

Developing Inclusive Learners and Citizens

Activity Guide



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Foreword

Within the six Shared Foundations in the *National School Library Standards for Learners, School Librarians, and School Libraries*, the Key Commitment for Include is defined as the ability to “*demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community*” (AASL 2018, 76). The work of the American Library Association (ALA) 2019 Emerging Leaders class Team A has been focused on creating materials that support professional learning and instruction around the ideas championed by the *National School Library Standards* Shared Foundation of Include, which involve seeking balanced perspectives, global learning, empathy and tolerance, and equity.

As school librarians who strive to foster inclusion, empathy and tolerance, Chimamanda Ngozi Adichie’s quote about the danger of the single story immediately comes to mind: “*The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.*” In a school library, all learners can access a myriad of stories and the intricate and diverse aspects of each.

The school library is a place of inclusion, where all learners can explore their own story, gaining awareness and celebrating who they are. Excerpting from my June *Knowledge Quest* blog post, the school library is “the place where we can be fragile, be flawed, and can find enduring goodness and truth, where our learners can be themselves, be accepted, thrive, and flourish. The school library is a place where learners Think, Create, Share and Grow. School librarians are the conduit for equity, access, knowledge and, yes, kindness for all learners.”

It has been exciting to review the *Developing Inclusive Learners and Citizens Activity Guide* and its accompanying resources. This step-by-step guide features activities, scenarios, and reflections for professional learning and instruction around the Shared Foundation of Include. By using the resources in this guide, school librarians can truly transform teaching and learning for all learners in their school community.

I would like to thank the 2019 ALA Emerging Leaders team for accepting the task of masterfully developing this resource guide. Thanks to AASL staff and the ever-talented AASL staff member Stephanie Book for her stellar work on the design you see in this document. I hope you will engage in these professional learning activities to hone your practice and your role as a learner-ready school librarian who continues to provide exemplary and inclusive services for all learners.

Kathryn Roots Lewis
AASL President, 2018-2019

Introduction

One of the Common Beliefs of the *National School Library Standards for Learners, School Librarians, and School Libraries* is: “The school library is a unique and essential part of a learning community” (AASL 2018, 11). School librarians must foster environments that support inclusive teaching and learning to help learners navigate, interpret, reflect on, and engage in today’s interconnected world.

Fostering inclusive environments reaches far beyond a need for diverse collections. Changing demographics, polarizing viewpoints, and technological innovations have created an increased need for inclusive instruction and learning delivery. It is imperative learners cultivate diversity of thought and seek authentic voices to build social awareness and understanding. School librarians need to nurture global citizens beyond the classroom and help develop objective and compassionate thinkers who take lessons learned into the larger community.

To help school librarians develop inclusive learners and citizens, the American Association of School Librarians (AASL) tasked an ALA Emerging Leaders team with developing a guide of reflection activities, professional development, and resources based on the Include Shared Foundation in the *National School Library Standards*. Using the resources in this activity guide, learners and school librarians alike can seek balanced perspectives, global learning, empathy, tolerance, and equity. This activity guide provides materials to support professional development and instruction around these issues. Applying the powerful language of the Include Shared Foundation, the ALA Emerging Leaders team designed and compiled scenarios, activities, and resources that support inclusive environments beyond the four walls of the school library.

Creating an inclusive school library environment benefits all learners. This activity guide outlines ways to fully implement the Include Shared Foundation to foster an inclusive culture in your school library and throughout your school community.

What's In This Guide?

This activity guide is housed on the AASL Standards Web portal and is available to all professionals. The guide includes:

- Scenarios for learners, school librarians, and school libraries for each of the four Domains (Think, Create, Share, and Grow).
- A collection of activities and Web resources, organized by Domain, to support professional development and instruction around the issues inherent in the Include Shared Foundation. Activities encourage learners and school librarians to seek diverse perspectives and teach empathy, tolerance, and equity in a global society.
- An infographic to help raise awareness of the importance of inclusive instruction and environments for learners and alignment of significant themes addressed in this guide with the AASL Standards.

This collection of activities and reflections is not meant to be an exhaustive guide to inclusive school libraries. Instead, the ALA Emerging Leaders team hopes the guide will spark conversation and discussion around the importance of these topics. Table 1 outlines the primary purpose and questions or objectives for each framework of scenarios and activities.

[AASL Standards Framework Applied with Developing Inclusive Learners and Citizens](#)

Explore this activity guide using the AASL Standards Framework as an alternate table of contents. Navigate to relevant scenarios, activities, and resources for reflection and instruction to support building competency in the Shared Foundation of Include.

Table 1. Understanding Include through the AASL Standards Frameworks

Frameworks	Purpose	Questions
Learners	Help learners reflect and understand inclusion	<p>How can learners look at topics from multiple perspectives?</p> <p>How can learners demonstrate their understanding of a diverse world?</p> <p>How can learners make connections to share their ideas and understandings?</p> <p>How do learners view the school library and their school community as an inclusive space?</p>
School Librarians	Grow yourself or other school librarians	<p>How can school librarians create safe spaces in the library?</p> <p>How can school librarians curate and share resources about inclusion?</p> <p>How can school librarians collaborate to support inclusion?</p>
School Libraries	Build bridges between the school library and the community and nurture global citizens	<p>How can the school library partner with others in the school and local community on equity, diversity, and inclusion (EDI) initiatives?</p> <p>How can the school library measure and assess its contribution to EDI initiatives?</p> <p>Can school libraries create a collection and book challenge policy that addresses inclusive and community issues that tie back to the school's missions and values?</p> <p>In what ways can the school library lead and empower the school community to create and nurture global learners?</p> <p>In what ways can the school library model EDI issues in its space and promote them beyond the library?</p>



Learners

In the past, learners were expected to “sit and ‘git”, regurgitating information that educators presented to them in a formal setting. Today’s school libraries and classrooms have transformed the way learners think, create, share, and grow. They take responsibility, develop well-rounded perspectives, and make connections. Learners are expected to reflect on their contributions to their community. In this section, multiple activities are provided that will help learners take responsibility for their own learning. They will be asked to create and demonstrate their learning, as well as develop their own understanding of multiple perspectives and diversity.



Think

The scenarios and activities in this section are built on the Include Shared Foundation using the Think Domain for learners and the following Competencies:

A. Think: Learners contribute a balanced perspective when participating in a learning community by:

1. Articulating an awareness of the contributions of a range of learners.
2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
3. Describing their understanding of cultural relevancy and placement within the global learning community.

Scenario: Who Is Telling the Stories of Refugees?

Avni is a middle-school student. The learners at her school live in a suburban, middle class neighborhood just 45 minutes from a major northeastern city. Their school is well funded and has a full-time school librarian. The student body is mainly Caucasian, but there are a growing number of students of color. The teaching staff is not very diverse, but they do their best to provide learners with opportunities to learn about different cultures and others’ experiences.

In conjunction with Emily, an English educator, Sam, a social studies educator, has started a new unit on refugees. Learners have been assigned to learn about the experiences of different refugee groups over the course of U.S. history. Learners went to the school library to begin their research. Noah, the school librarian, curated books and other resources that he thought would be helpful. All the books Noah chose were written in third person and provided historical accounts of immigration; however, the books lacked the perspective of refugees.

Once the learners began researching, Avni and some of her classmates realized that the books and articles they were reading were mostly written by white authors. The learners were concerned about the lack of representation of diverse authors and perspectives. What about books written by people of color (#OwnVoices)? Could white authors truly present the perspectives of people of color? The learners began to seek out other sources of information, including the school librarian, but they were unsure how to proceed in this situation. The classroom educators began discussing the issues with their colleagues and decided to contact community organizations that might be able to provide resources for the learners. Additionally, the school librarian reached out to the local public librarians for additional resources.

