the St. John's River), "Exhibits" (a group of people in a historical setting), and "Classroom" (a row of white chairs outdoors).

The screenshot shows the StoryCorps website interface. At the top is a purple banner with the text "HELP US CREATE A CULTURE OF LISTENING TODAY." and a "DONATE" button with a heart icon. Below the banner is a white navigation bar with the "StoryCorps" logo in red script, and the words "DISCOVER" and "PARTICIPATE" in red. The main content area features a photograph of two men, one older and one younger, both smiling. Below the photo is a text snippet: "to sure the Civil Rights Act would have been passed had been a St. Augustine". At the bottom is a blue banner with the text "OUR STORY OF THE WEEK EMAIL DELIVERED EVERY FRIDAY." and a "SUBS" button.



# MEMPHIS, MARTIN, AND THE MOUNTAINTOP

THE SANITATION STRIKE  
OF 1968



ALICE FAYE DUNCAN  
Illustrated by  
R. GREGORY CHRISTIE

Story  
Corps.

PARTICIPATE

ABOUT



almore, nickelberry and taylor-rogers

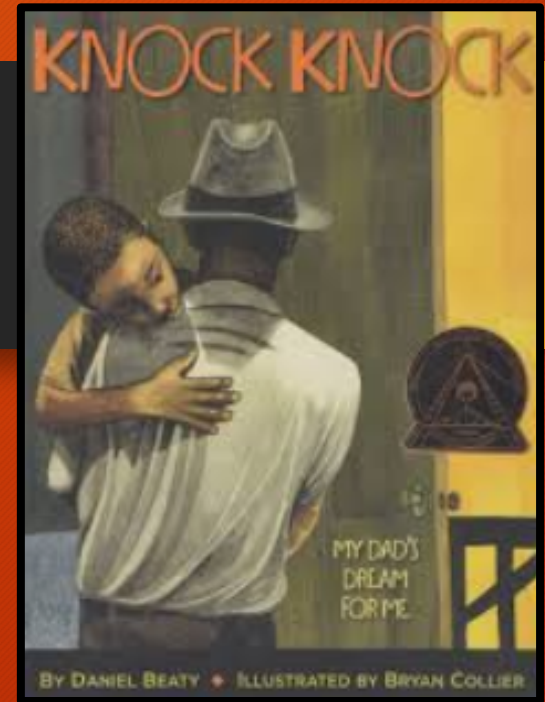
"We wanted to be treated as men."

0:44/2:21

GET OUR STORY OF THE WEEK EMAIL DELIVERED EVERY FRIDAY.

SUBSCRIBE

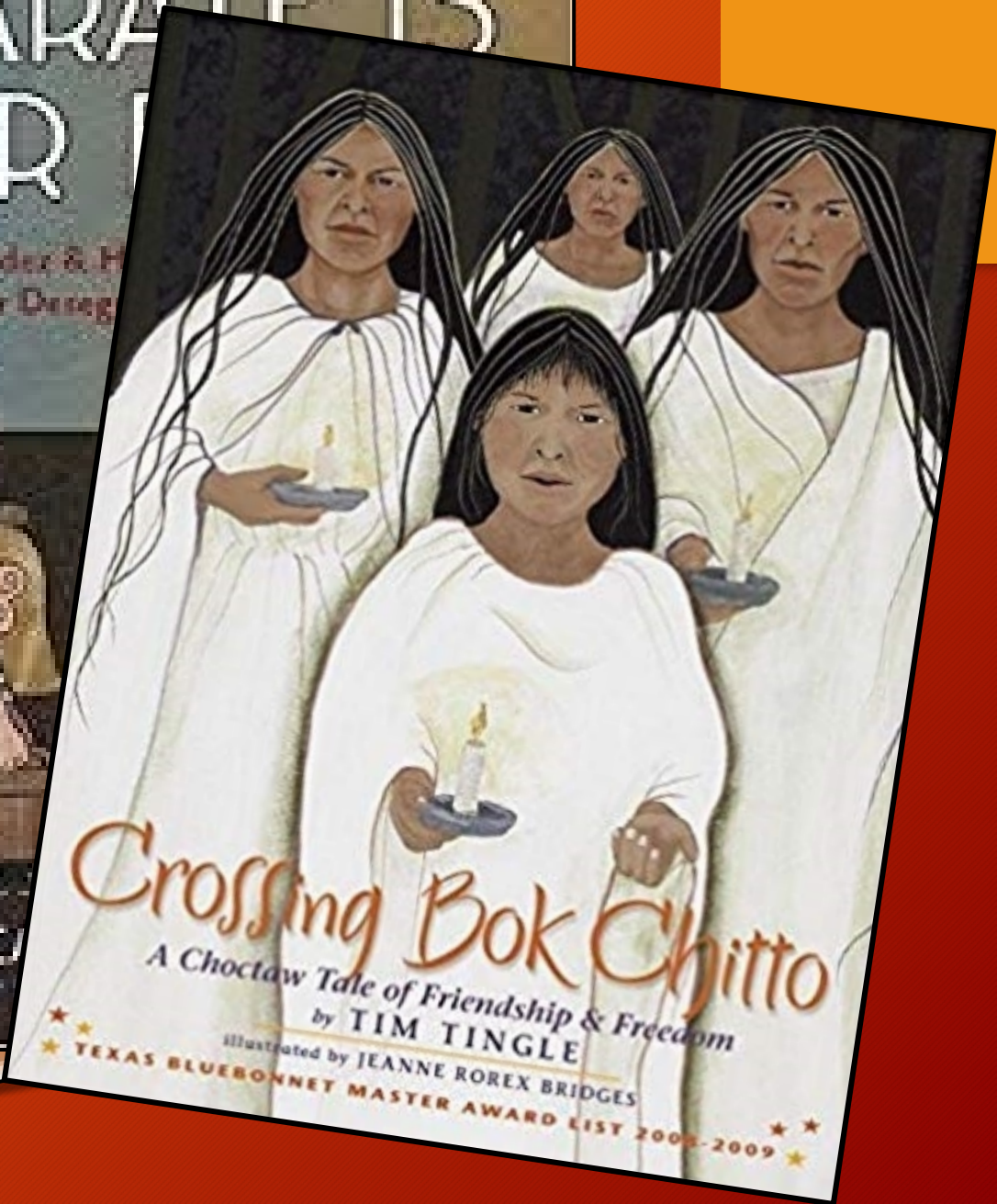
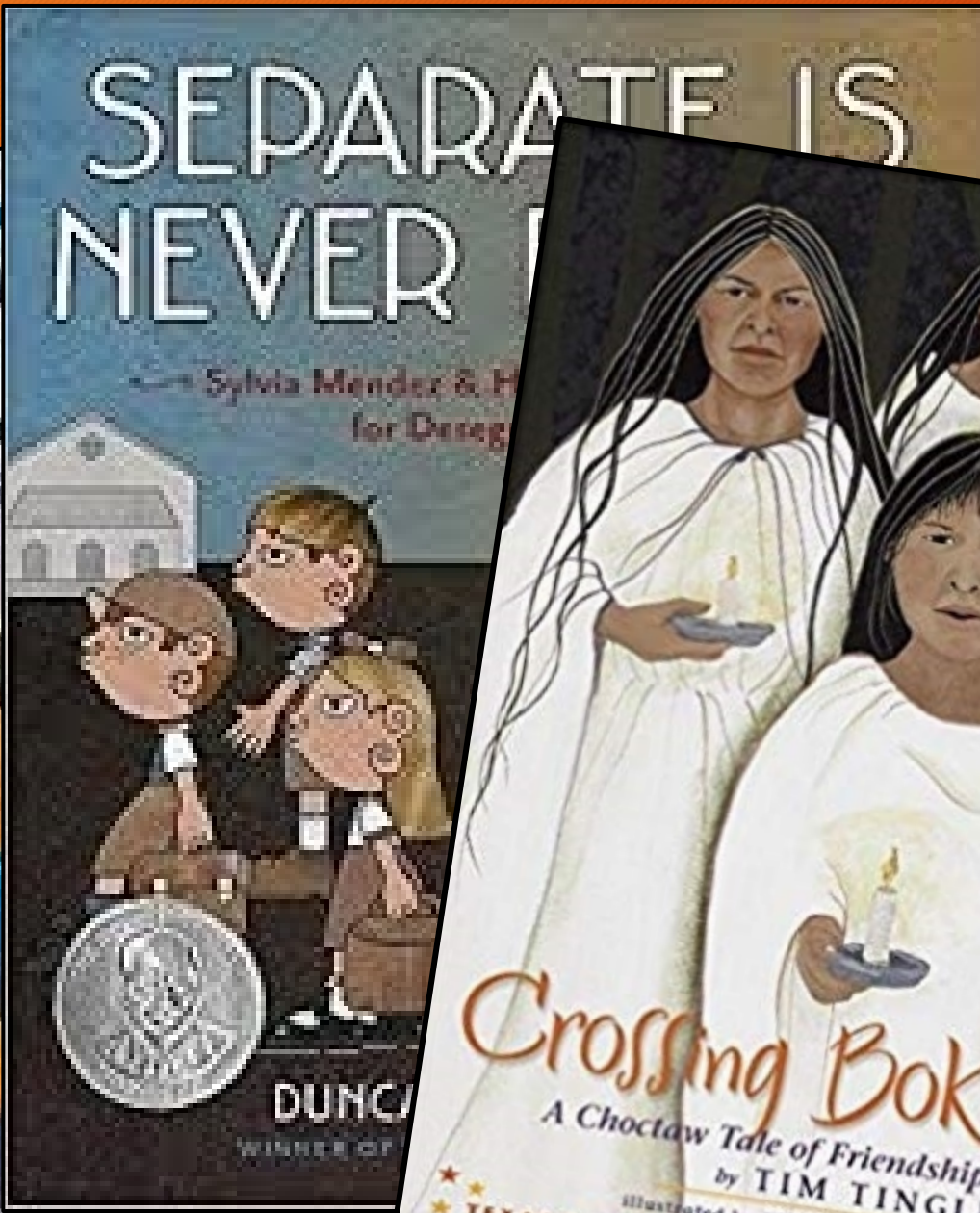
# POETRY





