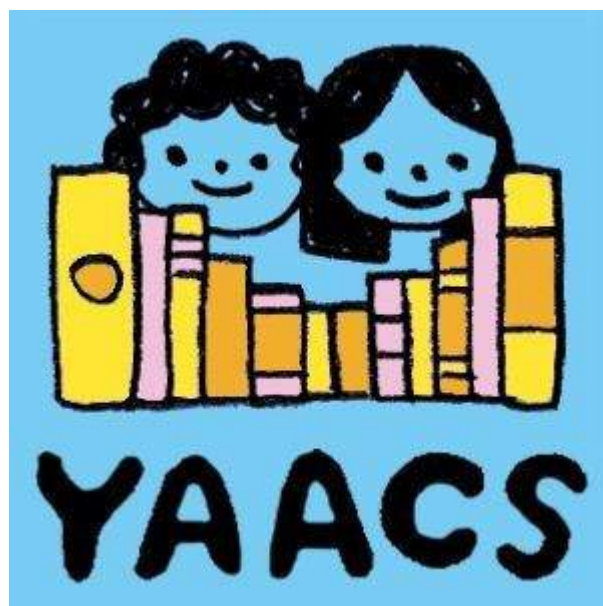


YAACING

SPRUMMER 2019



NEWSLETTER FOR THE YOUNG ADULT AND CHILDREN'S SERVICES SECTION OF BCLA



YAACing is the quarterly newsletter of the Young Adults And Children's Services section of the British Columbia Library Association. We publish articles by librarians and library paraprofessionals serving children and teens. Topics range from library programs and events, to book reviews, storytime ideas, literacy tips and more! If you would like to submit something for consideration, please email yaacing@gmail.com.

TABLE OF CONTENTS

MESSAGE FROM THE OUTGOING CHAIR

MESSAGES FROM THE EDITORS

NEWS

- BC SRC 2019 Community Story Award Winner - Cynthia Ford
- BC SRC 2019 -- Content Creators - Cynthia Ford
- Young Readers Choice Awards - Noreen Ma

COLUMNS

- Jbrary: We'll Link to That! #1 - Lindsey Krabbenhoft
- Jbrary: We'll Link to That! #2 - Lindsey Krabbenhoft
- New and Noteworthy Books - Sadie Tucker

FEATURES

- Sensory Literacy - Andra Nadeau
- Bilingual Spanish and English Story & Baby Time Ideas - Dalia Levy
- Implicit Bias - Michelle Donald
- Book Club Library - Melodie Rae Storey
- Reading Between the Lines - Kate Inman & Lucy Grainger
- Dungeons and Dragons 101 for Teens at VPL - Stephanie Hong & Sasha Scherzer

STORYTIME

- Felt Story: Ducks Away - Jenny Zhang
- Felt Story: Frog and Toad - Rhiannon Wallace

Message from the Outgoing Chair

I'm writing this message during the first days of summer, and it's hard to believe that our YAACS AGM was just last month. I am excited to welcome Julia McKnight as incoming Chair, and thank her for all of her support this year in her role as Vice Chair.

As we wrap up this particularly busy time, we can reflect on the work we have done during this first half of 2019. It was great to connect with Youth Services staff from around BC, and catch up with our colleagues during our 3rd annual YAACS Youth Services Institute (YSI), which is a BCLC Pre-Conference.

At this year's YSI we considered what role we might have in supporting youth in our libraries, so many of whom deal with stress and anxiety. Dr. Elizabeth Saewyc, Director of the UBC School of Nursing, Research Director at the McCreary Centre Society, and Executive Director of Stigma and Resilience Among Vulnerable Youth Centre (SARAVYC) joined us to share her internationally recognized research on youth mental health and resilience, and this was followed by a facilitated discussion.

Attendees gained concrete ideas, grounded in current research, about how libraries can support youth mental health in BC. I was inspired to learn that when we create safe spaces, inclusive programs and services for marginalized youth, and when this is backed up by proper staff training to make sure we can walk the walk, we are taking important steps to reduce youth stress and anxiety in our communities.

The afternoon featured a series of well received lightning talks about the exciting youth programs and services you are offering around BC. It was truly an amazing experience to cap off my time as Chair, and I'm already looking forward to next year's YSI.

It has been wonderful to get to know many of you during my time as Chair. It has been both a lovely and humbling year. I have relied on the steadfast support of the fantastic YAACS team, and each of you have made it possible for me to carry on as Chair through the whirlwind of new motherhood.

It means a lot that you show up to serve youth and families each day. I have gotten a firsthand taste of some of the amazing programs you are offering as a new mom to my baby Eliot. Many of his favourite songs and rhymes were discovered at your story times and his favourite books from your collections. Thanks again, and remember you are awesome!

I hope you have a wonderful summer!

-Kate Longley
Past YAACS Chair, BCLA

Message from the Outgoing Editor

We emerge from the 2019 Youth Services Institute (YSI) and BCLC, straight into Summer Reading Club and teen summer programming. We launch programs and services that provide free, fun activities to foster a love of reading and lifelong learning in children, youth and families over the school break. We strive to create spaces that are welcoming to everyone, especially when school is out and the need for free, high-quality and family-friendly activities is stronger than at any other time of year. Our funding is limited, but our imaginations are not!

Now that YSI 2019 is complete, I shift into a new role as chair of YAACS and eagerly invite you all to join in upcoming YAACS meetings on September 10th, December 10th, and March 10th at Vancouver Public Library's Central branch. Let us know what kinds of professional development opportunities you want to see in 2019/2020, help plan YSI 2020, and discuss issues relevant to library service for children, youth and families with colleagues from across the province. Meetings are 7:00 - 8:00 PM and there is a phone-in options for all of you who live out of town or can't be there in person.

A warm welcome to Kate Wood who is taking on a new role as YAACING co-editor. Many of our readers and colleagues will know Kate Wood from the Greater Victoria Public Library and from her role as a YAACS Continuing Education Coordinator for Vancouver Island. Kate joins Leah Pearse as co-editor of YAACING and I anticipate general awesomeness from this new editorial team!

A huge thank you to everyone who contributed to making this issue of YAACING and to Leah and Kate who edited this issue through a very busy time of year. A long-standing goal of YAACS is to extend our reach across the province of BC and really represent the breadth of young adult and children's services in libraries so I'm absolutely thrilled that the YAACING co-editors are based on Vancouver Island.

Editing YAACING has been a richly rewarding experience. I am struck by how creative BC library youth services staff are, how committed, how engaged with their communities, and am so very, very grateful for all I've learned through this awesome newsletter. I hope everyone has a fantastic summer and look forward to reading about your programs and services in future issues of YAACING!

Best,

Julia McKnight
Incoming YAACS Chair, BCLA
Teen Services Librarian
Vancouver Public Library

Message from the Editors

We blinked and suddenly it was August...then September...and now October and November. The months seemily pass by in the blink of an eye!

We are extremely excited to be part of the YAACing editors team, even if we are a bit late out of the gate. This issue is jam packed with so many incredible articles on many different topics including diversity — more than one: it's a hot topic! — sensory literacy, and so much more. We'll be breaking out the felt and glue as soon as possible to make our own felt ducks, frogs and toads from this edition's felt story submissions.

One of our favourite things about working in public libraries is the amount of sheer talent and creativity this field has to offer and we're delighted to highlight some of this awesomeness in the pages of YAACING.

Happy reading, everyone!

On behalf of your YAACING editors,

Leah Pearse

Public Services Library, Emergent Literacy Portfolio

Greater Victoria Public Library

Kate Wood

Library Assistant

Greater Victoria Public Library

NEWS

2019 BC SRC Community Story Award Winner

We are delighted to announce that Gen Carmody of the Pemberton and District Public Library is the 2019 BC SRC Community Story Award Winner!

Our judges sure had a difficult time selecting a winner this year! Ultimately, Gen's story was chosen because "this story speaks of building great connections with the community through SRC." We think you'll agree!

Gen attended this year's [BCLA Conference](#) (May 8-10) as a guest of CUPE BC. We were fortunate enough to have her join us at the SRC conference booth, where she was able to connect with many of you. Thank you for stopping by and congratulating her on her wonderful achievement.

BCLA introduced the SRC Community Story Award at the 2013 BCLA Conference. Each year, the BC Summer Reading Club presents this award to an individual whose story best demonstrates the impact of the SRC within their community.

We look forward to hearing your SRC stories! You may submit them anytime, directly to bsrc@bclibrary.ca with the subject line: BC SRC Community Story Award.

About Gen Carmody

Gen is the Technology and Digital Services Coordinator at the Pemberton & District Public Library and she loves her job! Everyday is different and exciting and she is always learning. She is extremely grateful to have such a wonderful library and team to work with.

Gen grew up on a small island called Kangaroo Island off the coast of South Australia. She came to Canada for a holiday in 2007, and after spending the winter in Whistler, fell in love with the place and the people. She's been here ever since. When she's not curled up with a book, you can find Gen outdoors – snowboarding in winter; skateboarding, hiking, climbing, camping and fishing in the summer.



Gen's Story: "Welcome to Summer Reading Club"*

*(*I titled my story "Welcome to Summer Reading Club". This was not only the title of a letter we sent home with the children who registered, it was also my welcome to SRC.)*

This year was the first year I was involved in our Summer Reading Club Program at the Pemberton and District Library and I loved it! Our small community is very busy during summer enjoying the outdoors, and the library is usually pretty quiet during these months. Our Summer Reading Club program in previous years had become a little stagnant. Parents would sign up the same few children every year whether they were interested in the program or not. Program attendance was very low and in 2017 only three reading logs were completed and handed in. We felt that a new approach was necessary to get children excited about reading over summer while supporting literacy through activities and programming that would fit in with busy summer vacations and family adventures. After an amazing afternoon brainstorming session (this literally was one of my favourite days at work), we decided to create and design our own scavenger hunt full of activities (many came from the SRC website). These activities could be completed anytime during the summer. All of the staff were on board and we were really excited about our revamped SRC! We set ourselves a goal of handing out 50 reading logs and having way more than three reading logs returned.

By completing activities in the scavenger hunt and by reading every day, participants would earn points. The child with the most points in their age group by the end of the program would win a prize. Children and parents loved it! We had well over 100 children register and over 50 returned completed reading logs. The programs we held during the SRC were incredibly popular with over 100 in attendance at our SRC End Party. We even had to rent a room in the Community Centre to fit everyone in! This all was accomplished on a shoestring budget and without our usual summer student.

This was an incredible experience! I remember so many moments where one of the staff would come out to the staff area and share a story of how a child had just melted their heart with the amount of effort they went to and just how adorable they were. I was also blown away by the reception our SRC programming received in the community. We did not expect it to be as well received as it was. We had to hold a tiebreaker event to decide a winner as so many children completed every single activity and read every single day.

Although it was a lot of hard work and there are things we will change next year, the feedback from parents and children was overwhelmingly positive and heartwarming. Parents loved that the scavenger hunt allowed them to do the activities as a family and have quality time together. Many said the library became an active part of their summer and for some, SRC became a weekly routine and the children were nagging them to go to the library. Children were excited and engaged. They loved finding the secret words we had hidden around town and many told us that they couldn't wait until next year's SRC!

If I had to choose, just one thing that made SRC so special this year, it was how many children I have gotten to know better through my interactions with them. Many of the scavenger hunt activities required that children come to the library and use resources or interact with staff. This then gave us an opportunity to connect with many of the children and their parents. I especially loved the activity where participants had to come and tell a staff member a joke. Many children had never even spoken to a staff member before and many practiced their jokes at home before coming to tell one of us. It was very moving to watch them overcome their shyness and interact with us, and we all were able to create special bonds with many of the children over the SRC that have lasted long past the summer! I feel so proud of our team and what we achieved this year with SRC and I too can't wait for next year!

BC SRC Content Creators

Under the direction of Co-Chairs, Jenn Lee (VPL) and Laura Zaytsoff (Castlegar), the BC SRC is incredibly lucky to have a fantastic team of Content Creators from all over the province. Each Content Creator takes responsibility for a section of the [BC SRC Manual](#). They spend the fall coming up with great programs, activities, and booklists for libraries to use the following summer.

We thought you might like to get to know this amazing group of people a little better, so earlier this year we asked them all to answer a few questions. It is a delight to introduce you to the team behind the SRC Manual!

Mehjabeen Ali and Surrey Libraries

- **Area of content creation:**

Activity sheets

- **Tell us something about your library:**

Serving people across 9 branches, Summer Reading Club at Surrey Libraries is full of programs, special events and more!

- **How many people are on your content creation team?**

6 (Natasha Krause, C. Findlay, Stephanie Hong, Kabrienne Eremondi, Leslee Gawthrop, and Van Trieu)

- **How do you coordinate your efforts?**

Through a call out for contributors and then brainstorming ideas.

- **What do you most enjoy about being Content Creators?**

The creativity and excitement that goes into making the activity sheets and children enjoying them in the summer!



Tina Lee and Burnaby Public Library

- **Area of content creation:**

Booklists (English)

- **Tell us something about your library:**

"Be Curious" is Burnaby Public Library's motto. In 2017 our patrons checked out 3,010,470 items. Now that's being curious!?

- **How many people are on your content creation team?**

3 (Jamie McCarthy, Myles Wolfe, and Mariah Gastaldo)

- **How do you coordinate your efforts?**

Since we have a little over a month to complete a list of 105 annotated titles, we divided the number of titles between the three of us.

- **What do you most enjoy about being Content Creators?**

We get to suggest SRC titles for libraries and other readers to discover. Then when parents ask what books their kids should read for SRC, we have a great resource to show them. The opportunity to give back to a program that I loved so much as a child.