Questions for Further Discussion

- How can school librarians lead learners to use their analytical skills to locate stories that have a range of authentic voices and perspectives?
- How can school librarians help learners better understand how their own biases influence their perspective? What are some ways that learners can create guidelines for identifying biases in the books they read?
- What are some ways that Avni and her classmates can ensure they have considered as many perspectives as possible? Consider the Competencies within the Include framework under the Think Domain for learners.
- How can the learners articulate their new understanding of the topic based on evaluating multiple perspectives?

Activity #1: Reading without Walls

Objective: Learners read diverse books.

Reading without Walls is a nationwide program to encourage people to diversify their reading choices, led by award-winning Graphic Novelist and former

National Ambassador for Young People’s Literature, Gene Luen Yang, and sponsored by Macmillan.

“Reading without Walls promotes diversity and opens reader’s eyes to new ideas and experiences. It is an inclusive way to spread appreciation and understanding of others—and to learn new and exciting things.” (Reading without Walls n.d.)

Librarians can encourage readers to broaden their perspectives by utilizing “Reading without Walls,” which challenges learners to read three different types of books:

- a book about a person with a character that does not look like or live like them,
- a book in a format that the reader does not normally pick, and
- a book about a topic that the reader is unfamiliar with.

Activity #2: Creating a Discerning Attitude

Objective: Learners look at multiple viewpoints on a topic.

In an increasingly siloed media landscape, it can be very difficult for learners to see multiple sides of an issue. It is becoming increasingly difficult for learners to make informed decisions or judge accurate information well when discussing important topics. Discernment is a skill that allows learners to look at all angles of an issue before deciding on a viewpoint or forming an opinion on a topic.

With learners, discuss the importance of being discerning. Using databases (i.e., Gale’s [Opposing Viewpoints in Context](#), [ProCon.org](#)) look at a current issue from multiple angles. Assign a pair of learners opposing viewpoints on a topic to research. After completing the research, provide learners with the opportunity to listen to each other as they share their assigned point of view. When completed, as a class discuss the importance of keeping an open mind and a discerning attitude.

Activity #3: Understanding Multiple Perspectives

Objective: Learners explore the need to gather information from multiple sources.

Have learners listen to the [TED Talk](#) from novelist Chimamanda Adichie, where she warns about creating misunderstanding if we listen to only one story about a person or country. Lead learners in discussion on the importance of gathering information from many resources and not relying on only one.

Activity #4: Understanding Equity

Objective: Learners better understand various groups' struggle for equity.

A privilege walk highlights how race, gender, and sexuality can affect individuals' success. Ask learners to line up in an open space and instruct them to move forward based on statements read related to race, gender, or sexuality. The power of the lesson comes from the debrief after the lesson when learners see how it feels to be in the front, middle, or back of the group and their placement in relation to others position, which allows them to see others more clearly.

For more instruction on the privilege walk lesson, check out the following resources:

- ["Privilege Walk Lesson Plan" from the Peace Partner blog](#)
- ["Life of Privilege Explained in a \\$100 Race" YouTube video from Peter D.](#)



Create

The scenarios and activities in this section are built on the Include Shared Foundation using the Create Domain for learners and the following Competencies:

B. Create: Learners adjust their awareness of the global learning community by:

1. Interacting with learners who reflect a range of perspectives.
2. Evaluating a variety of perspectives during learning activities.
3. Representing diverse perspectives during learning activities.

Scenario: Creating a GSA

Jonah (preferred pronouns he/him/his) is a 10th-grader at his school. He enjoys playing lacrosse and is active in the video production club and jazz band. He has a wide group of friends from the different areas of his life (sports, clubs, music). Recently he has noticed that some of his friends who identify as LGBTQ+ have been experiencing some bullying from their classmates. In particular, Jonah's friend Thomas has been having a lot of difficulty in PE class. Thomas (preferred pronouns they/them/theirs) is openly gay and identifies their gender expression as feminine.

During jazz band practice, Thomas tells Jonah they feel singled out and bullied, and they really wish they had a support group to help them deal with feelings of anxiety and loneliness. The two students take out their phones and begin searching for resources to help Thomas. They find the [GLSEN website](#), which includes a section on something called a Gender and Sexuality Alliance (GSA). They decide that a GSA is exactly what is needed at the school and begin making plans to create one.

After conducting more research, the boys discover that there are basic steps for starting a GSA in their school. According to the American Civil Liberties Union (ACLU), these steps include:

1. Being able to explain why you want to start a GSA;
2. Finding out your school's rules for setting up a club;
3. Finding a faculty advisor or sponsor;
4. Telling the administration that you want to start a GSA;
5. Preparing and turning in any necessary paperwork (2019).

Jonah and Thomas feel overwhelmed and are unsure how to begin.

Questions for Further Discussion

- What resources might the learners use to help them with step 1, knowing why they want to form a GSA?
- How might the school librarian offer assistance to the learners?

- What are the benefits and drawbacks of acting as a faculty/sponsor of the proposed GSA?
- How might the learners present their findings and research to the administration? What are some tools they might use to create a report?

Activity #1: Creating Newscasts

Objective: Learners write a newscast that includes profiles of diverse peoples for the day's announcements.

In many schools, learners are integrated into daily announcements, whether over the loudspeaker system, via YouTube videos shared in classrooms, or some other platform. In this activity, learners will write a portion of a newscast that shares profiles of diverse peoples that could be integrated into daily announcements.

For this activity, assign the learners into collaborative teams (or allow them to choose their own teams) and then provides them with the name of a person to research, a menu of options of diverse peoples to research, or allow the learners to select their own diverse peoples to research.

Provide learner groups with a rubric to guide their process and progress and to ensure that the announcement meets the quality standards of the school. Below is a sample rubric:

Item	Points Possible	Points Earned	Notes
Person from minority or underrepresented group is selected			
Brief biography (3-4 sentences) is provided			
Person's contributions are explained (2-3 sentences)			
Announcement is stated clearly, slowly, and with appropriate inflection			

Additional Tips for Assisting Learners:

- Provide database instruction if needed, and make sure learners know passwords and access points for the databases.
- Remind learners of appropriate search strategies for using generic search engines.
- Provide additional resources for research including books, electronic resources, kid-friendly websites, etc.

Activity #2: Refugee Experiences

Objective: Learners create a poster depicting the journey of a refugee child and/or an immigrant child.

Immigration and refugee status are a daily concern for many learners and families in schools around the country. Even learners whose families may not be directly impacted are bombarded with information about immigrant and refugee developments from news, Internet sources, and peers. Allowing learners to explore this important topic will help them to develop empathy as well as identify their stances on these issues.

For this activity, learners may choose to use traditional materials such as poster board, markers, magazines, etc. Another option is to use a digital tool such as [Canva](#) or [Padlet](#) to create an online poster.

Provide learners with news articles or book excerpts describing specific incidents of families immigrating to America or fleeing their own country. Below are a few examples:

- ["Policy Issue: Immigration" Text Set from Newsela](#)
- ["CBP Projects Unaccompanied Children will Surpass 2014 Crisis" CNN article](#)
- ["Making Sense of the Worst Immigration Crisis since WWII" from DOGO News](#)

Additional resources that require an account include:

- [Epic! Reads](#)
- [OverDrive/Sora](#)

Using the articles, learners research the journey of an immigrant/refugee child. Learners then create posters documenting their journey and experiences. Learners can share their physical posters in a school library display or digitally via the school library website, social media, and blogs.