# “Accents” by Denice Frohman







ABOUT NATIVE  
KNOWLEDGE 360°

ESSENTIAL  
UNDERSTANDINGS

EDUCATORS

LESSONS &  
RESOURCES

DID YOU  
KNOW?

DONATE

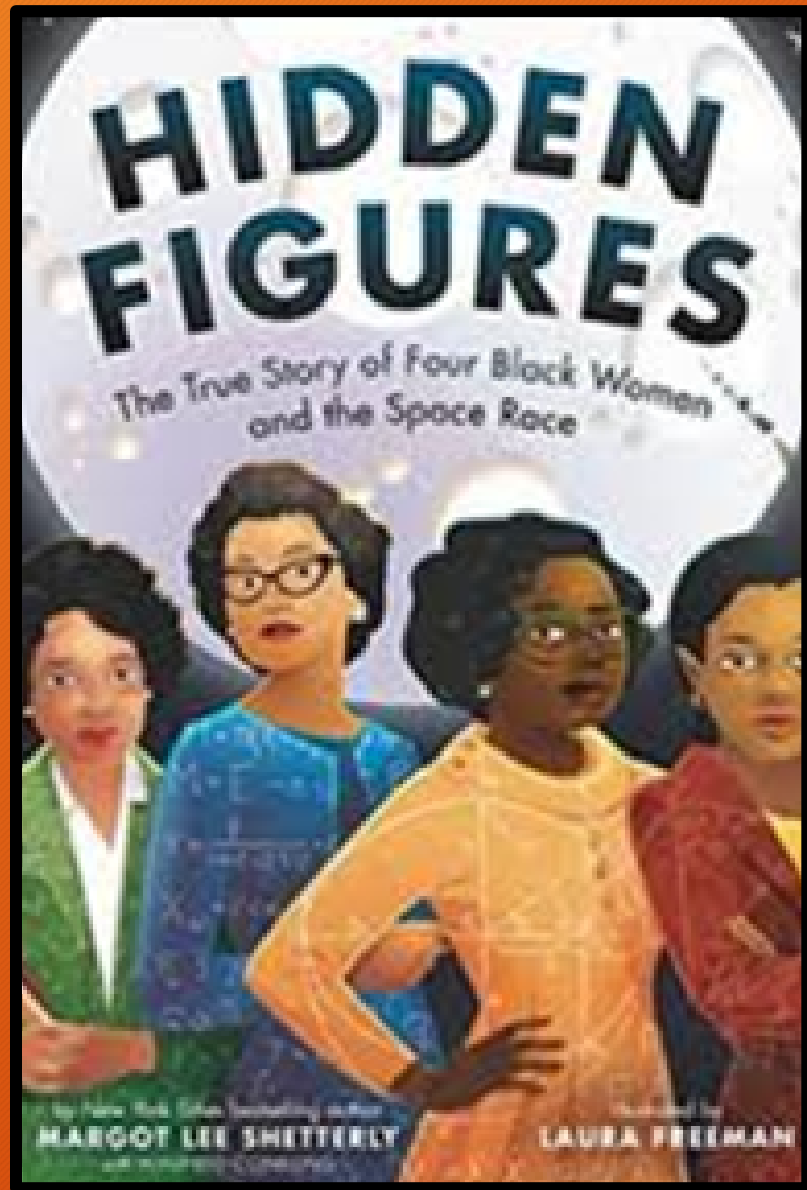


# NATIVE KNOWLEDGE | 360°

## Transforming teaching and learning about Native Americans



Windows taskbar with search bar, taskbar icons (File Explorer, Word, Skype, Chrome, Edge, Office, Internet Explorer, Teams, PowerPoint, Adobe Reader, Mail), system tray (network, volume, date/time: 2:58 PM 11/4/2019), and notification area.