Julie Carter and Vancouver Island Regional

- **Area of content creation:** Web quizzes
- **Tell us something about your library:** Vancouver Island Regional Library (VIRL) is the fifth largest library system in British Columbia. We serve over 430,000 people on Vancouver Island, Haida Gwaii and the Central Coast (Bella Coola) through 39 branch libraries, our eLibrary and a Books by Mail service.

- **How many people are on your content creation team?**

Just little old me in terms of creating the web quizzes for BC SRC. We do have a wonderful Children's Services Committee, though, that plans out SRC for all 39 of our branches

- **What do you most enjoy about being Content Creators?**

I like having the opportunity to work on a project that kids all over the province will have a chance to participate in!

- **Anything else you'd like to say?**

I have been a children's librarian at VIRL for ten years. One of my fav aspects of children's librarianship at VIRL is that we serve customers in very remote areas. We have a Books by Mail service for people living far away from any of our branches. Each month, I get to select books to send to specific children through this Books by Mail Service and, in the summertime, I also send them SRC packages so that they can participate too. It's wonderful that SRC can be enjoyed by all!



Linda Youmans and Okanagan Regional Library

Area of Content Creation:

Family storytime

Tell us something about your library:

ORL is the 16th largest public library system in Canada. It serves a population of approximately 375,000 spread over a diverse geographic area the size of Ireland. We have 29 library branches in both urban and rural communities. 1,602,829 patrons walked through the doors of the library in 2017 with 165,243 attending programs and using Library meeting spaces

How many people are on your content creation team?

9 (Ardie Burnham, Youth Services Librarian, Salmon Arm Branch; Stephanie Thoreson, Youth Service Librarian, Vernon Branch; Michelle Whibley, Community Librarian, Oyama Branch; Judy Millard, Youth Services Assistant, Kelowna Branch; Mica Depner, Youth Services Librarian, Vernon Branch; Val Knudson, Youth Services Assistant, Vernon Branch; Wendy Jewell, Community Librarian, Lake Country Branch; Elaine Waugh, Assistant Community Librarian, Lake Country Branch; Heidi Kaesmodel, Assistant Community Librarian, Lake Country Branch)

How do you coordinate your efforts?

We divide up the categories at our Youth Services Committee meeting and send the completed programs to the Coordinator to send to BCLA for inclusion in the Manual.

What do you enjoy most about being Content Creators:

We enjoy the creativity and being able to help programmers across the province!



Gina Gaudet and Vancouver Public

Area of content creation:

Programs ages 5-8 + French booklist

Tell us something about your library:

20 branches+ Central, large, urban

How many people are on your content creation team?

(12+) Children's Library librarians focused on program development of Middle Years cohort program planning in branches and Central; they also consult with their Early Years Librarian counterparts.

How do you coordinate your efforts?

Each of the 4 neighbourhood teams: NorthWest, NorthEast, SouthWest, SouthEast, are asked to sign up for one theme and plan a program, then the Children's Library librarians with our library technicians sign up for the remaining 3.

What you most enjoy about being Content Creators?

Having that early opportunity to work on programming gets all of our gears going and helps us prepare for our own SRC programming design and delivery plan.



Wiena Groenewold and Fraser Valley Regional Library

Area of content creation.

Programs (ages 9-12)

Tell us something about your library:

Largest public library system in BC with 25 branches and serving over 700,000 customers in its service area. Service area: Fraser Valley plus the Deltas and Port Coquitlam. Began serving customers from Ladner to Hope in July 1930 with the Fraser Valley Book Van, stopping at grocery stores, schoolhouses and gas stations with books displayed along its outside shelves.

How many people are on your content creation team:

Input from various staff

How you coordinate your efforts?

Email SRC staff contacts to see who is interested in contributing creative content

What you most enjoy about being Content Creators? Sharing ideas that might be used throughout the province



Cynthia Ford is the Provincial Coordinator, BC SRC and can be reached at bcsrc@bclibrary.ca

Follow us on Twitter @BC_SRC #BCSRC

Young Readers Choice Awards



The Young Reader's Choice Awards (YRCA) is a year-long reading program for children in Grades 4 to 12 living in Alaska, Alberta, British Columbia, Idaho, Montana and Washington. YRCA is sponsored by the Pacific Northwest Library Association (PNLA).

The 2019 Young Reader's Choice Award winners are:

- Junior Division: *Dog Man by Dav Pilkey – 4627 votes*
- Intermediate Division: *Hidden Oracle by Rick Riordan – 950 votes*
- Senior Division: *Three Dark Crowns by Kendare Blake – 463 votes*

Thank you to everyone that encouraged reading and facilitated voting for the PNLA Young Reader's Choice Awards! Please find the 2020 nominees for the next season below.

Young Reader's Choice Award 2020 Nominees

Junior Division (Grades 4-6)

- *The Trials of Morrigan Crow by Jessica Townsend*
- *Refugee by Alan Gratz*
- *Restart by Gordon Korman*
- *The Epic Fail of Arturo Zamora by Pablo Cartaya*
- *The Pants Project by Cat Clarke*
- *The Wizards of Once by Cressida Cowell*
- *The Tiny Hero of Ferny Creek Library by Linda Bailey*
- *Wishtree by Katherine Applegate*

Intermediate Division (Grades 7-9)

- *Blood Rose Rebellion* by Rosalyn Eves
- *Caraval* by Stephanie Garber
- *Exo* by Fonda Lee
- *Insignificant Events in the Life of a Cactus* by Dusti Bowling
- *Invictus* by Ryan Graudin
- *Saints and Misfits* by S.K. Ali
- *Stranger Than Fanfiction* by Chris Colfer
- *The Librarian of Auschwitz* by Antonio Iturb

Senior Division (Grades 10-12)

- *American Street* by Ibi Zoboi
- *The Marrow Thieves* by Cherie Dimaline
- *One of Us is Lying* by Karen M. McManus
- *That Inevitable Victorian Thing* by E.K. Johnston
- *The Hate U Give* by Angie Thomas
- *They Both Die at the End* by Adam Silvera
- *Turtles All the Way Down* by John Green
- *Wintersong* by S. Jae-Jones

*Noreen Ma is the Pacific Northwest Library Association's Young Reader's Choice Awards
British Columbia Representative*

YAACS Award Winners 2019



For those who were unable to attend this year's BCLA Conference in May, we had two well-deserving winners for the 2019 YAACS Award: Lindsey Krabbenhoft and Christie Menzo.

Congratulations to Lindsey and Christie!

Lindsey Krabbenhoft is a children's librarian at the Vancouver Public Library. She is an active member of the online youth services community through her YouTube channel and blog called Jbrary (<https://jbrary.com/>) where you can find her singing storytime songs and writing about issues related to children's librarianship. She started the Library Services for Children Journal Club (<https://lscjournalclub.org/>) with Christie to encourage anyone interacting with kids to be educated and informed about current research related to our jobs.

Christie Menzo is the Assistant Manager, Early Years, at the Vancouver Public Library and an adjunct instructor with the UBC iSchool. She is a champion of early literacy as tied to child health and well-being, and a proud supporter of continued professional development opportunities for all levels of library staff. Christie is thankful to have amazing colleagues like Lindsey to collaborate with and she looks forward to continuing conversations around how libraries can enhance our impact in the communities we serve.

Lindsey and Christie won the YAACS award for their work in creating the *Library Services for Children Journal Club*, which is described in their nomination as "a free resource for children's library staff to engage with emerging and important themes and topics... The journal club, which operates both in person and online, connects children's library workers who want to read, explore, discuss and extend their learning about topics that affect our work and our impact".

If you would like to be a part of selecting next year's YAACS Award recipient, please consider joining the awards committee. Please also consider nominating your colleagues in Youth Services for next year's award!

The 2019 YAACS Award Committee includes Sarah Tarcea (chair), Sandra Bernier, Rei Kitano, Brooklyn Cribdon and Kaya Fraser



Jbrary



Jbrary: We'll Link to That! #1

Jbrary recently received an email from an MLIS student asking us for our favourite resources that have made a lasting impression on us. What a great question! So this quarter I thought I'd share the websites, books, and toolkits that have helped me in my journey as a children's librarian.

Blogs:

- [Mel's Desk](#): Mel has been blogging for years and shares her storytime plans and reflections on her blog. She's pushed me to think critically about early literacy and how I can model and support it in my programs. One of my great role models for sure!
- [The ALSC Blog](#): The Association for Library Services to Children has an excellent blog where people from all over share ideas. Every post is different and it's a great way to stay up-to-date with the professional world of children's librarians.

Professional Development Books:

- [Reading Picture Books with Children](#) by Megan Dowd Lambert: Lambert changed the way I read books aloud in storytime. Her book is written in an accessible style which helped me slow down and focus on the child's experience of picture books as works of art. Great for anyone working with school-age kids too.
- [NurtureShock: New Thinking About Children](#) by Po Bronson and Ashley Merryman: This book covers a wide range of child development topics with each chapter focusing on a different topic. This book changed the way I [talk about race with small children](#).

Organization Websites:

- [Colorado Libraries for Early Literacy](#): Not only do they have an amazing [collection of song and rhyme videos](#) in different languages, but they also give away an [award for picture books](#) based on the 5 early literacy practices every year.
- [Zero to Three](#): My go-to resource for anything related to early brain development and language acquisition. Research-based!

Tools of the Trade:

- [The Community-Led Libraries Toolkit](#): This toolkit provides a framework for how to implement the community-led model at a library which aims to reach underserved and marginalized communities. This framework guides my community outreach efforts as a children's librarian and also supports my values as a social justice advocate.

What resources have had a lasting impact on you? We'd love to hear about them! Shoot us an email anytime at jbrary@gmail.com.

Library: We'll Link to That! #2 -- Spring 2019

Spring is in the air! This quarter I'm sharing some of my favorite things to do in storytime to celebrate the season.

[Be a Seed](#): This short and simple rhyme is great for stretching and doubles as a short oral story perfect for babies and toddlers.

[Kite Matching Activity](#): Adventures in Storytime shared a wonderful pattern matching activity using kites that have been cut in half. If you have a small group, pass out half a kite to each kid and practice matching them to the correct color and design.



[Mud Sensory Activity](#): If you do a craft or include sensory elements in your storytime, grab a zip lock, dirt, and water and you are good to go! Sunflower Storytime shares the questions she asks kids as they feel the mud and then let them use the mud to paint.

[Spring Flowers Rhyme](#): This felt rhyme is easy to recreate, even for those with limited felt artistic ability like myself! Miss Mary explains how she talks to kids about the colours and where they are located - inside or outside - before jumping into the rhyme. A spring version of 5 Little Pumpkins.

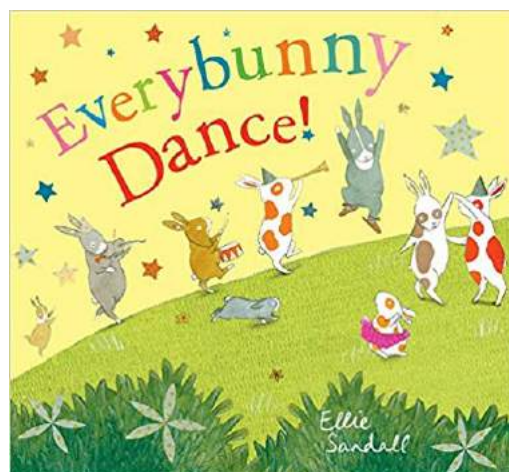
[Abracadabra, It's Spring! by Anne Sibley; illustrated by Susan Gal](#): I love reading this book in May when the magic of spring is really making itself known. I have the kids pretend we all have wands and then we say the magic words together. The lift-the-flap element adds to the surprise.

[Wind Chime Craft](#): If you do crafts after storytime I highly recommend this wind chime using recycled keys, string, and branches. It's easy to make and a great way to upcycle something that would have otherwise ended up in the trash.

[Five Little Kites Rhyme](#): Storytime Katie's colourful kites are perfect to showcase on a windy storytime day. You get to practice counting, but you also get to encourage families to spend time outside together having fun.

[10 Fuzzy Chicks](#): I love this rhyme because you can have caregivers use their hand and their child's hand to make the eggs and hen. A great way to encourage a positive, loving interaction centered around an oral story.

[Everybunny Dance](#) and [Everybunny Count](#) by Ellie Sandall: If you don't want to go full on Easter in your storytimes, these bunny-filled books are a great choice! Sandall is a master at rhythm and both of these get the audience participating.



[Spring Scavenger Hunt](#): Okay, this one isn't for the storytime but it's too good not to share. Download our book character bunnies, hide them around the library, and you've got a scavenger hunt in the bag. Perfect for Pro D days and holiday weekends when you've got school-age kids looking for a fun activity.

Got any great ideas for a spring storytime? We'd love to hear about them! Shoot Jbrary an email anytime at jbrary@gmail.com

Lindsey Krabbenhoft is a Children's Librarian in Vancouver, British Columbia and one half of Jbrary, the online children's librarian treasure trove. She is also the co-founder of the [Library Services for Children Journal Club](#) and encourages any other research nerds to join. You can find Jbrary in its own little corner of the internet at <https://jbrary.com>

New and Noteworthy Books

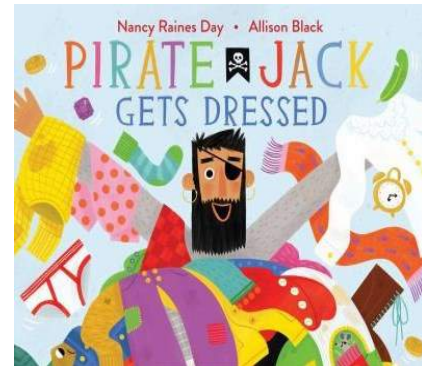
Reviewer key: BCCB = *Bulletin of the Center for Children's Books*, BL = *Booklist*, CM: *CM Magazine*, GR = *Goodreads*, JG = *Junior Library Guild selection*, K = *Kirkus*, PW = *Publisher's Weekly*, SLJ = *School Library Journal*

Babies, Toddlers, & Preschoolers

Pirate Jack Gets Dressed (Day, Nancy Raines)

(T-PreS) KEYWORDS: Getting dressed, Pirates, Colours, Storytimes.