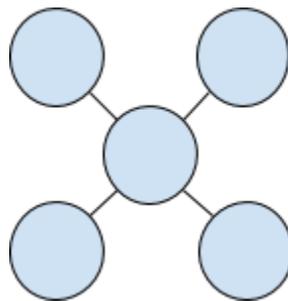
Activity #3: Self-Identity Web

Objective: Learners use self-reflection to make connections about their own identity and associations with groups.

This lesson is adapted from the University of Houston's [Diversity Packet](#).

In this activity, learners will describe themselves and then compare their descriptions to common stereotypes of groups.

Provide learners with paper and ask them to draw a circle in the middle of the page. Instruct learners to write their own names in the circle. Then ask learners to draw four more circles around the original circle and connect them with lines to the center circle, forming a web.



Learners will write an important aspect of their identity in each of the four outside circles, something that is important to them and that they feel makes them who they are.

Allow learners to reflect on their responses by completing the following journal prompts (or allow learners to discuss in pair/share*):

- Write or tell a story about a time when they were proud to identify with one of the descriptors.

- Write or tell a story about a time when they were hurt or embarrassed to identify with one of the descriptors.
- Identify a stereotype that is often associated with one of the descriptors. Then re-word the stereotype:
 - I am (a/an) _____ but I am NOT (a/an) _____.

*Pair/Share is a collaborative activity in which each partner spends a pre-set amount of time sharing as the other partner listens without cross-talking. The partners then switch roles.



Share

The scenarios and activities in this section are built on the Include Shared Foundation using the Share Domain for learners and the following Competencies:

- C. Share:** Learners exhibit empathy with and tolerance for diverse ideas by:
1. Engaging in informed conversation and active debate.
 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.

Scenario: The December Dilemma

Learners and staff at the elementary school look forward to December and the traditional holiday celebrations. The main office is filled with Christmas decorations and a menorah for Hanukkah stands on a table. There are bulletin boards, worksheets, holiday shopping boutiques, holiday hat spirit days, and singalongs. However, in recent years the demographics of the school have been changing, and more and more learners and their families do not celebrate either Christmas or Hanukkah.

Javier, a fourth-grader, is relatively new to the community and feels overwhelmed by the December holiday decorations. He does not celebrate either Christmas or Hanukkah. Javier expresses his feelings to his parents, but they are hesitant to talk to the school staff or educators because they are newcomers. In addition, their English is limited.

Traditionally, fourth-grade students have been assigned to research a December holiday they celebrate and create a project to share with their classmates. As always, learners begin by asking the school librarian for materials to help them with their research. The school librarian finds many books about Christmas and several others about Hanukkah in the collection. Beyond that, there seems to be relatively few resources available about celebrations such as Diwali, Kwanzaa, Lunar New Year, Las Posadas, and Russian Orthodox Christmas.

This year, parents call the school to talk with the classroom educator and the school librarian and ask for more resources. Some parents offer to come into the school and talk about their cultural celebrations. A group of parents attend the PTA meeting and demand to know why the school is not exhibiting more cultural sensitivity, specifically the school librarian. The principal, who is in attendance, assures the families that a solution can be worked out.

Meanwhile, a group of learners, several of whose parents were at the board meeting, are unsure how to proceed.

Questions for Further Discussion

- How can the school librarian assist learners to obtain accurate, unbiased information?
- How can the school librarian reach out to the larger library community to find resources and tools that would represent a variety of belief systems?
- How can the school librarian assist learners in expanding their perspective and empathy toward people with different belief systems?
- How can the school librarian help set an inclusive tone in the school community to ensure that learners are comfortable with the holiday atmosphere?
- What tools might the school librarian share with Javier and his classmates to help them communicate their findings and complete their presentation? Consider the Competencies within the Include framework under the Share Domain for learners.

Activity #1: Women in Social Media

Objective: Learners create and debate social media profiles of women who have made significant contributions toward change in the world.

Social media plays a major role in most learners' lives. For this activity, tap into learners' interest in social media by providing a [social media profile template](#) to learners and inform them that they will be creating a mock profile for an influential woman that they research. To begin the activity, lead learners in a discussion about what makes a person influential or a "change maker." Create a list of influential figures for learners to reference as they complete their projects. Provide a list of famous women or allow learners to do some pre-search and select their own person to research.

Learners can work individually or collaboratively to research their assigned person and then complete the template. Once templates are completed, discuss the profiled figures as a class and compare the templates to the "change maker" list. Have the learners vote on the most influential woman represented in the templates presented by their classmates.

Templates can then be shared beyond the classroom via student blogs, through the school library social media pages, etc.



A [customizable PPT template](#) from the Educational Technology & Mobile Learning Website can be used to complete this project.

Activity #2: Podcasting in Multiple Perspectives

Objective: Learners create a podcast that demonstrates multiple sides of a topic of interest.

Learners often feel strongly on a topic without really knowing the reasoning behind their stance. This activity will provide learners with an opportunity to select a hot topic and examine it from multiple perspectives. Learners will then create a 3–5 minute podcast presenting their findings.

Divide the class into collaborative working groups or allow learners to select their own working groups. Provide a list of possible research topics, or create a list of topics with the class based on learners' interests and current events. Instruct groups to select a topic from the list to research and create a graphic organizer of possible perspectives on the issue. Then, using the graphic organizer as a guide, groups will write a "roundtable" script for a 3–5 minute podcast allowing all members of the working group to speak about a perspective on the issue researched. Learners will record their episode using an app or website. Podcasts can be spliced together and shared on OverDrive, iTunes, the school library website, or another platform.

Possible resources for this activity include:

- ProCon.org
- CQResearcher
- Opposing Viewpoints in Context (paid subscription)
- Issues & Controversies (paid subscription)
- Podbean
- [Opinion](http://Opinion app (iOS)) app (iOS)
- Anchor (Android)



Grow

The scenarios and activities in this section are built on the Include Shared Foundation using the Grow Domain for learners and the following Competencies:

D. Grow: Learners demonstrate empathy and equity in knowledge building within the global community by:

1. Seeking interactions with a range of learners.
2. Demonstrating interest in other perspectives during learning activities.
3. Reflecting on their own place within the global community.

Scenario: Bullying in Schools

Inez is an experienced high school librarian with 12 years at her current school. This year she has been surprised to find that bullying has become more rampant at her school. She sees it in the hallway during her morning and afternoon duties, as well as in the cafeteria when she walks through to chat with learners. She voices her concerns to her colleagues at a team meeting, but is met with comments such as, “Kids will be kids,” and “They will figure it out themselves.”

Inez begins to collect specific data on the bullying she sees so that she can bring it to the attention of the administration. She also decides to talk to learners about their experiences and what can be done to improve school culture, especially as it relates to bullying.

Inez’s Approach Guided by the Include Shared Foundation

Inez approaches the student council during a meeting to discuss the bullying problem. She asks the learners to share their thoughts and if they have ideas on how to improve the situation. The learners decide they’d like to create a survey to assess the school culture in relation to bullying. Knowing they’ll need to gain support from administration, the student council president approaches the school principal about the survey with the aim of working together and sharing findings to create a more welcoming culture for all learners. With school support, the learners develop and share the survey with the rest of the student body and educators in the building to collect their thoughts on bullying in the school. Inez helps the learners utilize online survey tools to create and distribute the survey. The student council members then analyze the data and, along with Inez, approach the administration to discuss their findings and ideas for creating a more welcoming school culture and reducing bullying on campus and to ask for additional assistance.

Questions for Further Discussion

- What areas of the AASL Standards can Inez use to support her decision to approach the student council?
- What questions might the learners ask other learners in order to get the information they need to seek change? What questions might they ask educators?
- What are some ways the student council might work together and with school administration and educators to improve school culture to reduce bullying?
- What role might Inez play to help improve school culture?