# Engaging in Racial Equity

## Conversations through *reflective literature*

- Literature + reflection provide a *natural tool* to inspire questions + stimulate discussion on culture.
- Examining questions of culture and bias in a story or poem is *emotionally safer* than recounting personal experiences but sharing of personal experiences and individual stories is also essential to apply the questions raised to one's own life and one's own professional practice.



# TEACHING HARD HISTORY: AMERICAN SLAVERY



SMITHSONIAN  
CENTER FOR  
**FOLKLIFE**  
& CULTURAL  
HERITAGE





# American Girl Series: Meet Addy



This Photo by Unknown Author is licensed under [CC BY-SA-NC](https://creativecommons.org/licenses/by-sa/4.0/)



## CULTURALLY RESPONSIVE TEACHING

### Sparking Engagement With Hip-Hop

An introduction to a culturally responsive pedagogy, with examples of how to use hip-hop across the curriculum—including in math class.

By [Joquetta Johnson](#)

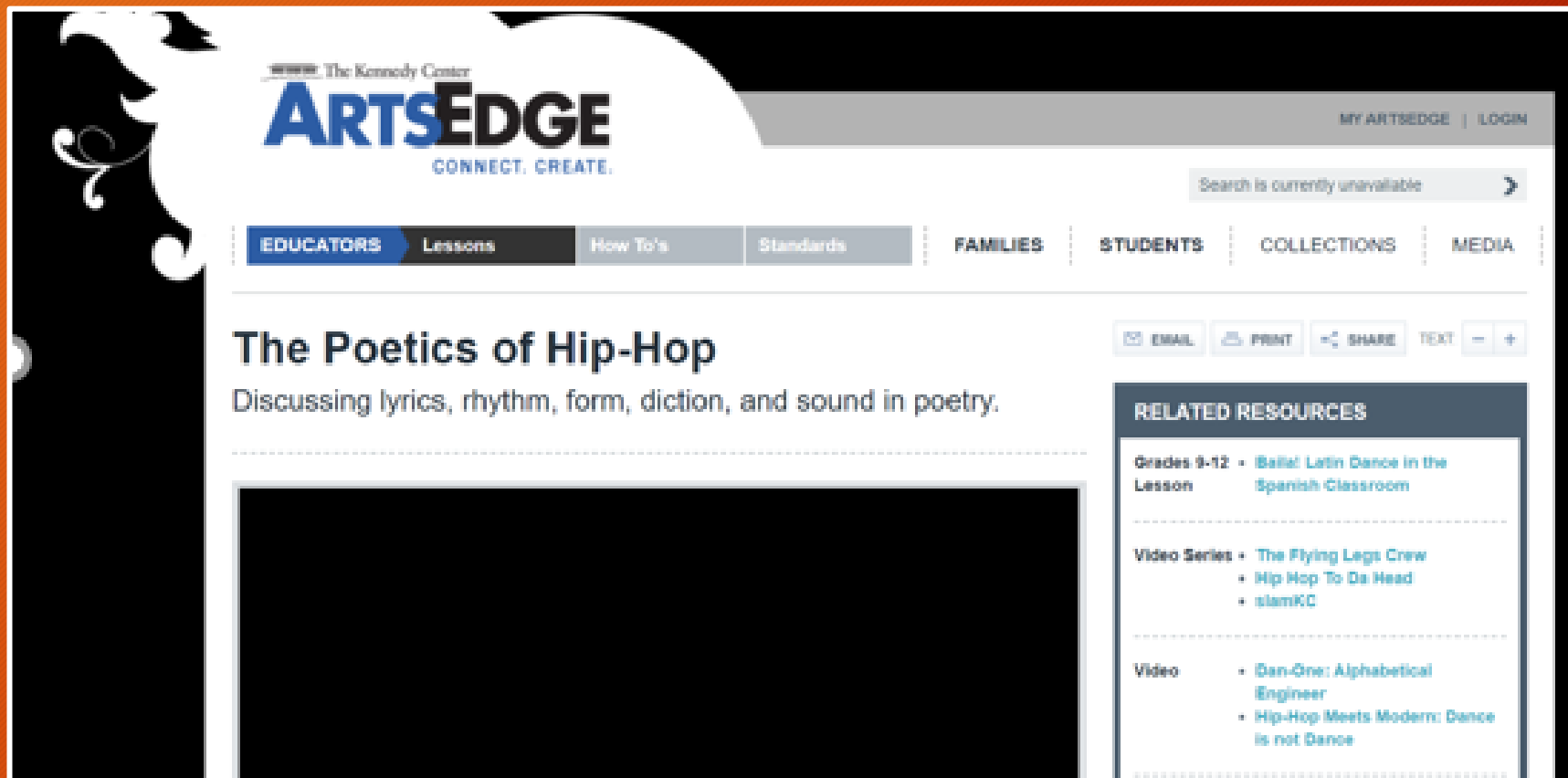
May 1, 2017





# Shakespeare + Hip Hop:

Understanding *rhythm, form, diction + sound in poetry*



The screenshot shows the ArtsEdge website interface. At the top left is the logo for The Kennedy Center ArtsEdge with the tagline 'CONNECT. CREATE.'. On the right, there are links for 'MY ARTSEGE' and 'LOGIN'. A search bar indicates 'Search is currently unavailable'. Below the header is a navigation menu with categories: EDUCATORS (sub-menu: Lessons, How To's, Standards), FAMILIES, STUDENTS, COLLECTIONS, and MEDIA. The main content area features the title 'The Poetics of Hip-Hop' and a subtitle 'Discussing lyrics, rhythm, form, diction, and sound in poetry.' To the right of the title are buttons for EMAIL, PRINT, SHARE, and TEXT. Below the title is a large black rectangular area, likely a video player. On the right side, there is a 'RELATED RESOURCES' section with three categories: 'Grades 9-12' (link: Ballet: Latin Dance in the Spanish Classroom), 'Video Series' (links: The Flying Legs Crew, Hip Hop To Da Head, slamKC), and 'Video' (links: Dan-One: Alphabetical Engineer, Hip-Hop Meets Modern: Dance is not Dance).

# PBS Learning Media


The screenshot shows a web browser window displaying the PBS Learning Media website. The browser's address bar shows several tabs, including 'Safeshare.TV - The...', 'Webmaster', 'Homepage | Minecr...', 'School Web Editors...', 'Adobe Spark', 'ted ed', 'Library Lessons', and 'Manage Users Near...'. The website header features the PBS Learning Media Florida logo, a WUCF logo, and navigation menus for 'Subjects', 'Grades', and 'Standards'. A search bar and 'Sign In'/'Sign Up' buttons are also present.