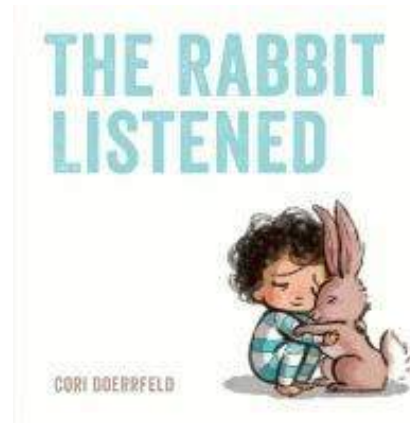
When Pirate Jack gets dressed in the morning, he ends up wearing every colour in the rainbow (and then some!). A fun piratey take on colours and getting dressed. Perfect for group storytimes.



The Rabbit Listened (Doerrfeld, Cori)

(PreS-gr.1) KEYWORDS: Feelings, Empathy, Listening, Emotional intelligence.

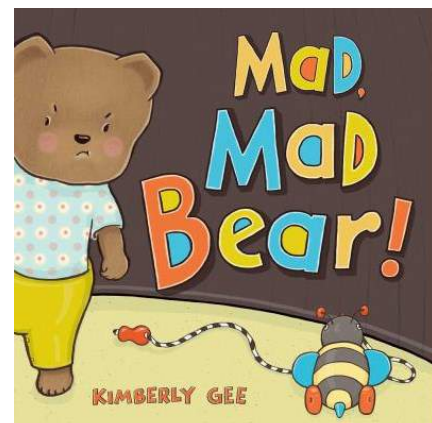
When Taylor's carefully constructed tower of blocks falls down, he is upset and doesn't know what to do. A series of animals try to help in various ways, such as raging or crying, but it is the quiet rabbit who eventually helps Taylor overcome his upset. A simple story with a powerful message that we should all heed, grownups and kids alike. STARRED REVIEWS: K, PW, GR (4.4*)



Mad, Mad Bear! (Gee, Kimberly)

(T-PreS) KEYWORDS: Feelings, Anger, Self-soothing, Naptime, Storytimes.

Bear is having a difficult time. As small annoyances add up (and nap time gets nearer), his ability to cope suffers and a chair-throwing tantrum results. After some self-soothing breaths, he calms down and cleans up his mess. Following a snack and a nap, he feels much better and is ready to return to his day. Expressive and adorable illustrations accompany this charmingly simple story about big feelings. A great book for group storytimes! STARRED REVIEWS: K

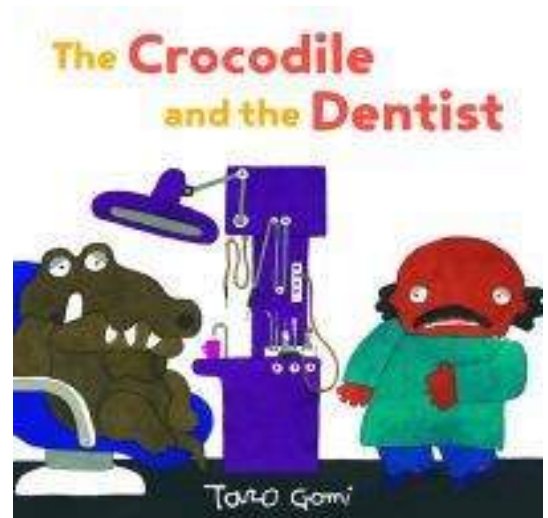


The Crocodile and the Dentist (Gomi, Tarō)

(PreS-gr.1) KEYWORDS: Dentists, Perspective, Empathy, Fear, Humour.

Originally published in Japan in the 1980s, this is a cute story about a crocodile who grudgingly goes to the dentist. It turns out that the dentist isn't particularly happy about the crocodile's visit, either. Using mirrored text (both characters say the same thing), Kirkus states "This fun (for readers) dental visit has underlying lessons of empathy, bravery, and good oral hygiene."

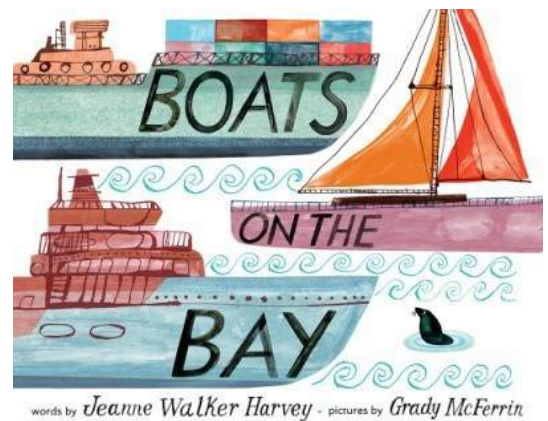
STARRED REVIEWS: PW



Boats on the Bay (Harvey, Jeanne Walker)

(preS) KEYWORDS: Boats, Urban environment, Storytimes.

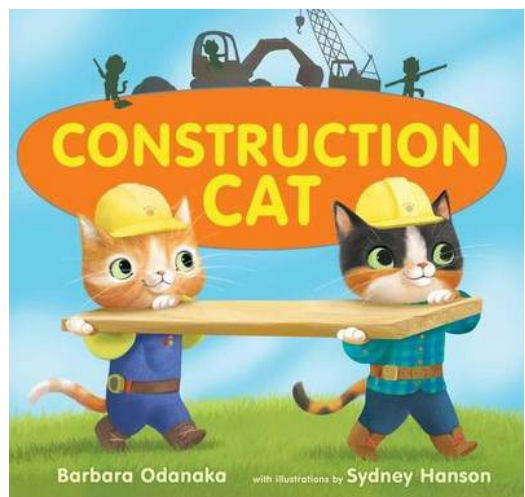
A lovely book all about various types of boats. Simple text and large illustrations make this a good choice for group storytimes and the beautiful artwork will draw in audiences of all ages during lap reading.



Construction Cat (Odanaka, Barbara)

(T-PreS) KEYWORDS: Construction, Cats, Gender stereotypes, Storytimes.

Construction Cat gets up, bids goodbye to her family and gets to work building a playground with her colleagues. The actual story is a solid example of its crowded genre with rhyming text, clear illustrations, and plenty of construction vehicles. Construction Cat is female (her male partner stays at home with their three kittens) and the illustrations have no gender indicators such as long eyelashes or bows. A refreshing construction book that is suitable for storytimes.

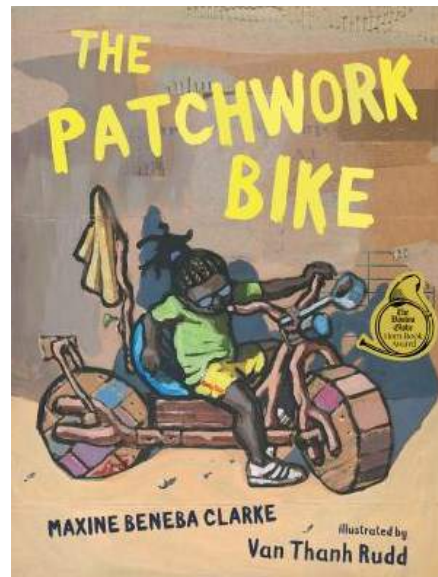


Picture Books for Primary Grades

The Patchwork Bike (Clarke, Maxine Beneba)

(PreS-gr.3) KEYWORDS: Bikes, Build it, Family, Fun, Poverty, Africa.

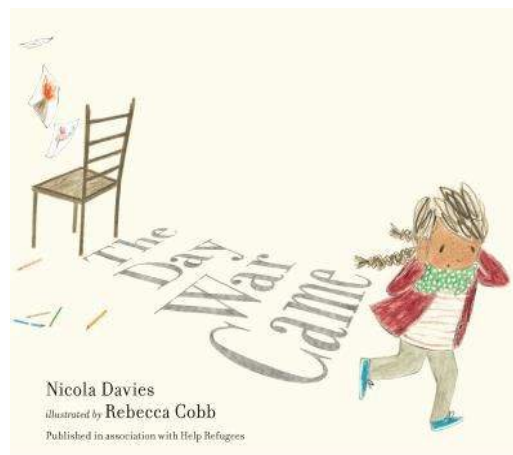
A unique book in so many ways. The young narrator, who lives in an impoverished unnamed village, extols the wonders of the bike that they and their brothers built using supplies at hand, such as tin cans and an old flour bag. The illustrations, "done in acrylic on recycled cardboard", seamlessly fit into the setting and take the story to a whole new level. An exuberant and evocative window into a world that few of us in Canada have seen firsthand. STARRED REVIEWS: BCCB, BL, HB, K, PW, SLJ, GR (4.1*)



The Day War Came (Davies, Nicola)

(gr.1-7) KEYWORDS: War, Child refugees.

A heart-breaking, but not graphic, tale of a young girl who loses everything to war. A hopeful note at the end will only partially soothe the reader. A free verse poem that can spark discussion with older audience members. STARRED REVIEWS: K, GR (4.5*)

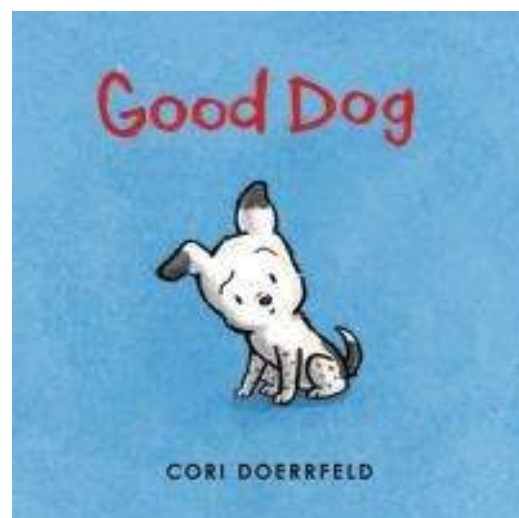


Good Dog (Doerrfeld, Cori)

(PreS-gr.2) KEYWORDS: Stray dogs, Community, Bicycling, Family, Everyday diversity.

A sweet tale of a stray dog who takes a shine to a little girl passing by. The text of the book solely consists of the dog being described by an adjective (such as "sad dog" and "lost dog"), making it resemble a wordless picture book in feel. The illustrations are expressive and detailed, with a few of the spreads taking on a near search-and-find quality. A rich diversity of human characters rounds out this charming book.

STARRED REVIEWS: K, GR (4.3*)

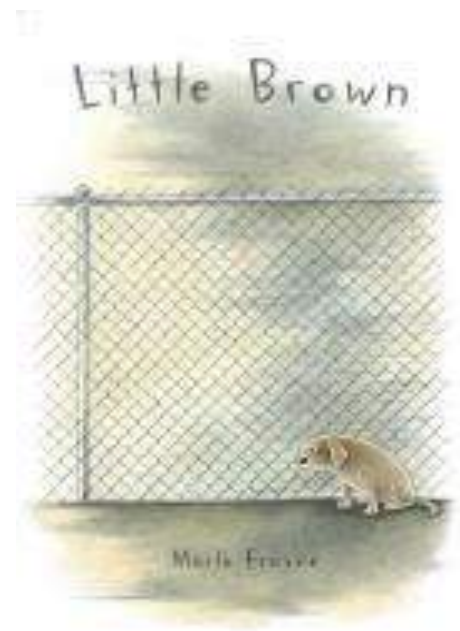


Little Brown (Frazee, Marla)

(PreS-gr.3) KEYWORDS: Social interaction, Bullying, Loneliness, Dogs.

With an indeterminate ending, this book is a great start for discussing topics such as bullying, exclusion, and group dynamics. Little Brown is a cranky dog that none of the other dogs play with. No one, including Little Brown, is sure whether he is cranky because no one plays with him or if no one plays with him because he's cranky. One day, Little Brown lashes out by stealing all of the other dogs' things. What should the other dogs do? What should Little Brown do?

STARRED REVIEWS: SLJ

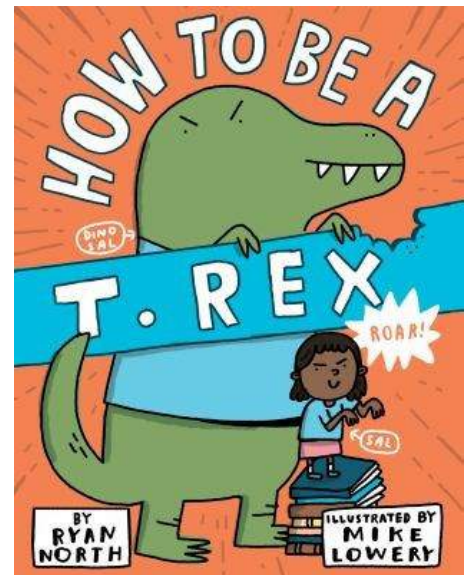


How to Be a T. Rex (North, Ryan)

(preK-gr.2) KEYWORDS: Humour, Dinosaurs, Social skills, Everyday diversity, Canadian.

The young narrator in this book is tired of being human, with all of the associated human failings, and magically becomes a T-rex. She enjoys doing whatever she wants whenever she wants, but is frustrated by the disapproval of her peers ("It turns out the Earth is full of humans, and even T. rexes have to hang out with them, like, all the time"). Eventually, it turns out that being a dino-human hybrid is the best way to go: People can't push you around, but you also don't end up being a jerk. Energetic and accompanied by plenty of nose-picking jokes.