Activity #1: Libraries as Safe Spaces

Objective: Learners describe what makes a library a safe space for them.

School libraries should be safe spaces for all learners. For example, learners who feel marginalized or are subjected to bullying may turn to the school library as a place where they can be themselves. The school library provides refuge, access to information, a place to rest, or meet up with friends. But what makes a school library a safe space?

Ask learners to share their experiences to determine how your school library meets learners needs as a safe, supportive and, encouraging environment. A variety of digital tools can be used to collect learners' stories. Ask learners to respond to the prompt, "Describe your experiences with school libraries as a safe space." Consider some app smashing and other platforms that will engage different types of learners. There are many free platforms that could be used, such as Google Forms. Look at AASL's [Best Apps](#) and [Best Websites](#) for some ideas. In addition, check out [Common Sense Media's](#) "best of" lists for apps and websites. One tool that is easy to use is [Padlet](#).

The survey results help inform school librarians of the ways in which learners are finding or seeking refuge or support from the school library. School librarians can use this insight in setting improvement goals for the library. This activity may be extended to other areas of the school as a way of gauging the whole school culture. Sharing the survey results with your community can be a reminder what

the school library already offers and can encourage buy-in from learners and educators when future changes are made.

Activity #2: Student Blogging

Objective: Learners set up a blog to reflect on a topic of interest regarding inclusion.

It is important for learners to be able to share their experiences with their peers and a larger community beyond the walls of the school library. Being able to connect with an authentic audience is very motivating and can help build empathy and understanding. Blogging is a useful tool for sharing thoughts and interacting with others. Through blogging learners can consider multiple perspectives and reflect.

For this activity, you may consider setting up a central blog site that all of your learners may contribute to as posters and readers. Alternately, you may allow learners to develop their own personal blog sites and link to them from the school library website. First, provide learners with basic guidelines for setting up a blog. You might consult [ReadWriteThink's "Strategy Guide for Teaching with Blogs"](#) (an ALA Landmark Website for Teaching and Learning). Explore the different platforms available to learners for blogging. Two popular blogging tools are [Kidblog](#) and [Blogger](#). Consider criteria such as accessibility, cost, privacy, and ease of use. [Edublogs](#) is another option that's also an AASL Best Website for Teaching and Learning.

Set up a schedule for learners to help ensure regular blogging and idea exchanges. Include requirements such as learners must write at least one original post and respond to at least one of their classmates' posts each month. Keep a calendar and assign dates to learners or use a checklist format to help ensure timely posts.

In order to expand the blog and include multiple perspectives, consider connecting and collaborating with another school in your district, state, or beyond to populate a shared blog site or respond to student blogs. Additionally, consider connecting with local businesses or community organizations.

Activity #3: Conversations about Safe School Culture

Objective: Learners create an advisory group for the purpose of making programming recommendations to improve school culture.

The school library is the perfect place for learners to meet and hold discussions about safe school culture. Learner-led initiatives require guidance as well as supervision. Facilitating a student advisory group through the school library—considering factors such as the audience, resources, and timeframe (e.g., one-shot initiative versus ongoing conversations)—can allow learners to engage in conversations about inclusion and make recommendations or support changes to create the culture they need.

Interested learners should begin by establishing norms for advisory group meetings. The school librarian can assist with this exercise. These norms might include practices for sharing and responding to others in discussions and confidentiality. An early initiative for the group may involve distributing a survey in order to gather information from other learners and educators about school climate. The advisory group may create their survey using tools such as [Google Forms](#) or [Survey Monkey](#). Examine the following resources from Teaching Tolerance for possible use:

- [“Examining Your School's Climate”](#)
- [“Social Boundaries Activity: Map It Out”](#)

Once learner-led advisory group has had the opportunity to process the data from the survey, they may wish to make recommendations for programming to address any issues that surface. Another option is to create an infographic to share findings from the survey with the school community using a tool such as [Piktochart](#), [Canva](#), or [Smore](#) ([AASL Best Websites for Teaching and Learning](#)).



School Librarians

The role of the school librarian has changed drastically in the past few decades. Moving from guardians of information to full partners in the educational process involves new and innovative strategies. The purpose of this section is to help school librarians grow themselves and others, especially as that growth relates to practices in inclusion and diversity.



Think

The scenarios and activities in this section are built on the Include Shared Foundation using the Think Domain for school librarians and the following Competencies:

A. Think: School librarians direct learners to contribute a balanced perspective when participating in a learning community by:

1. Engaging learners to articulate awareness of the contributions of a range of learners.
2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.
3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.

Scenario: Personalizing Learning

Paola is a brand-new student at the local elementary school. She recently moved from Guatemala and has limited English proficiency. According to the records her family brought with them to the United States, Paola's grades are average (Bs and Cs). Anecdotal notes from her teachers indicate that although she is generally a hard worker, she is easily distracted. Additionally, she struggles making and maintaining friendships because of her distractibility and high-energy levels.

Paola has been assigned to Helen's second block library and research class. Helen has always been known as a dynamic and successful school librarian, and she easily connects with learners and forms deep bonds and relationships. However, on Paola's first day of class, Helen immediately notices some challenges. All of Helen's usual strategies are falling flat. Paola either stares at Helen with no response, refuses to follow Helen's instructions, or puts her head on the desk and tunes out Helen completely.

In previous conversations with Margot, the district school library director, Helen expressed her desire to be more purposeful in personalizing *everyone's* learning opportunities. She has worked hard to provide student choice and voice, modifying assignments, and offering alternative options. None of these personalized options seem to be appealing to Paola.

Helen is not sure how to move forward, and contacts Margot and her fellow school librarians within the district for help.

Questions for Further Discussion

- What resources might be available to Helen to assist her in meeting Paola's needs, especially as an English language learner?
- How can Margot best support Helen's attempts to personalize learning for Paola?
- What are some ways that Helen might best include Paola in school library activities and learning? Consider the Competencies within the Include framework under the Think Domain for school librarians.

Activity #1: Developing World Experts

Objectives: Design and deliver cross-curricular lessons that heighten awareness of global issues and are supported by the school library collection.

This is a cross-curricular, collaborative activity working with other educators across the curriculum to design and deliver instruction that heightens learner's awareness of global issues and develops global citizens in our communities. The [United Nations \(UN\) Sustainable Development Goals](#) are the centerpiece of the projects stemming from this activity and require learners to research and

familiarize themselves with global terms and other cultures. Established by multiple governments and experts, these goals provide learners with a solid understanding of the complex global challenges we face, while remaining simplistic in humanity and compassion so that they can be explained to learners of any age.

School librarians can start by looking at their physical and digital collections to analyze whether the collections offer current and accurate background information on these global issues while being age appropriate for the learners. Identify other educators to partner with in creating projects based on the UN Sustainable Development Goals, varying your lessons to teach global awareness to different age groups. Consider smaller and more visual projects focusing on one goal from the list to teach global awareness to elementary learners and engaging middle/high school learners with self-selecting three or more goals.

Consider ways to supplement digital access and guidance throughout the project. Collaborating with other educators can ensure the project outcomes align with the state standards or content-area standards as well as the AASL Standards. Some questions to ask yourself and your educator partner when designing lessons include:

- What information and projects are appropriate for the age range of learners?
- How do the UN Sustainable Development Goals apply to the immediate community? Is the same problem local? Statewide? National?
- What solutions can learners come up with to help address sustainable development goals in a local or larger community?
- What is the takeaway on an individual and global scale for the learner and the community?

Ultimately, each project should create school-wide awareness using the goals from the UN.

Other resources to use for a global awareness project include:

- ["World Experts" project template](#)
- [#TeachSDGs website](#)
- [World's Largest Lesson: Global Goals](#)

Activity #2: Diversity in the Community

Objective: Create a survey to learn more about the diversity in your learning community.