## Sampling: The Foundation of Hip Hop | Lesson Plan | Soundbreaking

Lesson Plan Grades: 9-13+ Collection: Soundbreaking

[Share to Google Classroom](#)  
[Assign or Share](#)  
[Favorite](#)

**Overview** Procedure Standards

 Students learn about the creative concepts and technological practices on which Hip Hop music was constructed, investigating what it means to "sample" from another style, and who has used sampling and how. Students will follow patterns of Caribbean immigration and the musical practices that came to New York City as a result. This lesson also explores how sampling might demonstrate a powerful creative expression of influence or even a social or political statement and encourages students to think about the conceptual hurdle Hip Hop asks listeners to make -- presenting new music made from old sounds.




**Lesson summary**

In many ways Hip Hop is quintessentially American music. It was first created in the Bronx, NY, a borough of New York City that at the time was economically depressed, dangerous and mostly forsaken by the local government. The pioneers of Hip Hop, young people of color living in struggling communities

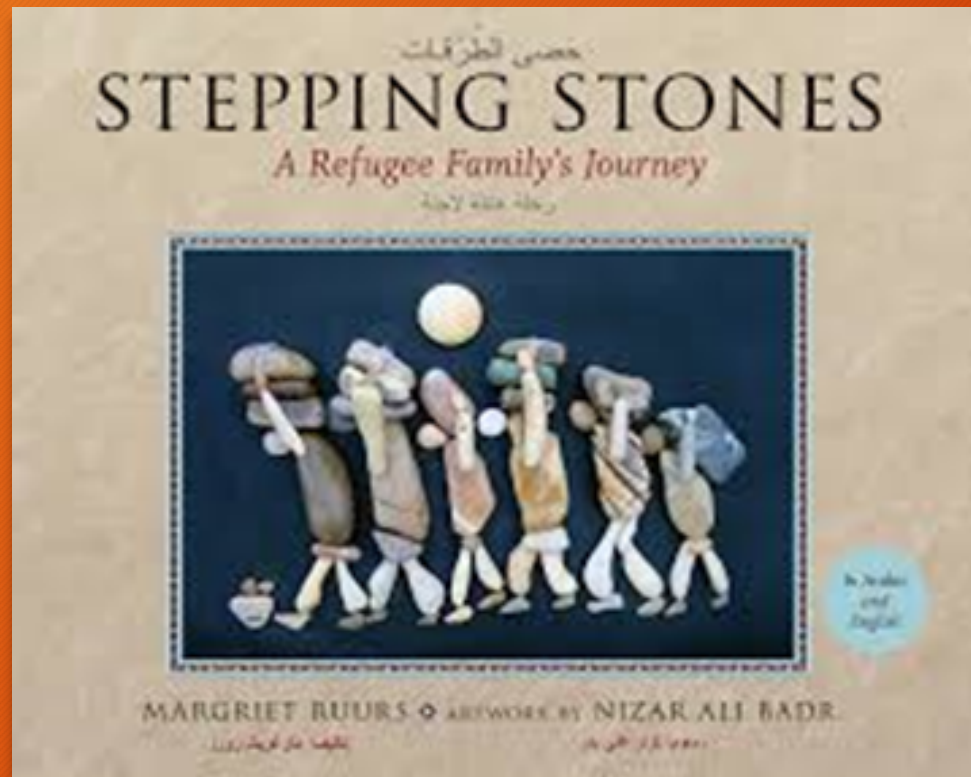
**soundbreaking**  
Series from the Cutting Edge of Recorded Music  
[Credits](#)

[Export](#) [Print](#)

### You May Also Like

-  **The Blue Ridge: Ellicott Rock (00:00:47)**  
0:47 Video [Download](#)
-  **Más allá de las discapacidades...**  
12:47 Video [Download](#)
-  **How to Create a Balanced Budget...**  
Document [Download](#)





# Books as Mirror Activity





Make history **palpable** through reenactments/drama:

Project Zinn and CommonLit

Bring history close to home

- Ocoee Massacre
- Harry T. and Harriett Moore



## Fact-Checking

### POYNTER'S COVERAGE OF FACT-CHECKING



This Portuguese fact-checking platform reached its break-even point in less than a year



Tech platforms step up their anti-misinformation game before 2020

### RELATED TRAINING

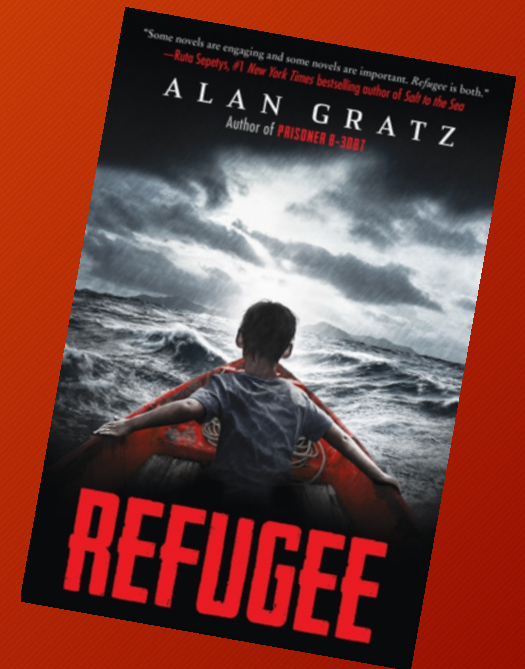


NewsU Self-directed Course

Curso práctico de verificación de hechos

Teach students to be discerning consumers of information

# Virtual Reality and Books



Connecting  
Humans to Other Humans





**Inside  
Dadaab**





# THE PURSUIT OF HAPPINESS

## EPISODE TWO: FENJEH





# Nearpod

## Global Perspectives





# Empatico



Empatico is a free tool that connects classrooms around the world

[Sign Up for Free](#)

[▶ Watch the Video](#)