STARRED REVIEWS: K

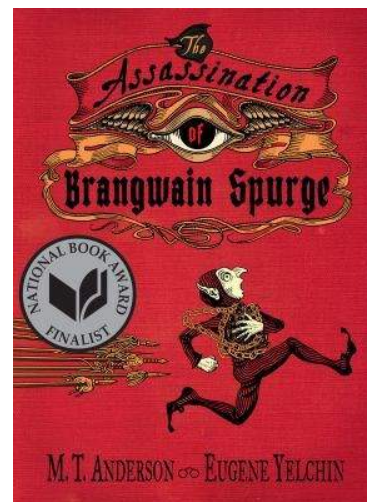


School Age Novels

The Assassination of Brangwain Spurge (Anderson, M. T.)

(gr.5-9) KEYWORDS: Fantasy, Espionage, Humour, Illustrated, Quirky.

Fuse 8 Production calls this a story that "takes a Tolkien concept and wraps it up in a healthy bit of Cold War paranoia". While digging the king's new pool, the elves have found an old goblin relic. In an effort (supposedly) to fortify their new truce with the goblins, after 1000 years of war, the elven kingdom sends one of their scientists to gift the strange carved egg to the goblin king. What follows is an illustrated account of the elf's visit from several points of view, none of which are reliable. STARRED REVIEWS: BL, HB, JL, K, PW, GR

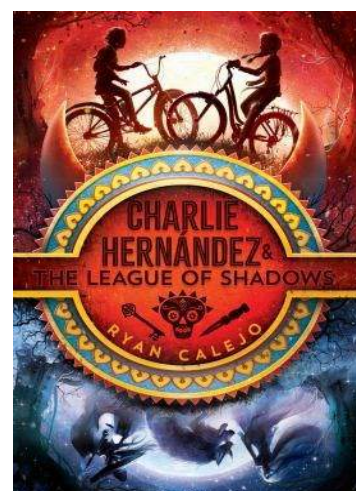


Charlie Hernández & the League of Shadows (Calejo, Ryan)

(gr.5-8) KEYWORDS: Fantasy, Monsters, Adventure, Mexican & Iberian mythology.

Charlie used to believe that his abuela's stories from Mexican and Iberian mythology were just that - stories. Until he started to grow horns and feathers. Now it feels like all the creatures that she told him about are coming out of the Miami woodwork... and they're all after Charlie.

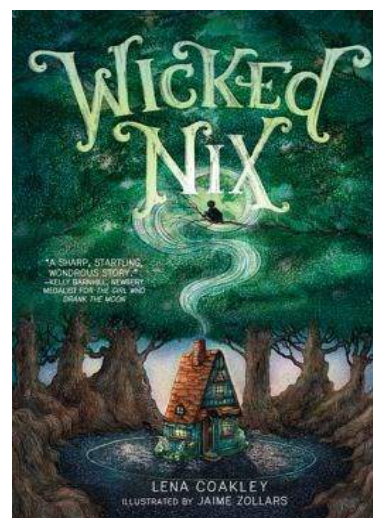
STARRED REVIEWS: BL, K



Wicked Nix (Coakley, Lena)

(gr.3-5) KEYWORDS: Fantasy, Fairies, Mischief, Forests, Canadian.

Wicked Nix has been left in charge of the forest while the fairy queen is away. When a man-people moves into a cabin located within the bounds of the woods, Nix is determined to oust him before the queen returns. A mischievous protagonist that is not entirely what he seems and charming pencil illustrations round out this fun tale. School Library Journal says, "Read alone or read aloud, Coakley's tale has a tangible sense of wonder that conjures a cozy magic." STARRED REVIEWS: BL, CM, JG, GR (4.1*)

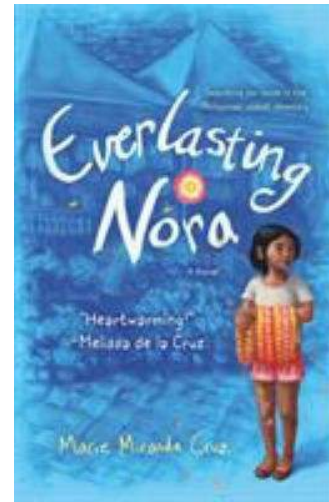


Everlasting Nora (Cruz, Marie Miranda)

(gr.4-7) KEYWORDS: Realistic fiction, Poverty, Community, Family, Philippines.

Nora and her mother live in the family mausoleum after losing their home and Nora's father to a fire. Others live in the cemetery, as well, making it one of the largest shantytowns in the Philippines. When Nora's mother disappears and she discovers just how bad her mom's gambling problem has become, Nora will need help from her neighbours. Having been betrayed in the past, will she be able to accept their aid?

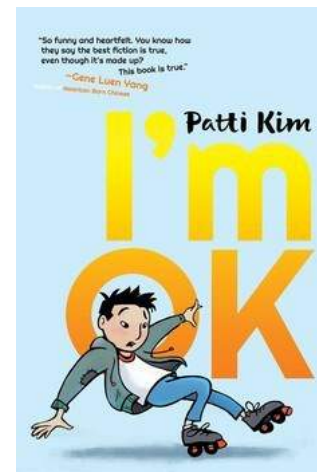
STARRED REVIEWS: JG, K, SLJ, GR (4.2*)



I'm Ok (Kim, Patti)

(gr.5-7) KEYWORDS: Realistic fiction, Immigrant experience, Poverty, Right and wrong, Family, Humour.

Ok is determined to help his mother out financially and to fulfill his late father's "American dream" of success in the USA. As one outlandish scheme after another fails to succeed, Ok becomes frustrated and begins to consider less ethical strategies. A funny book with a serious and dark edge that addresses loss, bullying, and cultural differences.

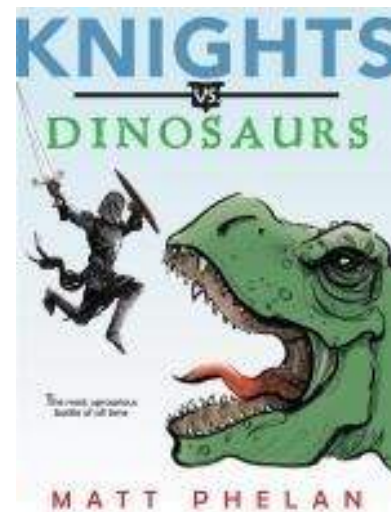


Knights Vs. Dinosaurs (Phelan, Matt)

(gr.3-6) KEYWORDS: Fantasy, Humour, Knights, Dinosaurs, Time travel, Illustrated.

An illustrated novel great for fans of humor, knights, and dinosaurs. It's peacetime and King Arthur's knights are a bit bored. To make themselves look good, they embellish their list of accomplishments and tell tall tales of their adventures. When they are offered the opportunity to fight something even more fearsome than dragons, four knights jump at the opportunity. What follows is a goofy time travel story that is loads of fun.

STARRED REVIEWS: BL, K, PW, SLJ

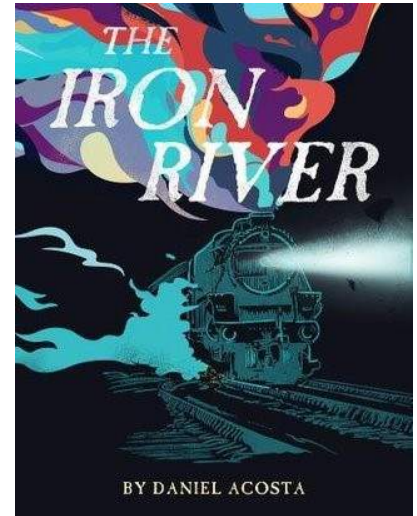


Teen

Iron River (Acosta, Daniel)

(gr.7+) KEYWORDS: Historical fiction, Racism, Institutional racism, Murder, Community, Bravery.

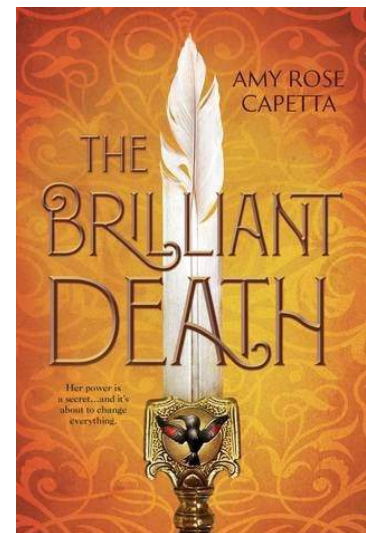
Set during the 1950s, in a small city near LA, Manny is a 12-year-old of Mexican descent. His house is right next to the train tracks and shakes with every passing train. His diverse community is poor, but tight-knit and supportive, a near necessity when faced with the blatant racism of the era. A constant in the neighbourhood is Turk, a racist police officer who makes it his duty to keep non-whites in line. When Manny witnesses Turk beat a young black man to death, he must decide whether to risk his life by coming forward or remain safely silent. Kirkus calls this "A dense story with rich associative leaps, the novel will prompt discussions about race, class, sexuality, and gender." STARRED REVIEWS: K, SLJ



The Brilliant Death (Capetta, Amy Rose)

(gr.9+) KEYWORDS: Fantasy, Family, Assassinations, Politics, Identity, LGBTQ+, Romance.

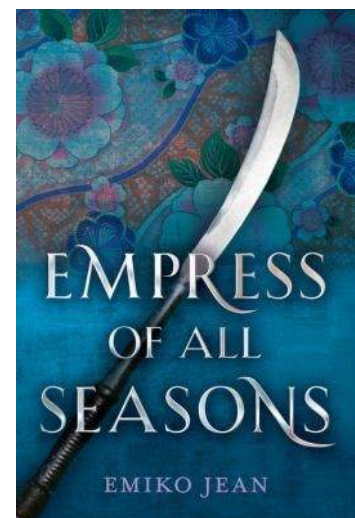
Teodoroa is unapologetically ruthless when it comes to protecting her family. Unbeknownst to anyone, Teo is a strega and uses her powers to turn enemies into household objects. When Cielo, a fellow strega, appears and promises to teach Teodoroa the full extent of her powers, Teo can't refuse. Little does she know that her powers extend well beyond changing the nature of people and objects - she can change her own body from human to animal, from woman to man. When her family is threatened by the king, she will need all of her newfound skills to protect her legacy. The first in a duology. STARRED REVIEWS: K, SLJ



Empress of All Seasons (Jean, Emiko)

(gr.8+) KEYWORDS: Fantasy, Japanese folklore, Oppression, Love triangle, Politics.

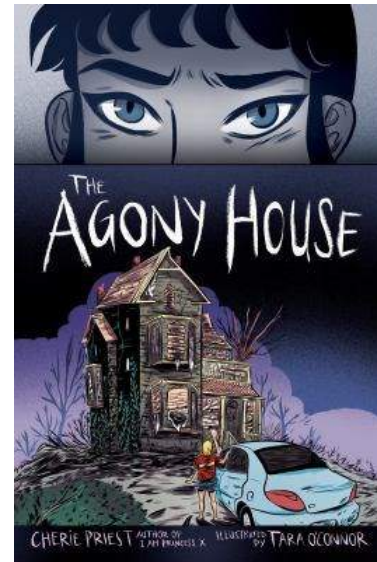
Every generation, the empress of Honoku is chosen via an extreme, and often deadly, test of survival: the seasonal rooms of the royal palace. The winner, who must be a human woman, marries the prince and thus becomes empress. Mari is a yokai and thus ineligible to compete. Despite this, she has trained from a young age to win the competition. If her secret were to be discovered it would mean death. A gripping tale set in a lush universe.



The Agony House (Priest, Cherie)

(gr.7-10) KEYWORDS: Paranormal fiction, Ghosts, Prejudice, Gentrification, New Orleans.

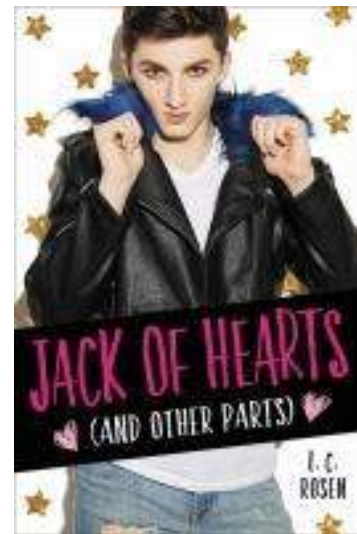
Denise's family has finally moved back to New Orleans after Hurricane Katrina in order to start up a bed and breakfast. Soon, it becomes apparent that the ramshackle house they bought is already occupied... A fantastically creepy ghost story with a dash of mystery. What sets this novel apart is how the narrative incorporates discourse on current topics such as feminism, racism, and gentrification without detracting from the core purpose of the story. STARRED REVIEWS: BL



Jack of Hearts (and Other Parts) (Rosen, Lev AC)

(gr.10+) KEYWORDS: Realistic fiction, Sex, LGBTQ+, Mystery.

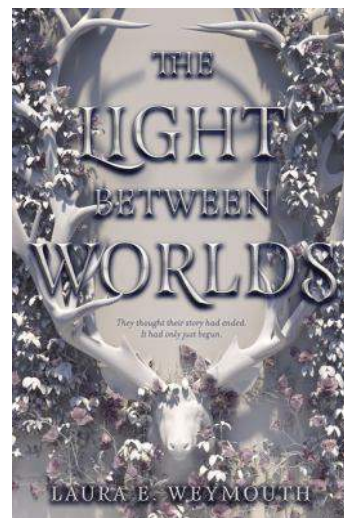
It's well known in Jack's prep school that Jack is gay and sexually adventurous. Jack makes no apologies and even begins an advice column to help out his peers (regardless of their sexual orientation). When someone begins to stalk him and threatens his friends and family, Jack and his two pals need to figure out who the culprit is before someone gets hurt. A sex-positive, suspenseful read. STARRED REVIEWS: BL, SLJ



The Light Between Worlds (Weymouth, Laura E.)