Often, learners, school librarians, and other educators are not even aware of the diversity in their school settings. In this activity, the school librarian will develop a clearer picture of the diversity represented in their school through a community survey. The survey results can then be used to impact programming, resource selection, instructional design and delivery, etc.

Before getting started, consider reviewing strategies on effective survey development. The following resources may be useful in getting started:

- [Survey Monkey's Surveys 101 website: 10 Best Practices for Creating Effective Surveys](#)
- [Harvard's "Tip Sheet on Question Wording"](#)
- ["A Three-Step Guide to Developing Effective Surveys" by Mary Lynne Derrington in the Mar/Apr 2009 issue of *Principal*](#)

Then, select a survey tool that meets your needs. Here are some options:

- [Survey Monkey](#)
- [SoGoSurvey](#)
- [TypeForm](#)
- [Google Forms](#)

Once you have designed your survey and selected your tool, create your survey and send it out to your school community. Consider sharing out results with learners, administrators, and other educators, as well as using your findings to inform your planning and decisions regarding arrangement of space, development of programming and instruction, and the purchasing of books, technology, and other resources.

Activity #3: Controversy and Databases

Objective: Explore several databases that can be used with learners for adopting stances on controversial topics.

School librarians are responsible for providing appropriate resources to learners and other educators. Finding library databases that provide resources featuring multiple perspectives on controversial issues can be challenging. Locating appropriate resources is an important skill for school librarians, and teaching learners to locate appropriate resources, often using databases, is part of a school librarian's responsibility.

Locate several resources that provide multiple perspectives on controversial issues.

Some free suggestions include:

- ProCon.org
- [Media Bias/Fact Check](http://MediaBias/FactCheck)
- AllSides.org

Subscription suggestions include:

- [Gale Opposing Viewpoints in Context](http://GaleOpposingViewpointsinContext)
- [Sirs Researcher](http://SirsResearcher)

Select a topic of interest and explore the resources available within the database.

Some suggested topics include:

- Gun control
- Legalizing marijuana
- Immigration reform
- School vouchers

Here are a few suggestions for how to use these resources with learners:

- Appoint learner teams and assign each team to research a particular side of a topic. Have learner teams debate each other.
- Select a topic for the class. Have learners research the topic and choose a side. Hold an open discussion with learners sharing their viewpoints.
- Have learners create a Smore newsletter or website displaying their stance on a particular topic (assigned or self-selected).
- Use Flipgrid or Padlet to have students share their research.



Create

The scenarios and activities in this section are built on the Include Shared Foundation using the Create Domain for school librarians and the following Competencies:

B. Create: School librarians establish opportunities for learners to adjust their awareness of the global learning community by:

1. Providing opportunities for learners to interact with others who reflect a range of perspectives.
2. Devising learning activities that require learners to evaluate a variety of perspectives.
3. Designing opportunities that help learners to illustrate diverse viewpoints.

Scenario: The Balancing Act

Jennifer is in her second year as school librarian at a middle school in a conservative neighborhood of the district. She previously worked as a young adult public librarian for a decade serving a significant LGBTQ+ population. New to a school setting, Jennifer is striving to find the balance of serving all her learners without agitating board members and members of the school's Catholic community. Previously in her public library career, Jennifer was very vocal in advocating for materials and resources for the LGBTQ+ teens she served. Jennifer approaches the school's administration with the idea of creating a list of resources for her LGBTQ+ learners. The administrators are somewhat on board with the idea. However, they insist on not directly labeling the list a "gay resource" but rather a source for "alternative lifestyles" and requiring their approval before sharing with learners.

Jennifer's approach using the Include Shared Foundation

After careful reading of the Include Shared Foundation (School librarians establish opportunities for learners to adjust their awareness of the global learning community (AASL 2018, School Librarian II.B.)), Jennifer decides to

push back against the suggested “alternative lifestyles” title for the list. She also pushes back against the approval requirement, but she suggests inviting the “learning community members to participate in conversation” to ensure the list is diverse, informative, and inclusive (AASL 2018, 82).

Questions for Further Discussion

- How does Jennifer’s approach support inclusion, equity, and privacy?
- How is Jennifer’s decision to push back supported by the AASL Standards?
- What are some LGBTQ+ resources and tools Jennifer can include in the resource list?
- How can Jennifer collaborate with the administration and/or other educators to proceed with the creation of the list?

Activity #1: Promoting Inclusive Titles

Objective: Promote inclusive titles and materials in your collection through book talks.

Book talking diverse and inclusive titles to learners and other educators is invaluable in promoting inclusion and the school library collection. For your book talk choose a book that interest you and is appropriate for your learners. You want your learners to be interested in the book. If you are stumped selecting an inclusive title, refer to YALSA booklists and authors participating in AASL National Conference and School Library Month celebrations. Picking titles that are inclusive and are by diverse authors is exciting. Your book talk should reflect your style—be enthusiastic but don’t change your personality. *Old Man and the Sea* is a classic, but if you don’t like it, your audience will know. This may seem obvious, but make sure you have read the book you are book talking, even if you’re only book talking the beginning of the book. As you prepare for a book talk, take notes as you read and note specific details, such as dialogue and setting, that can add to the book talk. Also, consider book talking with non-fiction titles. Because we want to encourage learners to pick up and read the book, please don’t give away the ending! Don’t shy away from making voices, animating your face, and moving your body to add dimension to your book talk. Book talks are usually 3-5 minutes, but shorten your talk a bit if you’re losing your learners’ attention. You can make book talks even more inclusive by expanding this

activity, inviting learners and other educators to participate. Encourage them to give book talks on their favorite inclusive titles too.

Activity #2: Connecting with the Community

Objective: Build pathways between the school library and the larger community using hashtags.

Encourage learners to responsibly use social media and empower them to contribute to the inclusion conversation through the use of hashtags. This type of microblogging allows learners to participate in discussion and allows a larger community to find and add to the conversation. Curate a list of inclusive hashtags and @tags and share the list on your school library website and in digital literacy classes.

Start by searching and following hashtags that align with terms like include, inclusion, diverse, and diversity. Follow feeds using the hashtags you find. Some popular hashtags include #weneeddiversebooks, #ownvoicesbooks, and #disrupttexts. Encourage learners to follow hashtag feeds, create postings using hashtags, and engage with other learners within those communities.

In addition, school librarians can follow specific hashtags to aid in learning more about the needs of special audiences. For example, if you have autistic learners, following #autism or #spectrum could offer informative posts to help you better understand and serve the needs of those learners.

Additional Tools:

- [AASL Standards Hashtag Bank](#)
- [School Librarians as social media curators](#)

Activity #3: Spreading the Word

Objective: Foster an inclusive culture in the learning community and the larger community through messages of positivity.

Curate examples to share with learners of positivity campaigns or “flash posts” in unconventional locations. Then, help learners facilitate a “flash post” project of medium to large scale spreading messages of positivity within the school.

Ask learners to research and write on Post-it Notes specific book titles, words and definitions, and phrases or quotes that align with inclusivity. Instruct learners to cite their sources on each Post-It Note message. Brainstorm with learners high-traffic areas around the school where the messages can be posted, like the school entrance, bathrooms, library, and cafeteria. For an example of a similar project in a middle school, view the YouTube video “[Harriman Middle School Students Leave Positive Notes for Each Other.](#)”

This project can easily be extended to a larger community. As a next step, invite the entire student body and other educators to contribute Post-It Note messages and collaborate with your city or town council or business bureau to post messages in high-traffic areas around the community. Locations may include grocery stores, gas stations, public libraries, public parks, and churches.