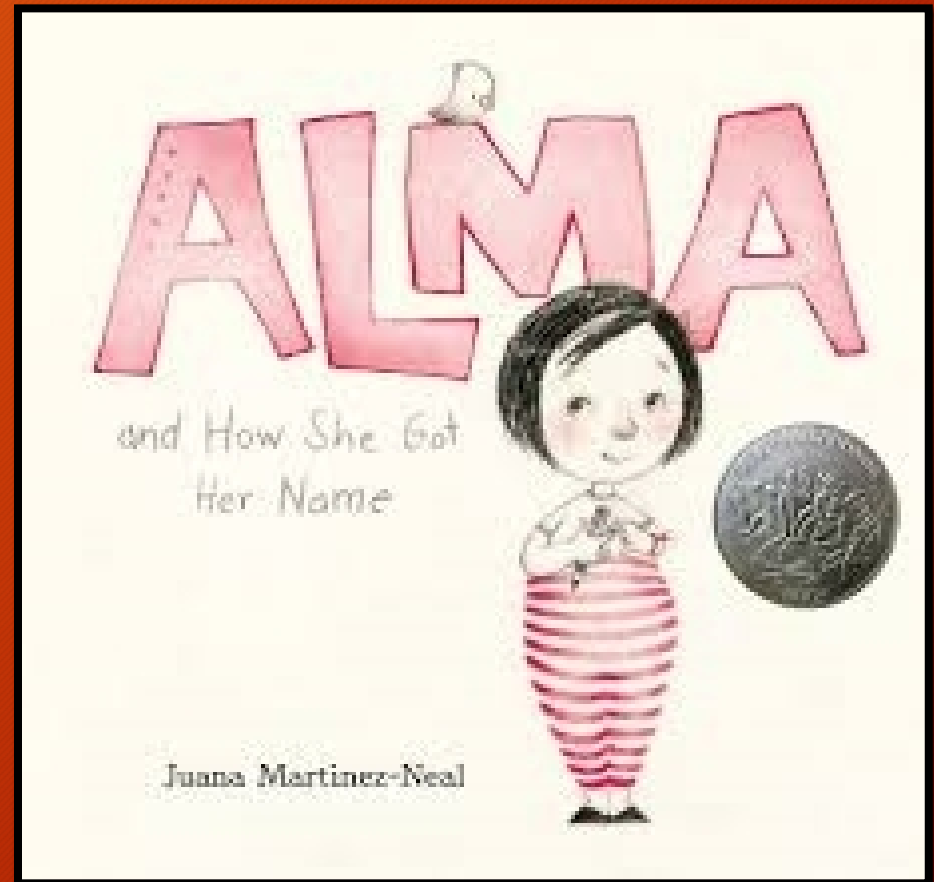
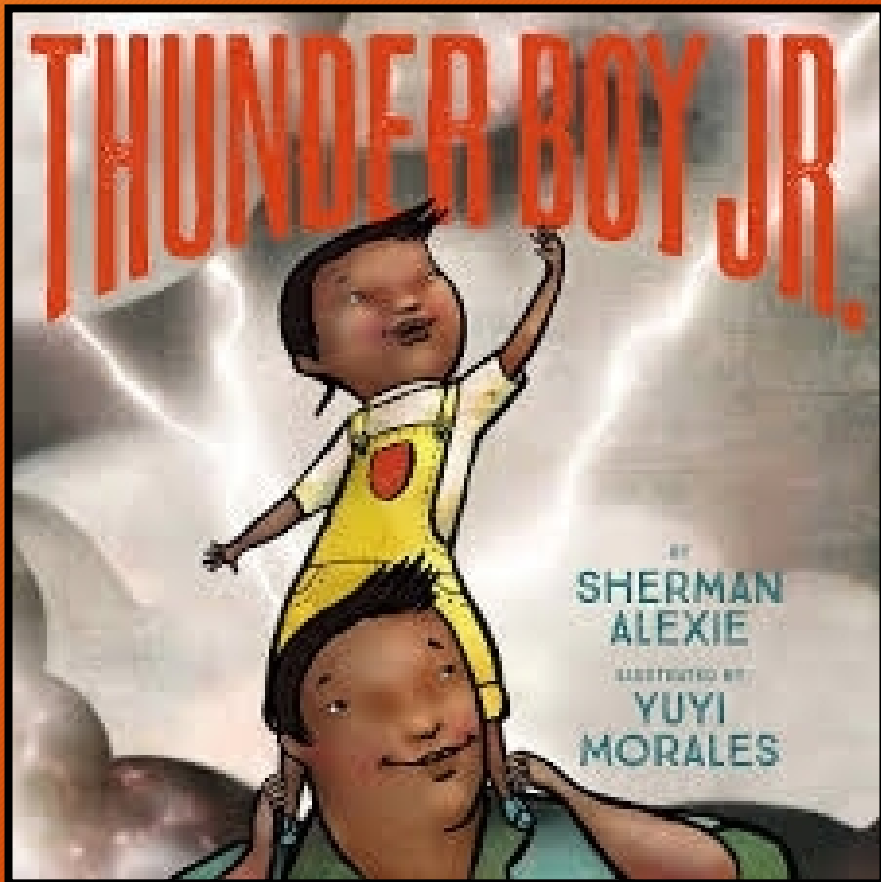
Empatico empowers teachers and students to explore the world through experiences that spark curiosity, kindness, and empathy. We combine live video with **activities** designed to foster meaningful connections among students ages 6-11.

**Empatico is, and always will be, 100% free for educators everywhere.**





# Compare + Contrast

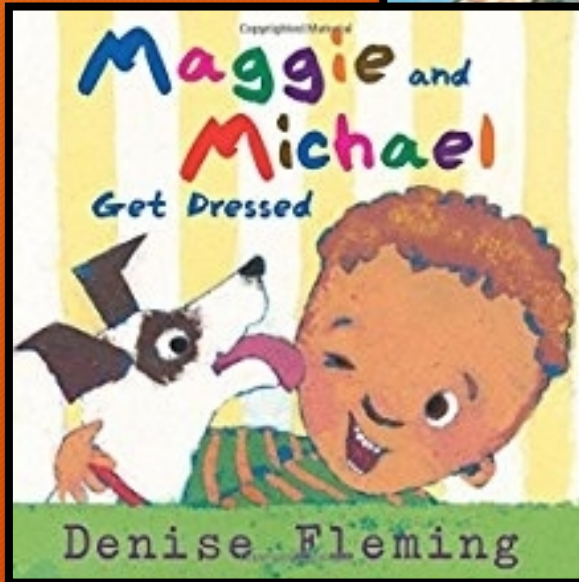




# Pets



# Clothes Storytime



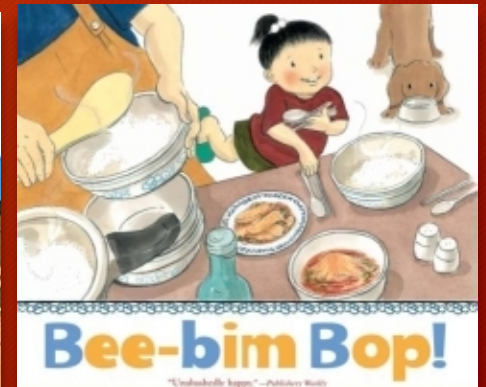
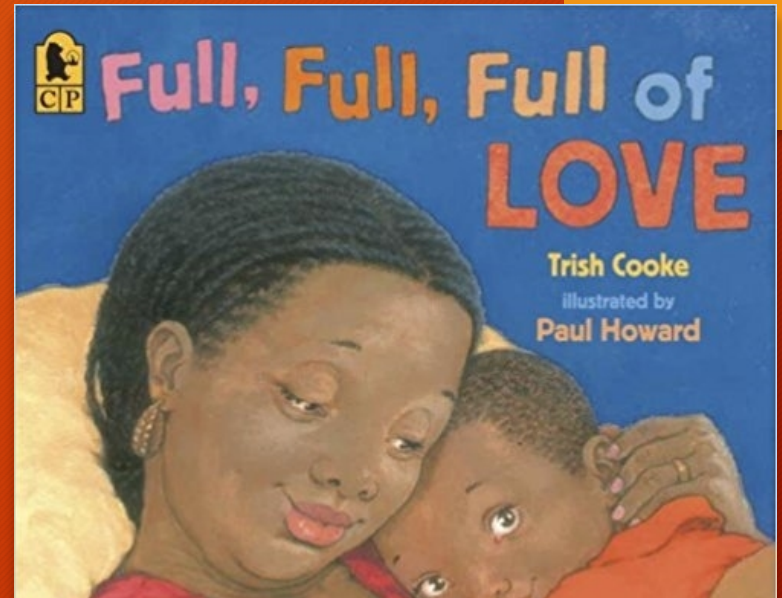