(gr.9+) KEYWORDS: Fantasy, Mental illness, Family, WWII.

While hiding in the family bomb shelter during WWII, Evelyn and Philippa alongside their brother were transported to a magical realm called the Woodlands. After 6 years there, they were returned to London at the same moment they originally left. Since their return, Philippa has settled back into regular life but Evelyn has not been so lucky. She mourns the Woodlands and depression and PTSD have taken a hold. Told in alternating viewpoints, this is both a poignant exploration of mental illness and a beautiful, feminist tribute to Narnia. STARRED REVIEWS: CM, JG, PW, SLJ



Sadie Tucker is a Children's Librarian with the Vancouver Public Library.

FEATURES

Sensory Literacy

Imagine your nervous system as a staircase. At the bottom of the staircase you are calm and relaxed. A few steps up, engaged and focused. Further up still, vigilant... anxious. At the top of the staircase, fully defensive, yelling, crying, hiding!

What is a sensory sensitivity?

Sensory sensitivities, in my definition, can include life-long diagnoses, such as autism, ADHD or sensory processing disorder. They can also include temporal sensitivities, such as those caused by grief or a child's response to adverse childhood experiences (ACEs).

Simply put, our five senses (plus more, such as our proprioceptive sense) inform us about our environment and our needs. We may be generally more sensitive to certain stimuli, such as bright lights or loud sounds. In the case of temporal sensitivities, if we are already working hard to process cognitive or emotional information, it becomes more difficult to process additional stimuli.



We all constantly adjust our sensory input. Have you ever become bored studying and decided to munch on some treats or listen to music to keep you engaged? On the other hand, after a busy and challenging day, have you ever come home to zone out in front of the TV, or better yet, turned off your phone and taken a bubble bath or done gentle yoga? We do this to come down the staircase. Being high up on the staircase serves a purpose, yet it is certainly not comfortable nor healthy if chronic. It also does not engage the parts of our brains needed to sleep, digest and to focus, learn and read.

Imagine if you couldn't turn off the busy day. Or if you were expected to stay focused all the time without any assistance or breaks to stay on track. For many of us, if our basic needs are met adjustments, our environments generally match our sensory needs if we make small individual adjustments. For kids (and adults) with sensory sensitivities, typical environments generally lead to being chronically high up the staircase.

What do sensory sensitivities have to do with libraries?

Libraries are generally very welcoming spaces for people with sensory sensitivities: they are quiet yet it's okay to make some sounds, and they are welcoming spaces. Yet, bright lights, busy bookshelves and full, stimulating programs can certainly be barriers and many families of children with sensory sensitivities don't come to the library, even though the library has the potential to be – and should be – a very accessible haven. Many children with sensory sensitivities are underestimated and underserved in the community as a whole. With simple environmental adaptations and a little sensory literacy on our part, the benefits of storytime and STEAM events can be accessed by sensory-sensitive kids, too!

So what can we do?

To put it simply, the trick is to *reduce extraneous sensory stimulation, and add relevant sensory stimulation. Reducing can include holding sensory-friendly programs during quieter hours, dimming lights, ensuring the program room has no material in the space other than what is needed for the program and the activity at hand. Adding can include having multiple ways to engage kids in each activity. For example, we can read a book alongside a flannel story version. We can also give each child a theraband to pull each time the character walks in the story or we can "feel" each animal character with the help of different materials cut out for each child. We can invite kids to toss a bean bag between each other as they sing a song and introduce themselves to their partner and tell them their favorite colour first. The options are endless!*

This strategy of reducing and adding works just as well for kids who are sensory-seeking (e.g. need a treat while studying, or an ADHD diagnosis) as for kids who are sensory-avoiding (e.g. staying in after long day, grief, autism diagnosis). *Reducing extraneous material helps to avoid both being distracted and overstimulated, and adding relevant material helps to stimulate and to soothe.*

At Prince George Public Library, we introduced four pilot projects to better welcome and serve children with sensory sensitivities:

- 1) **Sensory Storytimes:** Just like regular storytime, except we reduced and added. We also had a visual schedule, sensory breaks, stories with straightforward meaning, lots of repetition, and sensory stations after storytime.
- 2) **Sensory Workshop:** Kids were invited to create a sensory box. At each of five stations, they created a personalized tool that engaged one of their five senses. They put all of their tools into a box (we used clear plastic pencil cases) that they can use to stimulate/soothe their senses anywhere and anytime.
- 3) **Sensory Bin:** We created a bin with sensory-friendly resources such as a pop-up tent, ear defenders, a weighted lap pad, a wiggle cushion, sunglasses and fidget toys. This bin can be borrowed from the children's service desk for in-library use. This way kids with sensory sensitivities can better access any program, with tools to meet their sensory needs. Kids can attend LEGO time and take their LEGO into the tent while still being part of the group. Kids can also take a break to play with a fidget toy in the tent, and then rejoin storytime. Another idea is for kids to use the ear defenders or a wiggle cushion while still participating in double digits.
- 4) **Visual Story:** Our Communications Coordinator created a visual story, which is a booklet with photos and simple text that show patrons what to expect at the library. Patrons can look at it on our website to know what to expect before coming to the library. Any strategy that creates familiarity will give kids who are already working harder than their peers a chance to take a break from processing information. Knowing what to expect tends to help any of us get lower on our staircases. You can check out our visual story on the www.pgpl.ca homepage.



Additional general tips include:

- Making all programs registration only, and limiting registration to no more than 10 children, ideally less. There was a lot of interest in sensory programming in Prince George. In the future I might consider running programs back-to-back to meet program demand, yet still have smaller/less stimulating programs.
- Open registration to siblings of children with sensory sensitivities, even if the sibling does not have a sensory sensitivity. This makes programs more accessible to families!
- Email organizations who generally serve children with sensory sensitivities to tell them about the programs and resources. Think autism counseling and child with special needs services. This helps reach families who may not be coming to the library because of their child's different needs.
- Reach out to organizations to help you plan programs. We asked a staff member from Pacific Family Autism Services to review our programs and resources, and she was so helpful!
- Include feedback forms – this was a great way to see how families were responding to the programs, and how I could tweak them to make them even more accessible and enjoyable.
- Sunday afternoons are a great time to host sensory-focused programming since libraries are generally quieter, and it is a time when kids with sensory-sensitivities, who often have many appointments during the week, tend to have more free time.
- Open registration for a wider age group than you might generally get. For example, while a child may be chronologically 9 years old, that child may not have had the same opportunities to develop because she/he is often high up the staircase; this child may actually be developmentally at a 5 year old social and literary capacity.
- We didn't ask for any "proof of need," such as a diagnosis. Instead we wrote up a description of programs and asked caregivers to review it before registering their child to ensure the program was a good fit for them. This also helped create a welcoming, understanding group.

Caregivers said that not only were their kids much more engaged than they generally were in programs but that both caregivers and kids felt much more at ease in sensory-focused programs because they knew that all the other parents and kids understood their needs. Families made great connections with one another. Caregivers also requested programming for older children and programming that facilitated social interactions as well as sensory-focused opportunities to craft and build. Sensory programs would also be a great fit for toddlers.

All of our sensory programs were full, well received and so much fun! It was fantastic to see families attend who weren't accessing the library previously. Sensory programs can be run by anyone -- you don't need to be a social worker or an occupational therapist to be qualified. In fact, a growing number of libraries are offering sensory-friendly programs and resources, and there

are many ideas online.

What is a Sensory Box?

A sensory box has personalized objects that stimulate and/or soothe our senses.

It is helpful at transition times, when emotions and sensations are heightened, or when focus is low. It helps kids stimulate and/or soothe their senses so that they can focus, listen and learn!

Trying different objects to add to your sensory box may be useful. There are lots of ideas on the internet! Target simple objects that engage any of the senses.

Today we are making 5 sensory tools:

- 1) Sight: Glitter Jar
- 2) Hear: Rain Maker
- 3) Smell: Scent Jar
- 4) Taste: Lip Balm
- 5) Touch: Smooth Stone



Start here!

Instructions:

1. Take a box. You can put the items you make at each station in this box.
2. Decorate the box, if you wish!
3. Go to each station in any order.
4. Fill out a feedback form at the end, please!

Smell: Scent Jars

Instructions:

1. Test smell essential oils.
2. Choose 1 – 3 scents that you like.
3. Put 1-3 drops of essential oil on a pom-pom and place in your jar.
4. Add as many pom-poms to your jar as you like!
5. Turn lid on jar to enjoy the scent.

Happy sensory programming!

For program plans or more details on any of these programs, please feel free to email me at anadeau@pgpl.ca!

Andra works at the Prince George Public Library as an assistant to children's services. She is also a student in the Masters of Social Work program at the University of Northern British Columbia, and her professional experience has included working with children with disabilities (or, diffabilities), child protective services and child and family mental health services. So, when the youth services team received a community request to ensure programming, spaces, and resources are accessible to children with sensory sensitivities, she was keen to respond!

Bilingual Spanish & English Story and Baby Time Ideas

At my bi-weekly storytimes I like to incorporate a diverse range of multi-lingual and multi-cultural material. While doing international solidarity work with Librarians Without Borders in Latin America, I learned some fun songs and found that many Spanish stories are published in a bilingual format. Incorporating different languages fosters cultural awareness from an early age. Regardless of what language children are learning at home, incorporating diversity through language in story and baby time is a fun way to welcome and celebrate multiculturalism. Don't be shy! ¡Vamos!

Songs

Many of these songs can be found on Youtube if you'd like a demonstration.

Mi Cuerpo, Mi Cuerpo (My body, my body) <https://www.youtube.com/watch?v=uISDW80zU3w>

One of my absolute favourites! Find it on Jbrary.

Mi cuerpo, mi cuerpo hace musica
Mi cuerpo, mi cuerpo hace musica
Mis manos hacen (*clap, clap, clap*)
Mis pies hacen (*stomp, stomp, stomp*)
Mi boca hace la la la
Mi cintura hace cha, cha, cha

My body, my body makes music
My body, my body makes music
My hands go (*clap, clap, clap*)
My feet go, (*stomp, stomp, stomp*)
My mouth goes la la la
My hips go cha, cha, cha (*shake your hips*)

Te Amo <https://www.youtube.com/watch?v=FltyY5J-yaI>

Great for babytime rocking and squeezing or a soothing song anytime!

Yo te amo, yo te amo
All day long I'll sing this little song to you.
Yo te amo, yo te amo
Darling I love you!
I love you, I love you
All day long I'll sing this little song to you.
I love you, I love you
Darling I love you!

Head and Shoulders <https://www.youtube.com/watch?v=AlYpkpAB8k8>

Cabeza, hombros, rodillas, pies
Rodillas, pies
Cabeza, hombros, rodillas, pies
Rodillas, pies
Ojos, orejas, boca, nariz
Cabeza, hombros, rodillas, pies
Rodillas, pies.

¡Chocolate! <https://www.youtube.com/watch?v=yW9zLWBkkqk>

This a great rhyme especially for Valentine's Day! You can pat your knees and clap on every 4th word and ¡Chocolate! for added effect.

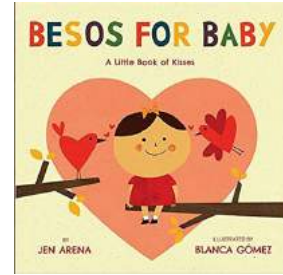
Uno, dos, tres, cho
uno, dos, tres, co
uno, dos, tres, la
uno, dos, tres, te
¡Chocolate! ¡Chocolate! ;
A mí me gusta chocolate!
Repeat.

One, two, three, cho
one, two, three, co
one, two, three, la
one, two, three, te
¡Chocolate! ¡Chocolate!
I (really) like chocolate!
Repeat.

Books

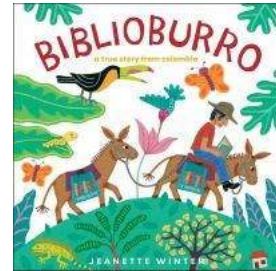
Besos for Baby: a Little Book of Kisses by Jen Arena

So many kisses for baby, from Mami and Papi to perro and gato. Using simple Spanish words, this bright, adorable read-aloud proves that there is love in every language! Pre-schoolers that are talking will enjoy participating in the predictable text.



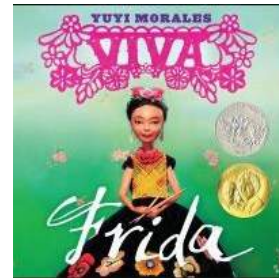
Biblioburro: a True Story from Columbia by Jeannette Winter

Great for school visits (ages 6-9) you can read this inspiring true story in English about Luis, a man with too many books that sets out to share them in the poor rural villages of Colombia with his two donkeys. Using wonderfully colourful illustrations evocative of Colombian textiles this book tells an important lesson without being didactic and an ode to librarians and the powerful effects of sharing the magic of stories. Just remember to roll those “R’s in burro!



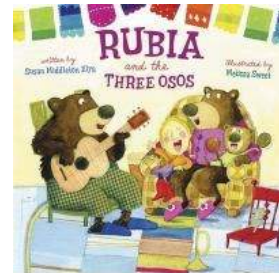
Viva by Yuyi Morales

One of my all-time favourite books! Simple text yet full of depth this Caldecott winner contains gorgeous illustration by the acclaimed Yuyi Morales.