Share

The scenarios and activities in this section are built on the Include Shared Foundation using the Share Domain for school librarians and the following Competencies:

C. Share: School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by:

1. Giving learners opportunities to engage in informed conversation and active debate.
2. Guiding learners to contribute to discussions in which multiple viewpoints.

Scenario: Pronouncing Boundaries

Jennifer is in her second year as school librarian at a middle school in a conservative neighborhood of the district. She previously worked as a young adult public librarian for a decade serving a significant LGBTQ+ population. One day the topic of pronouns came up during one of the digital literacy courses she facilitates. During a breakout session, Jennifer listened as one of the groups discussed political correctness. The conversation got heated between Z, a non-binary student, and another student: Z (who uses they, them, their) argued that respecting pronouns are necessary, while another student claimed that the practice is “dramatic.” Though Jennifer usually encourages debate and considers herself pretty open minded, she admittedly has struggled with using inclusive pronouns and decides to steer the conversation back to the planned lesson.

After class, Z approached Jennifer and said they don’t feel there are enough resources available for learners and educators to address language. Jennifer agreed, recognizing it as an opportunity to share information with the staff and bring awareness to the larger community. Jennifer consults with Z and the GSA to review and curate a list of resources to share with the school community specifically addressing pronouns.

Questions for Further Discussion

- How could Jennifer have facilitated the conversation regarding pronouns instead of steering the conversation back to the initial topic?
- How can Jennifer curate the list of resources with the assistance of LGBTQ+ organizations?
- How can Jennifer present this resource to outside LGBTQ+ organizations to extend the conversation with the community?
- How can Jennifer use this list as a supportive tool for the curriculum? How can the list be incorporated into lesson plans?
- How can the effectiveness of the list be tested? What other resources can be created to supplement this resource?

Activity #1: Inclusive Research

Objective: Educate yourself on pronouns used by learners in the community.

Hold a conversation about recognizing pronouns with a large sample of learners of varied gendered expressions and allow them to share their opinions honestly. If present, extend an invitation to your school's GSA or GLSEN to this conversation. Using their feedback as a temperature of openness regarding inclusivity in the school library, begin synthesizing scholarship on this gender topic for further professional development. Read nonfiction titles on teenage gender identity. Two highly-reviewed examples include *Beyond Magenta: Transgender Teens Speak Out* by Susan Kuklin and *Being Jazz* by Jazmin Jennings. These accounts can help school librarians gain an understanding of the sensitivities that need to be considered when creating and implementing new practices and policies for the school library.

Activity #2: Inclusive Policies

Objective: Create a new inclusion and diversity policy encouraging appropriate pronoun usage.

Using information obtained about pronoun usage in the first activity, create a new gender inclusion and diversity policy protecting and empowering learners and their autonomy. A [model gender diversity policy](#) is available on the GLSEN website. Materials and programming in the school library should be representative and respectful to all identities. This new policy will help school librarians become allies for learners and community leaders addressing issues and creating tangible changes in the learning community. Policy can also support the addition of inclusive resources to the school library collection and development of new services for learners and other educators.

New policy will likely need to be reviewed by administration or others. Be sure to back up your policy with anecdotal data collected from learners in your community, as well as references to AASL Standards and other inclusive national standards and curriculum when presenting your work.

Activity #3: Engage Your Stakeholders

Objective: Share the new diversity policy with the school community.

Equipped with the new policy, promote the changes to learners, educators, staff, and parents. This can be done in many ways, but one effective and easy way is to engage with parents at a “Back to School Night” or at parent-teacher conferences. These events allow you the opportunity to address parents in person who present concerns and questions.

Offer a takeaway piece. Distribute pamphlets to learners, educators, staff, and parents summarizing all school library policies. Please note that you may be met with resistance about your new policy or others, but you are equipped with information that has helped fortify your policies. Be compassionate and listen but be confident! You have learner data and standards to back you up. The school library serves all learners and families, not just the most vocal of those stakeholders.



Grow

The scenarios and activities in this section are built on the Include Shared Foundation using the Grow Domain for school librarians and the following Competencies:

D. Grow: School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by:

1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated.
2. Initiating opportunities that allow learners to demonstrate interests in other perspectives.
3. Showcasing learners’ reflections on their place within the global learning community.

Scenario: After-School Advocacy

Juanita is a library director at a charter school. The charter school has a range of learners with varying learning capabilities and from different economic and cultural backgrounds. Juanita's school library is a central support for her school. As library director, Juanita is able to create policy and best practices for her two school librarians and the school library at large. Ensuring the school library is a safe, recharging space has always been a priority for Juanita, especially during daytime hours. Juanita and her school librarians make an effort to give parents, other educators, and administrators a platform to learn and collaborate, but ultimately her main focus is being a user-friendly space for learners.

The school boasts a strong athletics program, but there seems to be a lack of space to facilitate after-school programs for clubs or tutoring. Juanita sometimes finds herself staying after school, watching as learners scramble to wrap up their daytime tutoring or project work before the end of the school day. Some educators have expressed a need for space dedicated to after-school tutoring. She's also seen learners huddled in random spaces, hallways and stairwells, after school to hold meetings of their student clubs, because they don't have space to meet during or after the school day.

Juanita starts to wonder if the school library could be a space of support for learners beyond the typical school day. The school library has the capacity to be available with an array of resources and services (interactive whiteboards, private rooms, computers). Her principal is hesitant but open to the idea and would like to see data on the necessity of an after-school space, because an extension of hours would require more resources from the school and possible buy-in from the board, administration, and sponsors. In order to establish a need for extended hours in the school library, Juanita decides to gather data using a series of surveys of learners, educators, and parents to assess the best way to provide support. She also collects information from the school administration about supporting programs outside of the average school day.

With that data, Juanita can gain insight on:

- Learners' needs outside of school hours
- How a parent's work schedule or possible economic disparity might affect after-school offerings or tutoring
- The hours the school library can provide supervision

- The homework help needed
- If and when clubs/affinity groups can meet after school
- How the school library can support both academic clubs and projects and social clubs and interactions
- The necessary staffing/support needed for tutoring and after-school programs

With this collected data, Juanita can assess what resources and services and how much space and time the school library would need to provide to meet learners' needs for after school for tutoring, extra homework help, project/research help, and meetings of affinity groups like LGBTQ+ or minority groups with adult supervision. She doesn't want her after-school library initiative to become a simple daycare, but a learning center that extends past school hours and offers both adult supervision and academic/social growth beyond the classroom. The survey for educators can assess what resources are needed to support the after-school program, particularly as it facilitates tutoring in content areas. Is time and space for cross-curricular collaboration between educators an interest? Juanita can collect and use the survey data to inform the administration and sponsors about the need for after-school services, use of the school library beyond daytime hours, monitoring of implemented program quality, and decisions about the allocation of resources.

Questions for Further Discussion

- What additional questions or data might a school librarian add to the survey?
- How can Juanita's survey results help her illustrate the diversity of learner and educator needs after school? Are economic, student life, or academic needs the driving priority for her after-school library program?
- In terms of tutoring, extra help, or additional learning, what resources can the school librarians offer for learners who have different learning needs?
- How can the school librarians ensure that their school library is a safe space for learners seeking academic and social support?
- How would this extended day affect Juanita's limited staff? How might Juanita address these limitations?
- In what other ways can the school librarians offer services beyond the general school day? Consider the Competencies within the Include framework under the Grow Domain for school librarians.

Activity #1: Opening the Library after School

Objective: Begin the initial stages of designing an after-school enrichment initiative in your school library.