# Food (Yum!)

Music Video: *Chocolate* by Jose Luis Orozco from Smithsonian Folkways Recordings

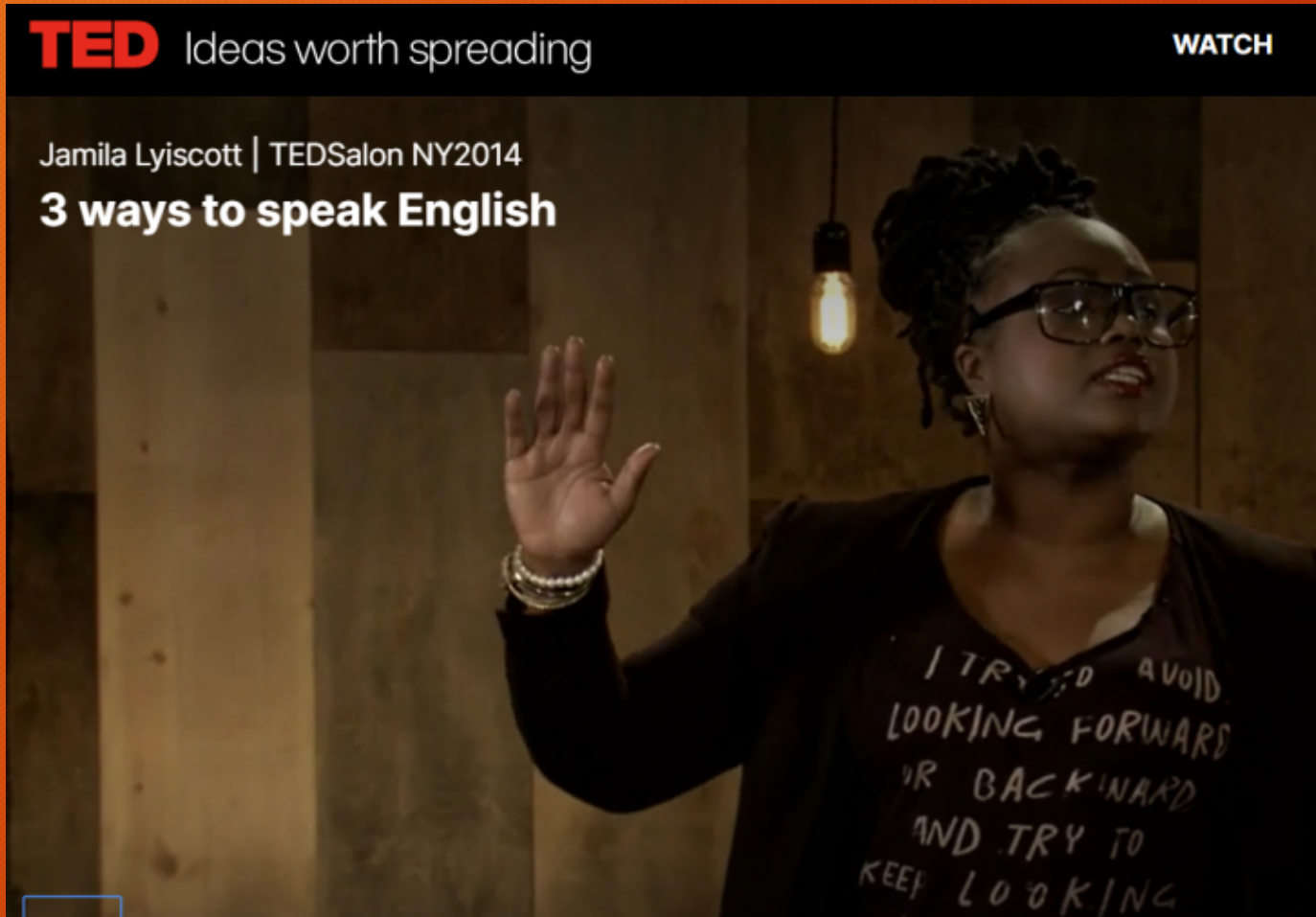
Storyblock Rhyme: *Chocolate*  
<http://www.storyblocks.org/project/chocolate-chocolate/>

Extension: share the recipe for Mexican chocolate drink (or prepare drink in advanced and share with attendees)





# A thing or two about... ...Black English



[https://www.ted.com/talks/jamila\\_lyiscott\\_3\\_ways\\_to\\_speak\\_english?utm\\_campaign=tedspre&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?utm_campaign=tedspre&utm_medium=referral&utm_source=tedcomshare)

# Library Collections

A large white number '2' is positioned in the top right corner of the slide. It is set against a red rectangular background that is partially visible on the right edge of the frame.

When we fight for diverse books, we're really just fighting for a more honest literature. Books that tell the truth. Because when we say, 'We Need Diverse Books', we're really saying "We Need Books That Don't Lie To Us About Who We Are Or Whether We Exist."

--Daniel José Older



# Diverse Collection & Best Practice

## American Library Association (ALA) on Diversity

- Make diversity central to your library's strategic plan.
- Include a *full range of voices* in the library's collection that speak to the experiences of diverse groups that have contributed to the history and culture of our nation.

# 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](http://ccbc.education.wisc.edu/books/pcstats.asp)



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





youth  
matters

BY Julie Stivers

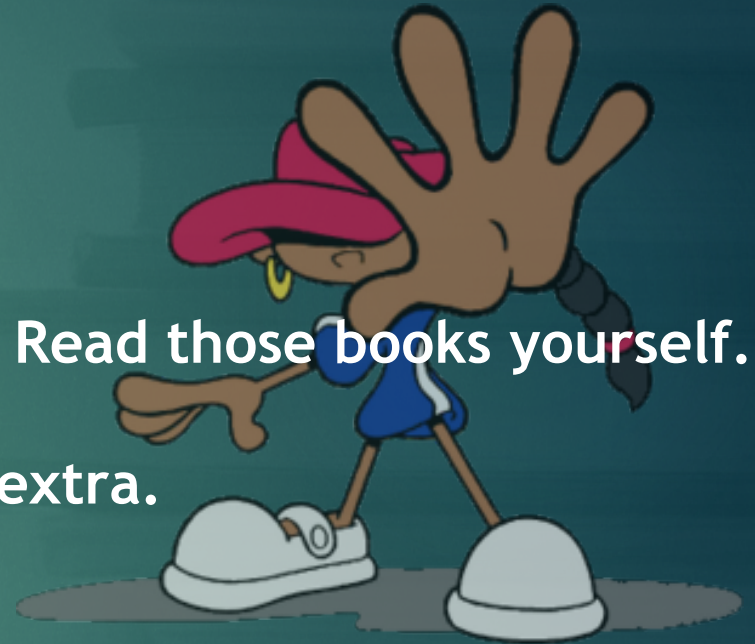
**LIBRARY JOURNAL  
2019 MOVER & SHAKER**





# The five biggest ways that libraries can build an inclusive environment:

1. See me. Listen to me.
2. Show me on the shelves and walls. Read those books yourself.
3. Graphic novels and manga are not extra.
4. Show the *joy* in our stories.
5. Make the library a *sorting-free* zone.