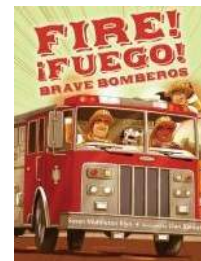
Rubia and the Three Osos by Susan Middleton Elya

A fun and jovial retelling of Goldilocks and the three bears in colourful rhyming text interspersed with Spanish words, which are defined in a glossary.



Fire! ¡Fuego! Brave Bomberos by Susan Middleton Elya

¡Vamos! Readers can witness a day in the life of the local firefighter, while learning Spanish along the way in rhyming text. A brave firefighter's work is never done and the next adventure is always about to call.



Dalia Levy is a Library Technician at the Marpole Branch of the Vancouver Public Library

Implicit Bias: The Underlying Message in Children's Literature

As children's librarians it is imperative that we understand the concept of implicit bias and how it relates to our youngest patrons. Implicit bias, or unconscious beliefs, impact the way we see ourselves and others, as well as how we act (Hockett). Researchers have concluded that as early as three months old, babies are able to categorize faces by race (Kelly et al.), and that by six years, children's implicit attitudes indicate a preference for their own race (Barron and Banaji). The renowned "doll test" was an experiment done in 1954 in which black children were shown both a black and white dolls, and asked to identify which one was "good" and "bad". The majority of black children preferred the white dolls and attributed negative characteristics to the black dolls, although they identified more with the black dolls (Bergner). Findings from a similar experiment done in 2010 were consistent with the earlier test - the majority of young black children identified with the black dolls but preferred the white ones, while categorizing the black figures as bad and ugly (CNN). If six year old children implicitly prefer their own race, why would they choose dolls belonging to the other racial identity?

Children's literature sheds some insight on this question. Historically, children's books have either not represented black characters, have characterized blacks based on negative stereotypes, or have presented only extraordinary black historical characters, mostly of civil rights, sports, or musical fame. Stories of ordinary black people have been left out of the picture. Ethicist Dr. Brynn Welch boils it down, "Usually when we tell a story about a person of colour, the story is actually *about the person's colour*" (Welch). *This is echoed by children's book publisher Denene Millner who publishes picture books featuring "ordinary" black characters (Millner). While it is unlikely that anyone would object to books about heroic black figures, the point needs to be made that these books should not be the sum total of books with black characters. Imagine if the only stories available to white children were the ones about heroic white figures -- think of all the wonderful, important books that would vanish from children's lives!*

According to The Cooperative Children's Book Center, in 2018, 50% of children's picture book characters were white, 27% were animals, and 23% were people of colour. The group least represented were First Nations at a mere 1%. The absence of racial representation in children's literature harms all children. Children of colour are devalued and white children learn to devalue people who do not look like them (Joshua). Furthermore, the over-representation of white characters in children's books puts white children at risk of growing up with an inflated sense of self-importance and an inclination to perpetuate racial bias (Sims Bishop). Children need to identify with the characters they see in books. If they are left out of the narrative, the message they receive is that they simply do not matter. Author Rudine Sims Bishop warned, "When children cannot find themselves reflected in books they read, or when pages 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" (Sims Bishop).

Throughout the history of children's books, the dominant white culture has been telling a single story - that the hero or princess is white. Good things are depicted in white, bad things are depicted in black. Sometimes this message is explicit, sometimes it is implicit, but it is consistent. This binary coding proliferates Disney's fairytales. All this black and white coding is the basis for stereotypes and the foundation for prejudice.

Children's services librarians need to be cognizant of implicit bias and choose books wisely. We must understand the value of racial representation and make efforts to ensure our library shelves provide a more realistic representation of race. As a society, we should want the best for *all children*. *Providing books to children that feature characters of varied ethnicity is good for all children, and since children eventually grow up, it is good for society.*

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Michelle Donald is a student at Langara College in the Library and Information Technology Program. This article is based on a longer paper by Michelle called "Black Books Matter: Why Racial Representation in Children's Literature is Important for All Children." If you'd like to explore the full paper, complete with appendix and bibliography, please contact yaacing@gmail.com.

Book Club Library

When I first began my role as Teen Librarian at the Nelson Public Library, I started a Mother-Daughter Book Club. I lucked out with a core group right away who were committed to reading a book and attending a meeting every month, and then still got to welcome new pairs who attended a few times a year if they liked the look of the book or if their schedule allowed. I enjoyed the work of researching books, preparing discussion questions, and facilitating conversations. Mothers and daughters found it easier to have conversations about harder life issues when they were discussing characters in a book, which I found gratifying to be able to inspire. And in terms of literacy, it was remarkable to see how a book a month can have a domino effect on the reading lives of a group of girls. We started to save the last part of the program just for sharing about the other books we had read that month.

However, the hard thing about this otherwise ideal program, is tracking down enough books each month to support the club. I don't have the budget to buy sets each month (which library does?) so I interlibrary loan 10-12 copies each month, which works out alright some months and other months it is a time-consuming headache. One month, I had chosen and advertised a book, only to find that none of the 15 libraries I ordered from could fulfill the request! I know other libraries are doing book clubs for children and from what I understand, each library is doing their own thing in terms of sourcing books. This means that libraries will purchase a set of 10 or 12 books and then after their program is over, the sets sit on their shelves doing nothing.

BOOK CLUB LIBRARY

Do you host a book club for teens, tweens or children? Check out this new space for sharing resources!

This facebook page is for sharing book club program ideas and info on where to find book club sets in the province.

www.facebook.com/groups/bookclublibrarypage/

QUESTIONS? CONTACT MELODIE RAE
AT MSTOREY@NELSON.CA

Often a library will not catalogue these sets, so it is difficult to know who has what. If we knew, then we could request them. Some libraries may not want to lend out their sets, while others might be willing. That is the idea behind a Facebook page, Book Club Library, which has been newly set up to facilitate sharing. If you share what your library has on the page, then other libraries can request them through an email, a direct message or just in the thread of the post, then the set gets put in the mail system like other books and returned after an agreed upon time.

Also, I figured why not share other things too to help with the prep time? On this page, you will find program plans for specific books: discussion questions, activities and some crafts. Book Clubs for kids are such high value programming – why not help each other? The Mother Daughter Book Club is entering its third year and has really been the highlight of my career. I know that it is a dramatic thing to say, but it is true! I have tried some spin-offs such as Family Book Club and Book Parties for younger kids that have had mixed success. My hope is that this Facebook page will be a place for us to share our successes and failures and receive support and encouragement and resources. Speaking of resources, have you heard that Hudson’s Hope is now going to be including YA books in their book club set offerings? This year there are three YA titles. Just a little taste of the info you will find on the Book Club Library page!

Find out what I am talking about here: www.facebook.com/groups/bookclublibrarypage/

Reading Between the Lines: A Closer Look at Diversity in the Squamish Public Library

Kate Inman writes,

Last year, Lucy approached me wondering if she could use our picture book collection for her undergraduate thesis project looking at diversity in children's literature. I was intrigued and happy to help in any way. Lucy spent the next few months reading books; I would often see her out in the stacks, sitting cross-legged with a book on her lap. She introduced me to many titles that I hadn't read while we talked and ruminated about the findings. We agreed that we wanted to share her data and write something together – I would introduce her and the project, and she would share her data. Here it is!

From childhood, stories permeate our world and have tangible impacts on our lives by teaching us how the world works and our place within it. To children, representation in the fictional world acts as an important but often overlooked way to gather information about the real world. Educators have continually emphasized the benefits of seeing nuanced and affirmative portrayals of both yourself and others. Today, the benefits of diversity are well-known and even made policy in libraries, but there is little information for concrete breakdowns of the physical makeup of book collections. In this article, I explore how diversity in book collections can challenge the impacts of implicit biases and I present findings on a study of the Squamish Public Library's (SPL) collection of picture books, encouraging other libraries to undertake similar surveys. Acknowledging the importance of representation is one step, but if we don't establish a baseline of what's available to a community, how can we make any effective changes towards better representation?

In my research, I found that the ethnic, racial, and linguistic diversity of children in North America is increasing but the creation and sharing of diverse literature are not increasing proportionally or representatively. While books may innocently be used for entertainment purposes, they also have (perhaps unintentionally) a didactic function by providing children with a representation of the world they are part of and the people that inhabit that world. Depending on what books are being read, children may get a comprehensive representation of the world, but more often than not, certain voices in literature are privileged, while others are erased. To the reader, this repeated overexposure or invisibilization of certain voices creates an unbalanced perception of who matters in the world and who can be overlooked.

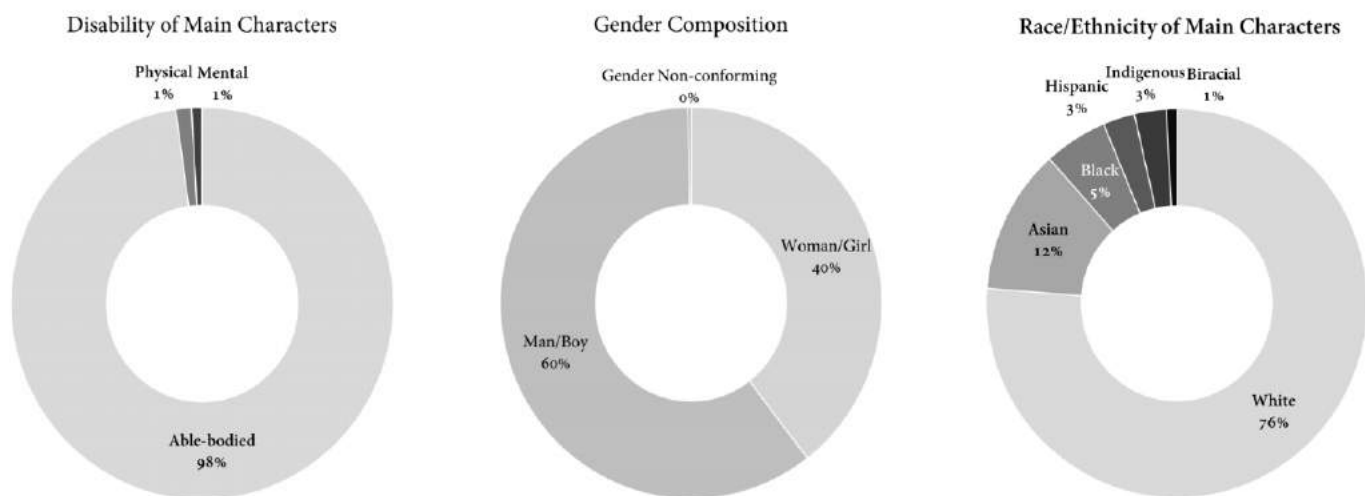
Seeing only some represented while others are left out can lead to the development of implicit biases. Implicit biases are the unconscious beliefs and attitudes that influence behaviour and actions without the holder's knowledge. We may consciously espouse egalitarian beliefs, but unconsciously hold unequal beliefs. These beliefs cause us to treat people unequally without any awareness of the discrepancy. No matter how progressive we profess to be, these unconscious

associations we hold will affect our behaviour and how we act towards people from a stereotyped group.

The good news is that with conscious, intentional and repeated exposure to diversity, we can work to reduce our own implicit biases. Implicit associations develop from a young age but are not considered innate as they are based more on exposure and socialization. Beliefs that are developed in childhood can extend into adulthood and have direct and far-reaching consequences on the type of society that we look to create. Diverse and affirmative material benefits children by giving voice to experiences that are outside the mainstream, assuring that all children are seeing themselves and others represented in what they read. A collection of diverse books with characters from many perspectives makes these characters into individuals rather than a collective “other” and lets readers practice taking the perspective of someone different. Intentionally-selected books can show counter-stereotypical images and challenge associations that people are socialized to hold.

To build a picture of the SPL’s collection, I read 500 randomly selected children’s picture books (10% of the picture book collection), coding each book for social, physical and geographic characteristics of the main character. The books were published between 1949 and 2017 with the majority of books being published in the last fifteen years. I specifically looked at skin tone, race/ethnicity, age, disability, sex, gender, gender roles and family structure.

Some clear patterns emerged early on. If you’re a white person, you’re represented. If you’re part of a nuclear family, you’re there. If you’re from an English-speaking culture in an English-speaking country, you will find your story. If you don’t fit into these narrow categories, then you likely won’t find yourself in a story. This research echoed the results of previous studies completed on representation in books in larger libraries. I already knew that there would be low levels of diversity, but I still found the extent of underrepresentation in picture books shocking.



While I looked at 15 characteristics for each book, I would like to draw attention to three categories. Examining the race/ethnicity of human characters, 76% of the characters were found to be white and 88% had light skin tones. There was minimal representation of non-white cultures and an invisibilization of characters who didn't belong to the hegemonic culture.

Second, only 10 characters had some sort of mental/psychological or physical disability. That is 2% of all the books sampled. This is especially concerning when pirates with hooks and eye patches are some of the only representation of disability, and disabilities as common as wearing glasses are rarely seen.

Finally, I looked at the gender of characters and found that 60% were boys and 40% were girls. There was one gender non-conforming character, but all the other characters fit into a gender binary. This data means that at a young age children are learning that boys' voices and stories will be centered more often than girls' voices. What does it mean that there isn't gender equality and diversity in something as simple as a child's book?

By bringing a concrete awareness to the composition of book collections, I hoped that this study may help other libraries conduct their own inventories to work towards greater representation in their own collections. I developed four questions to ask when selecting books to make a more inclusive library, whether for a public library, a school, or your own private collection.

1. Is the book popular, but problematic?

Books are often considered diverse or multicultural if they include characters or themes that are non-White or Western. This assumption is dangerous because, regardless of how interesting the story may be, these books can introduce inauthentic and misleading representations of a group.

2. Is this the only book being used to represent this group's experience?

Just as you can't be expected to speak for the experience of ALL people who share your eye colour, one book cannot be expected to represent the entirety of a group's experience. Having individual representative books is important, but having an overall representative *collection is crucial*.