Starting an after-school initiative or tutoring/mentoring enrichment program for every learner, regardless of need, can be an arduous task. It is important to create a comprehensive program that utilizes not only the school library space but also effectively reflects and ingrains the school library mission. Before offering the program, school librarians should be clear on the vision and purpose of the program. This will involve program design and management. While every community is different and may not require a detailed design, the following guides and template can help with the start-up.

A start-up template from "[Temple Community Afterschool Program Business Plan](#)" offers a comprehensive look at staffing, facility, technology, and policy.

Below are several more examples of start-up guides:

- ["Impact After School Afterschool Start Up Guide"](#)
- [Utah Afterschool Network's "Start an Afterschool Program" webpage](#)
- ["Library and Afterschool Partnerships: Everybody's Doing It!" article from Starnet Alliance](#)
- ["The Role of the Volunteer Tutor" from Reading Rockets](#)
- SEDL's: ["Afterschool Training Toolkit"](#)
- ["Template for Library Afterschool Initiative or Program"](#)

School librarians should look at and adapt their program to the specific needs of their learner and family population, incorporating all needs.

Activity #2: The Library after School as a Safe Space

Objective: Support affinity and other inclusion-based groups after school by evaluating the school library as a safe space.

Creating safe spaces after school for mentoring or affinity groups should be an important aspect of after-school initiatives. Some student groups may be unable to meet or may feel unsafe meeting during the regular school day. If an affinity

group or mentoring group chooses to meet after school, the school library could be just the place for those groups.

School libraries can offer not only the space but the atmosphere of acceptance and inclusion. Volunteers and staff who interact, mentor, or supervise these groups should understand the value of these groups and the value of a safe space for these groups to meet.

The following resources provide information on how to make the school library a constructive and inclusive place during and after school:

- Afterschool Alliance’s [“Tools to Build On” webpage](#)
- GLSEN’s [“Libraries as Safe Spaces” webpage](#)
- Teaching Tolerance’s [“Toolkit for Making Space”](#)
- Gordon School’s [“Common Ground” webpage](#)

Activity #3: Shaping (After-School) Library Programs and Initiatives

Objective: Use surveys to allow members of the learning community a voice when shaping after-school programs and initiatives.

Surveys can help school librarians understand what type of services and programs are needed and what staffing and hours would work for their community. Surveys open up communication and provide a look into the lives of parent and student needs outside the regular school day. Allowing learners, educators, staff, and parents input can help school librarians shape after-school programs and initiatives.

Surveys can be used to qualify and quantify stakeholders’ needs and expectations. They can also offer school librarians a mirror—it is not always easy to see the effectiveness of the programs you have built. Getting the perspectives of users and third parties can be enlightening. Not every school librarian will need to have a survey to start up an after-school program; however, having a survey will provide plenty of useful information.

Below are some resources and activities school librarians can read to learn about the power of survey building and how to create surveys for students, staff, administration, and parents:

- [“Library Media Program: Surveys” from Annette Lamb and Larry Johnson](#)
- [Wufoo’s “School Library Survey”](#)
- [Library Research Service’s “Library User Survey Templates”](#)

Discuss with your Advisory Group or other educators the 3-5 major qualifiers and quantifiers that should be assessed in your survey. Two of the survey questions should be qualifiers (short essay or choice questions), while others should be quantifying questions (close-ended, calculated questions). After selecting the questions, select two different online survey platforms and build the brief survey, sending the 3-5 questions to 5-10 mock survey takers. After gathering the timed data, look at how the data is formulated or presented to see if which program works best or resents the data in the most useful format for you.



School Libraries

School libraries are the bridge between learners and the greater global community. They provide safe spaces for learners and opportunities for growth both academically and socially. School libraries also provide appropriately diverse collections of print and digital resources to help learners develop into citizens who participate fully in the democratic process. In this section, activities and resources are provided to improve school library diversity initiatives.



Think

The scenarios and activities in this section are built on the Include Shared Foundation using the Think Domain for school libraries and the following Alignments:

A. Think: The school library supports balanced perspectives through resources and learning opportunities by:

1. Providing challenging and authentic opportunities that address the needs of a broad range of learners.
2. Offering diverse learning experiences that allow for individual differences in learners.
3. Providing a comprehensive variety of resources.

Scenario: Using SWOT Analysis for School Libraries

Helen, an elementary school librarian, has been tasked with assessing the overall strength of her school library using data to back up her conclusions. Margot, the district school library director, has directed Helen to use a SWOT analysis to aid in examining the strengths, weaknesses, opportunities, and threats in her work and in the school library. Although Helen is considered one of the best school librarians in the district, she has little experience working with data. She is overwhelmed by the idea of analyzing her entire program and seeks the assistance of Sam, the district's data engineer. Together, they utilize a SWOT grid

to collect data about the district. Helen also uses her library catalog to gather circulation data to help with the project. The results of their work are outlined in Tables 2 and 3 below:

Table 2. Sample Data Collection for School Library and Community Analysis

Community	School (K–6)	City Library
<p>Population: 48,514 89.7% White 5.2% African American 1.2% Asian</p> <p>68.1% own home 31.9% rent home</p> <p>Family household with two parents: 45.9% Male only: 4.5% Female only: 11.6% Non-family household: 32.9%</p> <p>Average income of households: \$52,146 Average income of household with children: \$59,182 12.5% of population lives below the poverty rate</p> <p>4.6 % disabled 21.8% receive assistance (food stamps, etc.</p>	<p>Enrollment: 461 Faculty: 27.59 Ratio: 1 to 16.71</p> <p>Student Make-Up 371 White 50 African American 25 Hispanic 5 Asian 10 Multiracial</p> <p>245 Males 216 Females</p> <p>113 free lunch eligible 13 reduced lunch eligible</p> <p>Overview of Assessment Results <i>Example Data (5th Grade) based on state specific standards</i></p> <ul style="list-style-type: none"> • ELA 79 % meet or exceeds expectations • MATH 63% meet or exceeds expectations • SCIENCE 63% meet or exceeds expectations <p>Attendance Rate: 95%</p>	<p>Patrons: 360,485</p> <p>12 branches</p> <p>19.6 MLS staff 19.6 librarians 213.53 other staff</p> <p>Budget: \$17,965,869</p> <p>Collection</p> <p>Print: 763,686 E-books: 28,031 Audio: 17,209</p> <p>Databases: 104</p> <p>Kids Programs: 2,293 Attendance: 90,740 / year</p>
<p>School Library Statistics Elementary</p>	<p>Budget: \$5,000 Additional Revenue 2017–2018: \$25,615 Total Budget in 2017–2018: \$30,615</p> <p>Collection: 7155 titles Fiction: 48,75 Nonfiction: 2,109 Audio Books: 89 Ebooks: 9</p>	

<p>School Library Statistics Elementary (continued)</p>	<p>Average Reading Levels Lexile: 610 Accelerated: 3.6</p> <p>Average age of book: 2008 Number of books per student: 1 to 17.5 Circulation: 11,693 Databases: Explora and World Book</p> <p>Classifications</p> <table border="1" data-bbox="597 535 810 1220"> <thead> <tr> <th>Dewey</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>000</td> <td>50</td> </tr> <tr> <td>100</td> <td>23</td> </tr> <tr> <td>200</td> <td>11</td> </tr> <tr> <td>300</td> <td>249</td> </tr> <tr> <td>400</td> <td>19</td> </tr> <tr> <td>500</td> <td>650</td> </tr> <tr> <td>600</td> <td>309</td> </tr> <tr> <td>700</td> <td>385</td> </tr> <tr> <td>800</td> <td>94</td> </tr> <tr> <td>900</td> <td>319</td> </tr> </tbody> </table> <p>School Library Programming</p> <ul style="list-style-type: none"> • Events: Reading fair, STEAM night, author vsits, and community read-alouds • Open Access During Recess: 107 students/week • Daily news broadcasts • Makerspace area 	Dewey	Number	000	50	100	23	200	11	300	249	400	19	500	650	600	309	700	385	800	94	900	319	
	Dewey	Number																						
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700	385																							
800	94																							
900	319																							