## #LibFive

# Module 24a: Transforming Library Collections Part 1

Go Back:

[Module 23: Transforming Library Space and Policies](#)

You Are Here:

Module 24a: Transforming Library Collections, Part 1

Next:

[Module 24b: Transforming Library Collections, Part 2](#)

## AFTER WORKING THROUGH THIS MODULE, YOU WILL BE ABLE TO:

- **Explain** to your faculty, staff, administrators, and parents/caregivers the value of diverse and reflective literature.
- **Evaluate** your library's collection through a racial equity lens.
- **Collaboratively develop** a plan to improve your library's collection to better serve BIYOC.



# Why it is important for BIYOC and other marginalized youth?

validate their existence  
and lived experiences

connect them with their  
textual lineage + history

counter the "*single story*"  
– the *premises, myths,*  
and *stereotypes* that are  
often held by the  
dominant white culture

support positive racial +  
ethnic identity  
development

increase engagement  
with *reading* + other  
academic subjects

provide positive images  
of the achievement of  
members of  
marginalized  
communities

"provide healing from  
the damages of living in  
a racist society."

B=Black

I=Indian

YOC=Youth of Color

THE  
JANE ADDAMS  
CHILDREN'S BOOK  
AWARD



HONORING CHILDREN'S LITERATURE FOR  
PEACE AND SOCIAL JUSTICE SINCE 1953

SUSAN C. GRIFFITH



ABOUT EVERYONE • FOR EVERYONE

**LEE & LOW BOOKS**

WE  
NEED  
**DIVERSE**  
BOOKS™

[diversebooks.org](http://diversebooks.org)





# Teachers Push for Books With More Diversity, Fewer Stereotypes



# EDUCATION WEEK

Vol. 38, Issue 35, Page 6

Published in Print: June 12, 2019.

In these 2017 photos, students in Noelle Mapes' 3rd grade class complete an audit of the books in their library. They tracked the racial breakdown of the main characters in the stories and determined that they were overwhelmingly white. The exercise is meant to illuminate the lack of diversity in children's literature.

—Noelle Mapes

## 4 Steps to Performing a Collection Check-up

### 1. Start small.

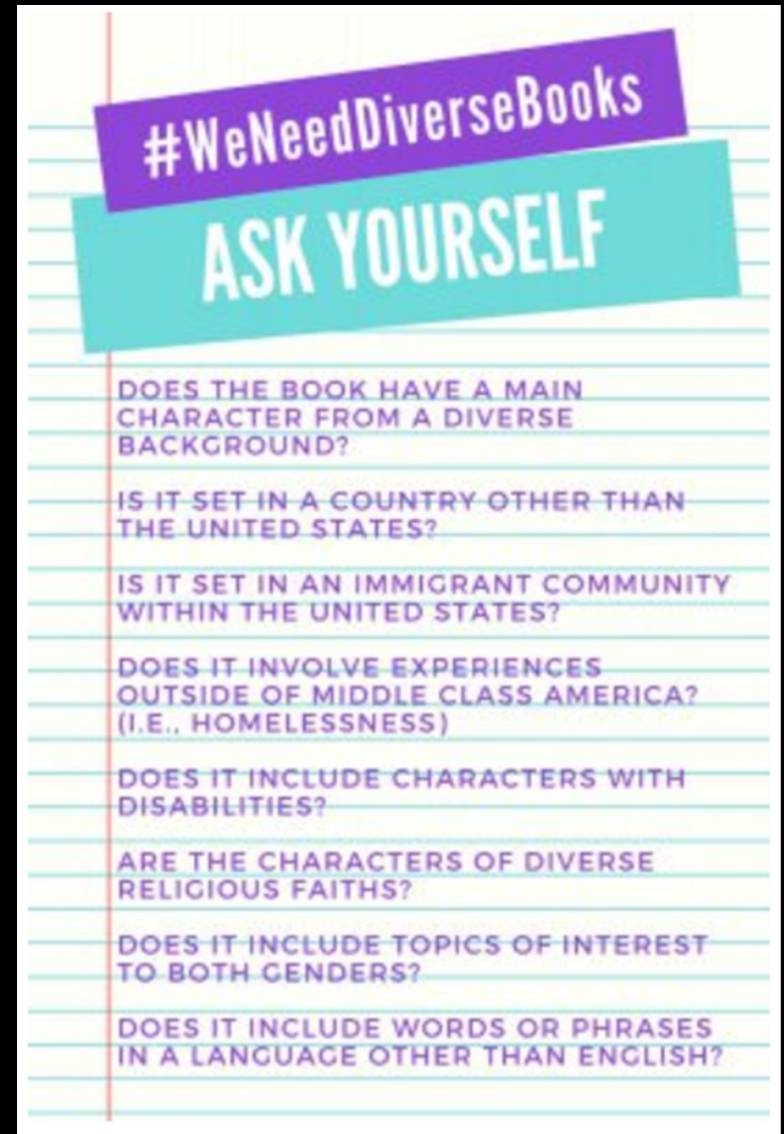
- Choose one section, such as picture books or fiction.
- Count the number of shelves in the section.
- Determine how many shelves you have time to analyze.
- The larger the sample, the more accurate the outcome will be, but weigh the amount of time available.
- Divide the number of shelves you plan to analyze into the number of shelves in that section and then count off the shelves to randomly identify which



## 2. Create a list of important criteria.

For example, you might note the following characteristics:

- Does it have a main character from a diverse background?
- Does it have a main character from a diverse background?
- Is it set in a country other than the United States?
- Does it include words or phrases in a language



**3. Browse through each book on the selected shelves.** Make sure to look at both text and illustrations. Record the characteristics you notice.

**4. Calculate your collection's diversity level.** Once you've completed your shelf analysis, divide the total number of books on the browsed shelves into the number of books that met each criterion. This will give



# Follett's Destiny: Diversifying your Collection

Access your Titlewave via your Follett platform:

- Go to the listing along the left-hand side of the search screen;
- Locate and select the category: **Featured in Library**
- Find the term **DIVERSITY** and select it to access and browse by topic (displayed on the search screen, the right)
- Locate and select **Library Tools**
- Locate **Curriculum Tags** **OR** browse "Subjects and Topics" (e.g. African

**Browse by Topic**

- [African American Interest](#)
- [Asian American Interest](#)
- [Bibliotherapy: Healing through Books](#)
- [Disability Awareness](#)
- [Equity, Diversity & Inclusion](#)
- [Expert Picks](#)
- [Diversity](#)
- [Folktales, Fairy Tales, Fables &...](#)

**Library Tools**

- [Shop by Follett Genres](#)
- [Follett Genre Solutions](#)
- [Our Genre Story](#)
- [Curriculum Tags](#)
- [Destiny Library Manager](#)
- [TitleEZ Subscriptions](#)
- [TitleWise Collection Analysis](#)

**Subjects & Topics**  
This area includes titles that support core content, educational topics, and enrichment activities.