3. Who is writing the story?

When selecting representative books, the experience and identity of the author should also be considered. Overall, the number of books about people of colour is increasing, but the number of authors of colour is not. This critique is to acknowledge the increased risk of misrepresenting an identity when an author lacks the lived experience to authentically tell the story.

4. Is this story affirmative?

If a child was reading this book for the first time, would they feel good about themselves? Having their identity and experience affirmed communicates to children that they are important and valued.

Books are often the first experience that children have of people who are drastically different from themselves. Books are a window into how the outside world looks and functions. Books help develop the beliefs and attitudes that shape our understanding of the world and what we consider normal. What does it mean that there is no gender equality in a children's book collection? What does it mean that characters with disabilities need to be actively sought out by readers? What does it mean for children in underrepresented groups to rarely see themselves reflected and what does it mean for children in the dominant group to only ever see themselves? It is through these seemingly insignificant interactions and invisibilizations within books that can lead to the development of biases, stereotyping and discrimination. Children internalize these unquestioned biases, carrying them through their own lives, acting them out and, in turn, passing them on. Children's books may seem like a small place to start, but every change starts small. It's time for us to look into our libraries and ask ourselves, what world are we modelling to children and is this what we want?

For more information on methodology and access to the original study, please contact Lucy Grainger at lucy.grainger@questu.ca. I would like to acknowledge that the study was conducted on the traditional, ancestral, and unceded territory of the Skwxwú7mesh peoples (Squamish). I am grateful to have the opportunity to work, learn, and live in this blessed territory.

Kate Inman is a Children's and Youth Librarian at Squamish Public Library and Lucy Grainger studies at Quest University Canada in the Bachelor of Arts and Science program

Dungeons and Dragons 101 for Teens at VPL



Last summer, Teen Services at Vancouver Public Library (VPL) began to explore the possibility of hosting a Dungeons and Dragons (D&D) teen program but we had to pause and think: where do we begin? For anyone unfamiliar with D&D, it is a fantasy tabletop role-playing game, but at its core it is a form of communal storytelling but with dragons! The Dungeon Master (DM) determines the overall storyline through a campaign and uses a set of rules to help guide the narrative. Players build their characters as they play and level up as they work through a campaign (a storyline).

With the resurgence of the game's popularity due to shows like *Stranger Things*, we knew we wanted to incorporate a program into our Teen Summer Challenge initiative. However, a single day's session can take hours and a campaign can take weeks to complete, so how could we make it work for a 3-hour program, especially for brand new players? We talked to the Whitehorse Library to discuss their D&D teen program and thought about what how we could create a program that worked for us. Instead of focusing on the possibility of an ongoing club, we framed it as a very basic introductory workshop to the game and we focused on the elements on how to get started. We researched various resources on the web, consulted colleagues who regularly play, and we played a few practice rounds. It's important to note that while the game itself is a lot of fun, there's a lot of information to take in to get started not only for program facilitators but for the attendees as well. Lastly, while players with great imaginations are key, we also invested in adding some dice and manuals (Player, DM, and Monster as well as some campaign issues) to our programming supplies that we'll continue to use as we explore ways to offer the workshop. We also found a lot of materials for free online such as maps, spell cards, character sheets, etc.

Ultimately, we decided to create Dungeons and Dragons 101, a three-hour beginner's workshop where we incorporated video tutorials and had the teens play a portion of a campaign from the Fifth Edition Starter Pack, which can be found on the D&D website for free. When we rolled out the program in the summer, we had teens set up in groups of six and staff members acted as a co-DM with a teen. However, during our second iteration, we had experienced players act as the DMs for their groups, which worked out really well. For both sessions, we had a room set up with a laptop and projector for our videos and table pods set up with supplies (manuals, dice,

For spring break, we will be exploring an extended offering of D&D 101 through a two-day session where teens will get the basics during day 1 (similar to the way we ran the program before) and continue to play their campaign for day 2. We have a new campaign selected and have added a few new tweaks to run this next installment.

If you are thinking about incorporating a teen D&D club at your library, it is definitely worth exploring! Things to consider include whether or not it will be an ongoing club (with weekly meetups), staffing requirements (or the possibility of a guest D&D instructor), partnerships with game shops, and how to incorporate new members. If you're interested in starting your own D&D club and have questions, feel free to contact us at teens@vpl.ca.

Otherwise, happy Dungeoning and Dragoning!



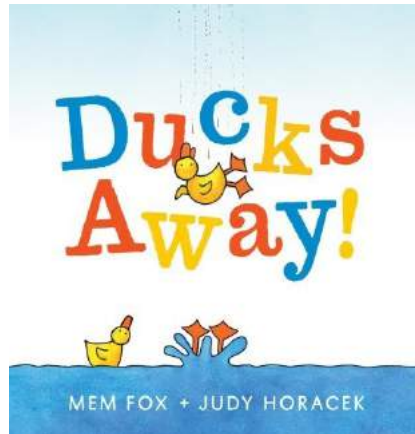
Stephanie Hong is a Library Technician II/Senior Library Public Services Associate at Vancouver Public Library and Sasha Scherzer is a Teen Librarian at Vancouver Public Library

maps, character sheets, spell cards, etc.) for the different groups.

STORYTIME

Felt Story: Ducks Away by Mem Fox and Judy Horacek

The story *Ducks Away* by Mem Fox and Judy Horacek is perfect for a preschool storytime about birds, spring, or adding & subtracting.



Script

One fine day, a mother duck waddled onto a bridge.

A fluffy yellow duckling followed right behind her.

Actually, it was **two** ducks.

No, it was **three** little ducks.

Wait! It was **four** little ducks.

What? It was **five** little ducks, except just then...

A sudden gust of wind swept the last little duck right into the river below!

“Oh no!” quacked Mother Duck. “What should I do? Where should I go, with **four** on the bridge and **one** below?”

One of the other little ducks decided to take a look, and he toppled into the river below! “Oh no!” quacked Mother Duck. “What should I do? Where should I go, with **three** on the bridge and **two** below?”

Then another little duck peered over the edge and she toppled into the river below! “Oh no!” quacked Mother Duck. “What should I do? Where should I go, with **two** on the bridge and **three** below?”

Then another little duck peeked over the edge and she toppled into the river below! “Oh no!” quacked Mother Duck. “What should I do? Where should I go, with **one** on the bridge and **four** below?”

Then the last little duck foolishly lost his footing... And he tumbled into the river as well!

Mother Duck looked down. The **five** little ducks looked up. “RIGHT!” said Mother Duck. “I know what to do and where to go. I’ll have to fly down to the river below.”

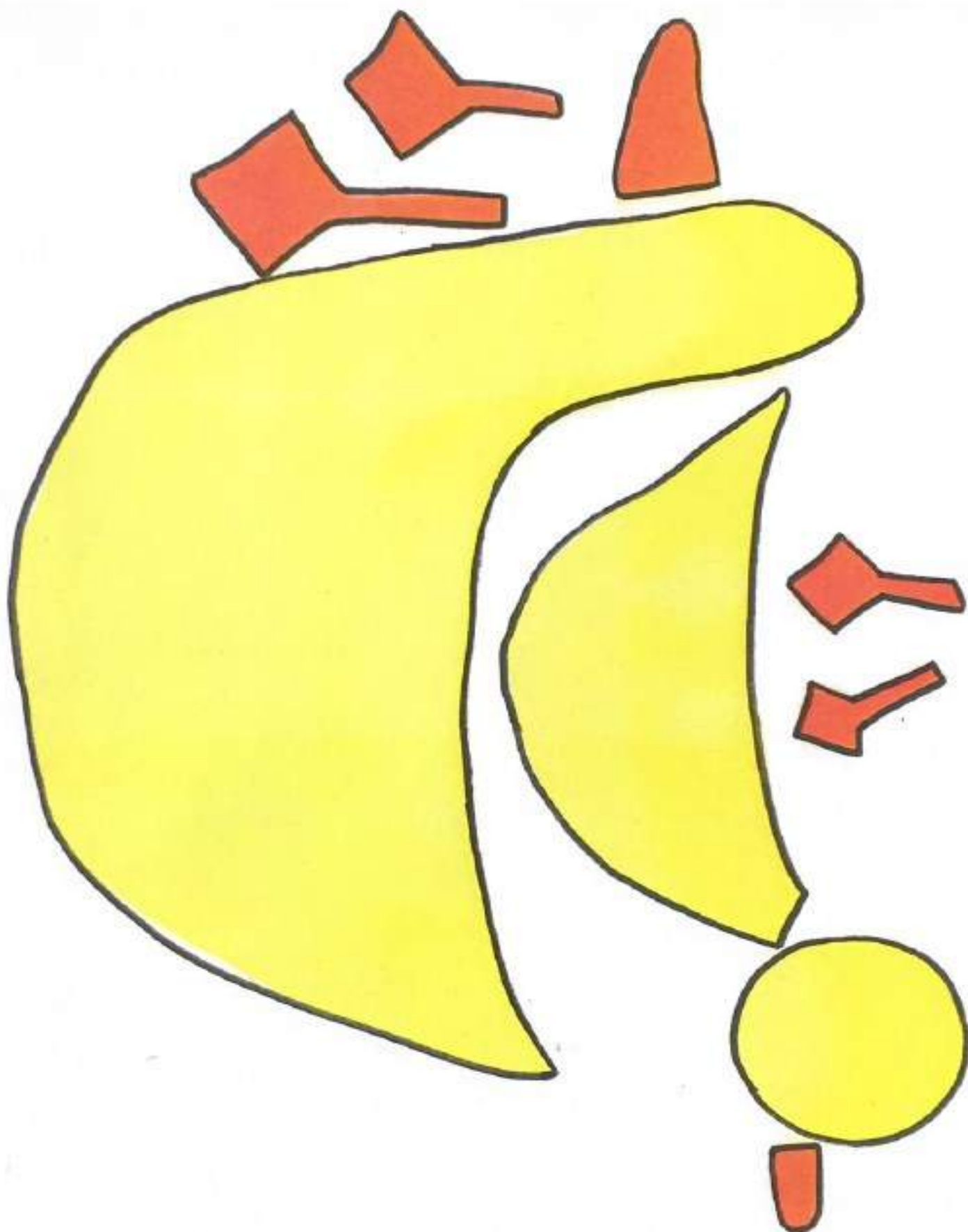
She stepped slightly forward. And she stepped slightly back. The five little ducks said, “Quack, quack, quack, quack!” Then the first little duck said, “MOM! Go with the flow! Five, four, three, two, one, GO!”

“Quack”, said the five little ducks. “You’re BACK!”



Jenny Zhang is an auxiliary librarian at New Westminster Public Library and the Vancouver Public Library

Pattern for Ducks Away



Felt Story: A Lost Button adapted from Frog and Toad are Friends by Arnold Lobel

Script

NOTE: Italics indicate directions for storyteller. Bold indicates opportunities for participation by story time attendees.

[Start with two figures on felt board: Toad starts wearing 1-button jacket, Frog wearing no jacket.]

Toad and Frog went for a long walk. They walked across a large meadow. They walked in the woods. They walked along the river. At last they went back home to Toad's house.

"Oh, drat," said Toad. "Not only do my feet hurt, but I have lost one of the buttons on my jacket." *[Put Toad's white, 4-holed, big, square button on felt board.]*

"Don't worry," said Frog. "We will go back to all the places where we *walked*. We will soon find your button."

They walked back to the large meadow. They began to look for the button in the tall grass. "Here is your button!" cried Frog. *[Put black button on felt board.]*

"That is not my button," said Toad. "That button is black. My button was white." Toad put the black button in his pocket.

A sparrow flew down. "Excuse me," said the sparrow. "Did you lose a button? I found one." *[Put two-holed button on felt board.]*

"That is not my button," cried Toad. "That button has **two** holes. My button had **four holes**." Toad put the button with two holes in his pocket.

They went back to the woods and looked on the dark paths. "Here is your button," said Frog. *[Put small button on felt board.]*

"That is not my button," wailed Toad. "That button is small. My button was big." Toad put the small button in his pocket.

Frog and Toad went back to the river. They looked for the button in the mud. "Here is your button," said Frog. *[Put square button on felt board.]*

"That is not my button!" shouted Toad. "That button is square. My button was round."

Toad put the square button in his pocket. He was very angry. He jumped **up and down** and screamed,

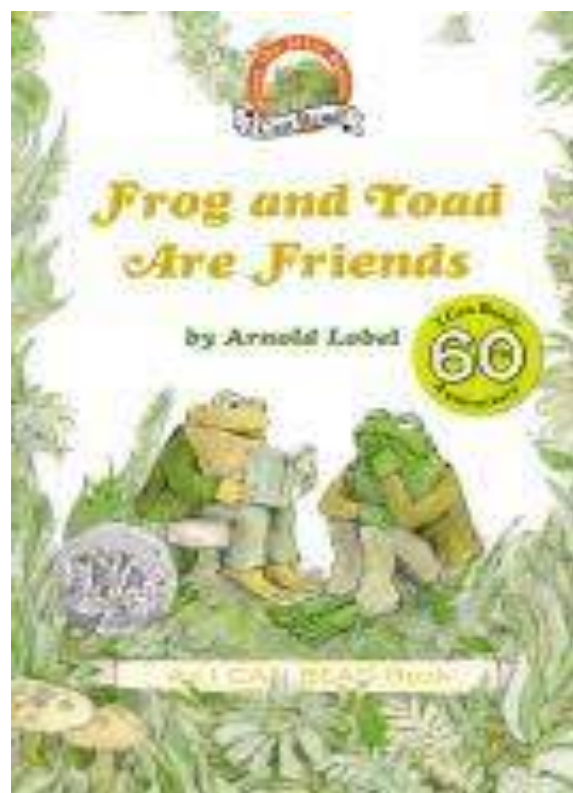
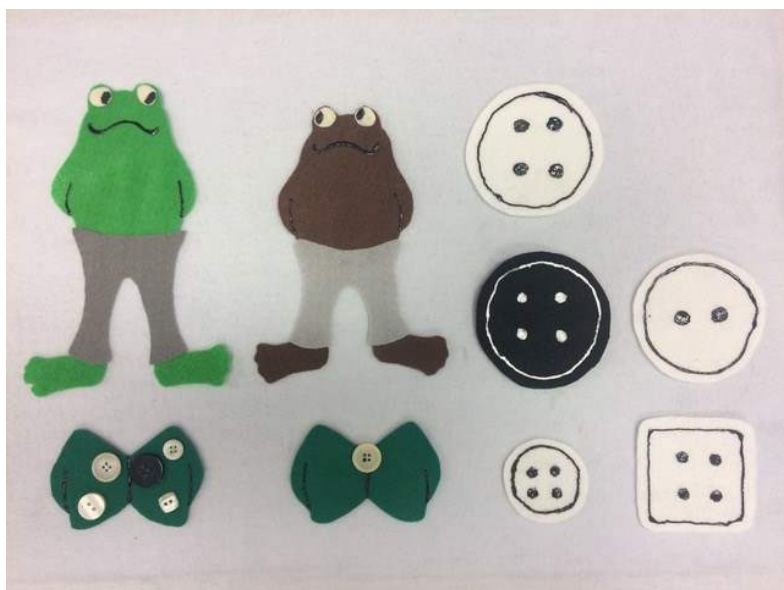
“The whole world is covered with buttons, and not one of them is mine!”

Toad ran home and slammed the door. ***(Everyone sits back down.)***

There, on the floor, he saw his white, four-holed, big, round button. “Oh,” said Toad. “It was here all the time. What a lot of trouble I have made for Frog.”

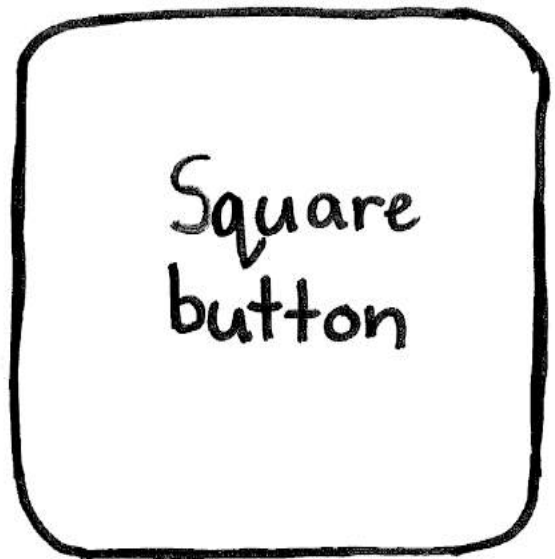
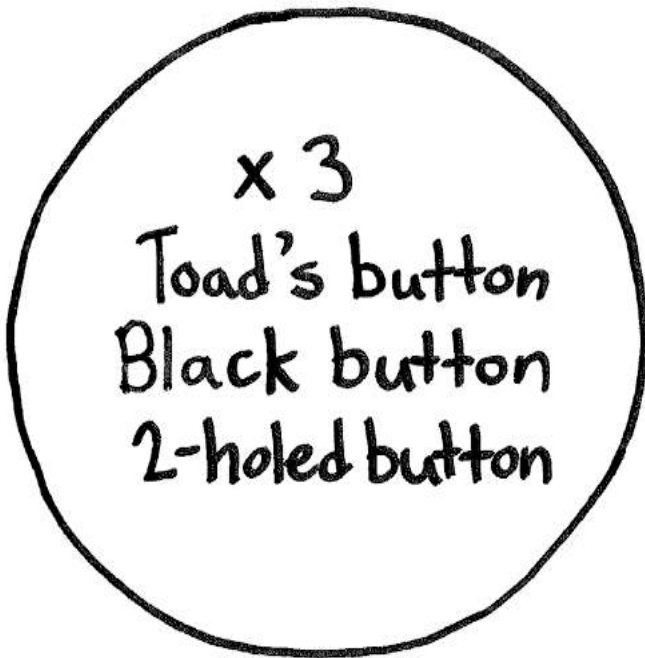
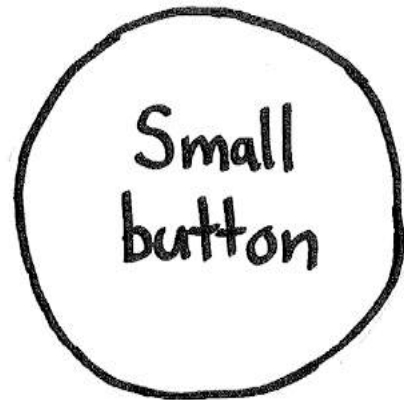
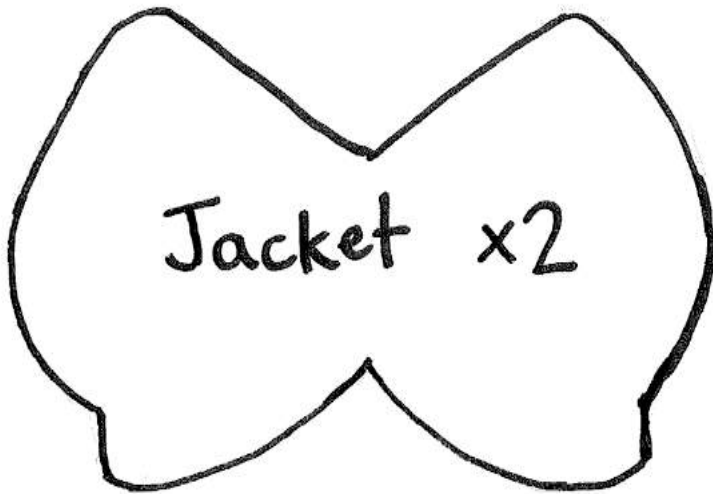
Toad took all of the buttons out of his pocket. He took his sewing box down from the shelf. Toad *sewed the buttons all over his jacket. The next day Toad gave his jacket to Frog. [Take Toad's jacket off, put button-covered jacket on Frog.]*

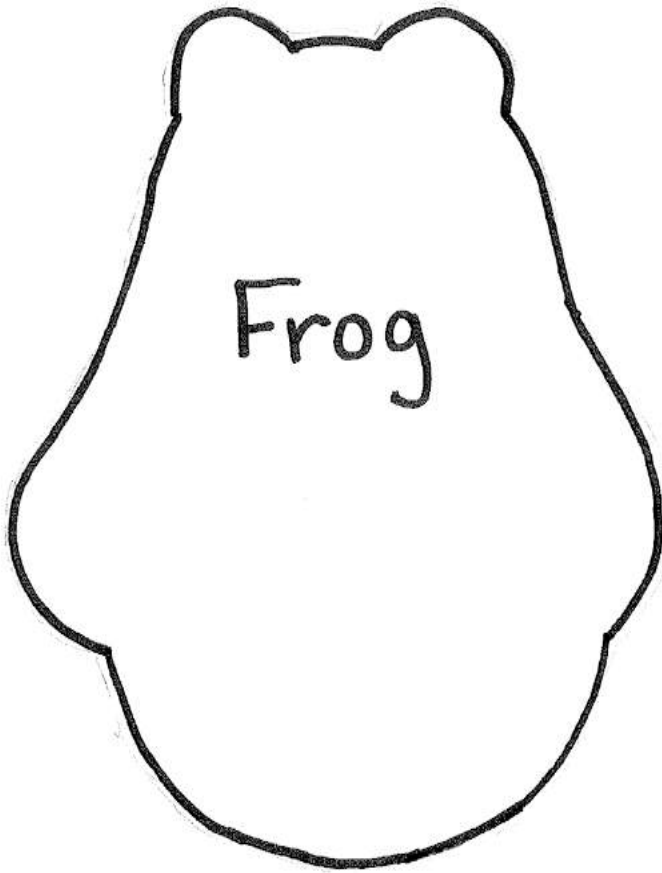
Frog thought that it was beautiful. He put it on and jumped for joy. None of the buttons fell off. Toad had sewed them on very well.



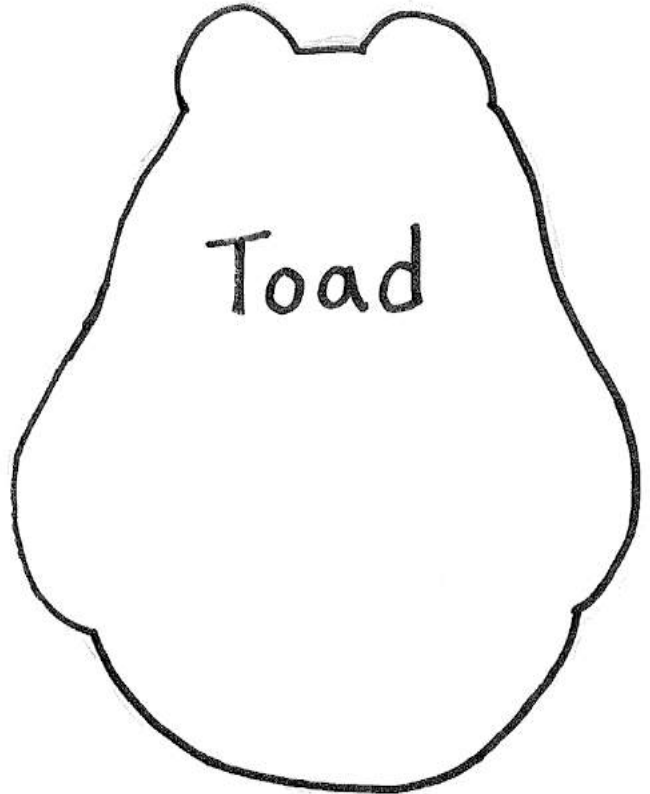
Rhiannon Wallace is a Dual MLIS and MAS student at UBC's iSchool. She was also a Children's Programmer at the Invermere Public Library in the summer of 2019.

"A Lost Button" Felt Story Template

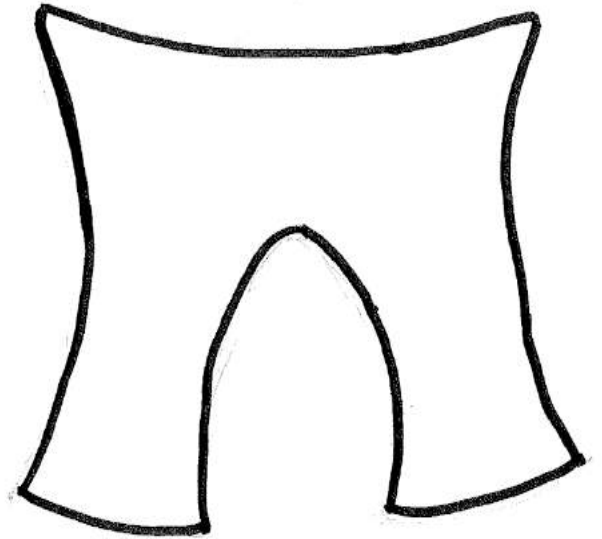
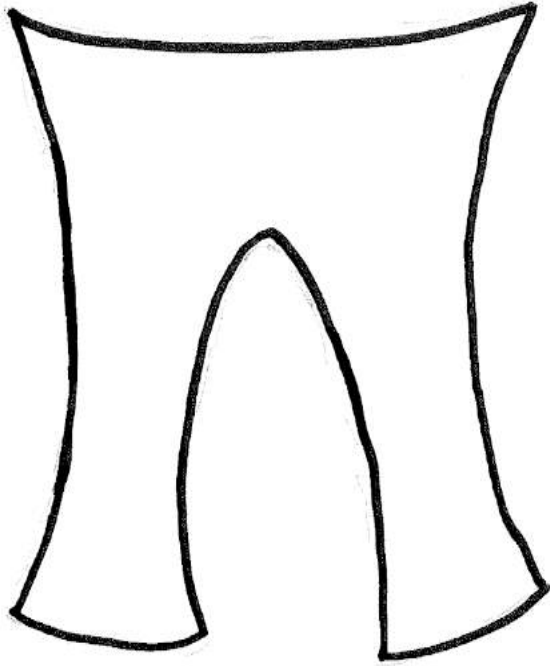




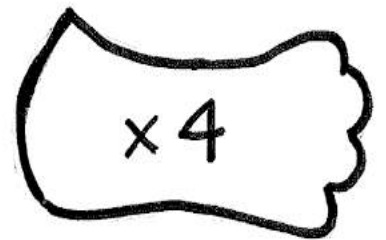
Frog



Toad



Feet



x 4

Call for Submissions

YAACING is published quarterly and is always looking for submissions of interest to children's and teen specialists in BC libraries. We accept articles, program descriptions and ideas, conference reports, reviews, felt stories and more. If you would like to write a regular column, send us a brief pitch. Submissions should be no more than 1500 words, sent in an editable format (not PDF). Please include a byline with your job title and workplace; for students, please include a byline with your school/program.

YAACING invites your contributions to our Reviews and Felt Story sections.

Reviews: Please send us reviews of books, blogs, websites, or other resources. Submissions should be no more than 300 words. Longer reviews may be considered for publication as featured articles.

Felt Stories: Share your creativity! YAACING is looking for felt story patterns. Submissions should include a printable pattern, photograph of the finished product, and related rhyme or note about the origin of the story.

The deadline for the next issue of YAACING is February 1 2019. Please email your submissions to the editors at YAACING@gmail.com