<a href="#">Adaptation (Science)</a> (1)	<a href="#">Adoption</a> (319)	<a href="#">Afghan War</a> (125)
<a href="#">Africa</a> (1538)	<a href="#">African American</a> (9989)	<a href="#">Agriculture</a> (1512)
<a href="#">All About Me</a> (14836)	<a href="#">Amphibians</a> (543)	<a href="#">Ancient World</a> (2407)
<a href="#">Animal Stories</a> (18564)	<a href="#">Animals</a> (49294)	<a href="#">Anthropology</a> (44)

[World Languages](#)

[TitleWise Collection Analysis](#)

[World Languages](#)



3

# Facilitating

Race conversations in the Library





Be intentional about leading discussions on race + identity; not just for students of color, but for white students as well.

# Why we avoid talking about race to our children:



- We believe that children are “colorblind”
- We are uncomfortable talking about race
- We don’t know how to approach the subject
- False belief that talking about race reinforces racism



# Children Are Not Colorblind: How Young Children Learn Race



“This silence about race does not keep children from noticing race and developing racial biases and prejudices, it just keeps them from talking about it.”

-- Dr. Frances Aboud and Dr. Beverly Daniel Tatum

“As children age, they learn that explicit bias is not O.K. but implicit bias stays, particularly if we don’t talk about racism, prejudice.

However, research shows that when adults address prejudice, it decreases.”



About and Dr. Anna-Beth Doyle  
(Aboud & Doyle, 1996)



We can't afford to be color blind,  
we must be color brave.



Let's be comfortable  
about the uncomfortable  
conversations of race.

# Teaching Tolerance



Discussing Race, Racism  
and Other Difficult  
Topics With Students

*A Teaching Tolerance Guide*

[Tolerance.org](https://www.tolerance.org/)



# You Don't Even Know Me by S. Flake



Intentionally promote media featuring positive images of black men and other minorities.

MTV  
Lookdifferent.org

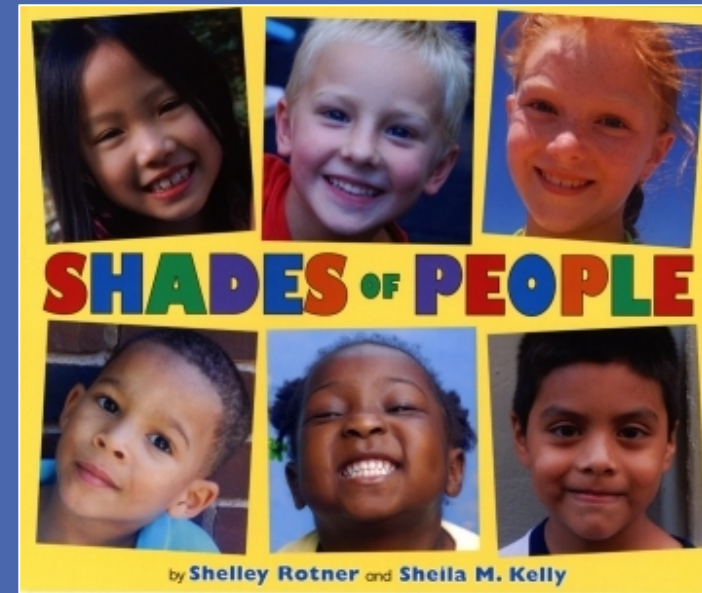




# Microaggressions: Microassaults, Microinsults and Microinvalidations:



# Race conversation starters:





# Identity through Art extension:

Multicultural paint colors

Have kids mix colors until they blend a color that matches individual skin tones



From *Programming Librarian* -

<http://www.programminglibrarian.org/blog/skin-you-live>



Guide students:

“Be the change they want to see in the world.”

White Anti-Racist Biographies: Early Grades

<https://www.latimes.com/archives/la-xpm-2005-feb-05-me-teachers5-story.html>



LIFELONG

Commitment

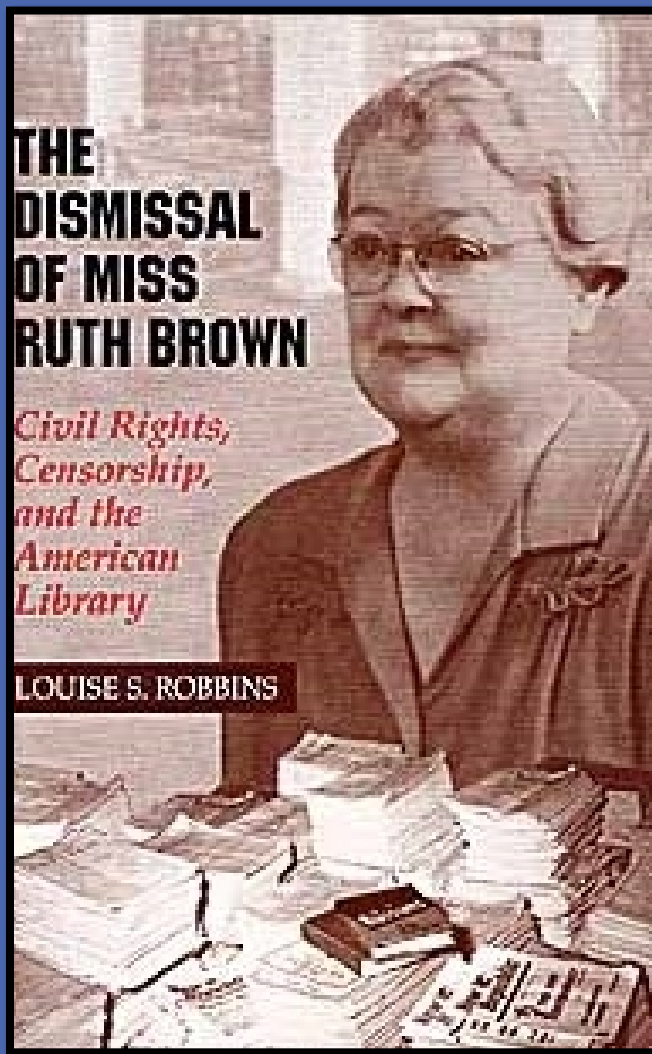
# A Diversity and Cultural Literacy Toolkit:



- Recommended resources for training sessions, workshops on diversity and cultural literacy for librarians.
- This list represents a starting place for further exploration, reflection and discussion.







Ruth Brown



Juliette Hampton Morgan

# Compassionate Empathy



Mariann Dolce

Sunrise  
Elementary

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## CONTACT INFORMATION