Table 3. School Library SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Provides access to higher-level reading books by using Playaways. • Added 2,000 new books to the fiction section. • Sponsors a reading fair where learners create a storyboard and are judged. • Sponsors a STEAM night to promote community involvement. • Budget was increased by an additional \$25,000 using school and community resources and grants. • Learners enjoy the makerspace and working in the school library in lieu of going to recess. • Hosts reading events where community members from the mayor to the superintendent read with students. • 2 author visits this year. • Library advisory team is made up of learners to advocate for school library needs. • School library highlights specific groups and holidays each month with book displays. 	<p>Weakness</p> <ul style="list-style-type: none"> • There is a low number of e-books. • 75% of the books in the biography section are about white males in history or science. • Several Dewey classification numbers are very low, including biographies, religion, and language. • There is no collection development policy. • Collection represents current learner make-up. • Number of databases is low. • The website is not user friendly. Users have to search to find information. • Currently users may not log into the catalog from home. • Patrons want more makerspace and higher- tech items in the school library. • Limited collaborative workspace in the school library for learners and staff. • Lack of collaboration with staff. • Lacks consistent lessons regarding research and digital citizenship across the district. • Interlibrary loans are available but not used frequently. • Lack of up-to-date technology. Many of the iPads are older. • Space not conducive for learners with special needs.
<p>Opportunities</p> <ul style="list-style-type: none"> • Increase technology available in the school library. Higher tech in the makerspace area. Teach learners how to use the tech and then give the learners a project to incorporate what they have learned. • Greater collaboration with staff. Next school year learners and staff will be able to log into the catalog from home, which will increase use of the website. • Parents and community members are actively engaged in school library events and willing to provide help. • Use the State Department of Education's push for STEAM activities to request higher-tech items in makerspace. • Use state test scores in science to request additional science materials to increase performance on the state tests. • Continue to apply for grants to increase school library budget. • Work to enable learners to have a county library card, which would give them access to a greater number of resources. 	<p>Threats</p> <ul style="list-style-type: none"> • City library webpage is much easier to navigate and has greater number of resources including databases. • Learners' use of resources in school library is less than what is expected. Learners use outside resources to complete research papers instead of using resources in the school library or on the webpage.

Questions for Further Discussion

- After reading the strengths, weaknesses, and opportunities of the school library, what other threats might be identified?
- When asked about the diversity of her collection, Helen states that the collection represents her population. How should Margot, the district library supervisor, respond to Helen's rationale?
- What should be the highest priority when Helen begins to develop her strategic plan?
- Equity, diversity, and inclusion (EDI) are hugely important topics in today's libraries. How does this SWOT analysis address these topics?
- As Margot reviews the results, she notices that the arrangement of physical space is not addressed in the recommendations and discussion. What might Margot recommend to help Helen better address the physical space in the school library?

Activity #1: Diversity Audit

Objective: Conduct a diversity audit of your collection.

A diversity audit inventories a school library collection based on representation and serves as a guide for improving the collection. "Own Voices" is a phrase that describes books written by authors who represent the characters and lives of their stories. A diversity audit might look for the percentage of "own voices" in the collection. A school librarian auditing his/her collection might also ask if the biography collection includes books that reflect diverse cultures and people. A diversity audit can be done on an entire collection or be done one section at a time. Use the information below to conduct an audit of your collection to determine how diverse your collection is:

- *School Library Journal's* "Diversity Auditing 101: [How to Conduct a Diversity Audit](#)"
- ALA's "[Diversity in Collection Development](#)" web page

Activity #2: SWOT Analysis

Objective: Conduct a SWOT analysis of your school library.

A SWOT analysis is an analysis of the strengths, weaknesses, opportunities, and threats of an organization, program, class, etc. A SWOT analysis is a great tool for school librarians to use for project planning or identifying gaps in programming.

In this suggested activity, complete a SWOT analysis for your school library based on what you know. Find out what you can about the school from the National Center for Education Statistics and any district data you can find of comparable schools. Visit the websites for those schools and see what is available on the website for the school community. Find out what public libraries exist in the area and what their collections/services look like.

Use the information collected to help plan short term and long-term goals and objectives to advance your school library, programming, and services for learners, educators, and parents. Being reflective, think about your opportunities and what might be the next steps in your school library.

The ALA created a [SWOT template](#) that can help organize your thoughts during planning as you consider your school library program's strengths, weaknesses, opportunities, and threats.

Activity #3: Grant Writing

Objective: Write a grant for additional funds.

Grant writing can be a difficult and overwhelming task for even the most prolific wordsmith. School librarians should not shy away from grant writing, especially when it can open doors to opportunities for their school library and professional development. A grant can provide funding and support for adding diverse books to a collection, providing a speaker for your patrons, purchasing necessary technology, or providing professional development that otherwise might be difficult with an already strapped budget.

The first step is finding the right grant for your school library or school library project. The next step is being able to clearly state your intent or objective and showcase your school library as a progressive leader in literacy and education. The ability to convey the needs of your learners and community can be the very thing that gets a grant awarded to your school library. School librarians should also be aware of smaller funding initiatives such as [DonorsChoose](#) and [PledgeCents](#).

The following resources can assist school librarians in getting over the anxiety of grant writing:

Grant-Writing Tips

- American Library Association's ["Writing Grant Applications" webpage](#)
- ["Grant Writing 101: Basics for Programming Libraries" YouTube video](#)
- United for Libraries' ["Getting Grants in Your Community"](#)

Available Grants

- [Grants.gov](#)
- [Laura Bush Foundation for America's Libraries](#)
- AASL's [Inspire Collection Development Grant](#)
- [Scholastic "Grants and Funding" webpage](#)
- [Demco's "Free Library and Education Grants Search" webpage](#)

Small Donations/Gifts

- [DonorsChoose.org](#)
- [PledgeCents.com](#)

Activity

- ["Grant Writing Brainstorm"](#) (derived from [WebJunction's "Winning Library Grants"](#))



Create

The scenarios and activities in this section are built on the Include Shared Foundation using the Create Domain for school libraries and the following Alignments:

B. Create: The school library represents all members and their place in a global learning community by:

1. Establishing and maintaining a collection of reading and information materials in formats that support diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.
2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.
3. Featuring learning opportunities that include diverse viewpoints.

Scenario: Dealing with Book Challenges

Dr. Thomas, a member of the local school district, is a well-connected, concerned citizen of the local community. He has been on the school board for many years, and has always supported a traditional, conservative curriculum. Dr. Thomas has generally pushed for hiring educators who look like the majority of the learners in the district (white, middle class). He believes that the school district, its curriculum, its resources, and its personnel should reflect the values and beliefs of the surrounding community.

A parent approaches Dr. Thomas after a school board meeting and complains about a book that their child brought home from the middle school library. The parent was very concerned that the book's main characters were lesbians and that homosexuality was presented as an acceptable lifestyle. Dr. Thomas agreed with the parent and contacted the superintendent, Dr. Rosenberg. Dr. Rosenberg then approached Margot, the district school library director, about removing all books that reference LGBTQ+ characters in any way.

Margot called a meeting of the three district school librarians, Helen, Noah, and Inez, to discuss the directive. They discovered that there is no book challenge policy currently in place in the school district.

Questions for Further Discussion

- What should Margot do first in the meeting?
- What tools or resources might be available to Margot and the district school librarians to help them handle the situation?
- How might Margot and the school librarians approach the creation of a book challenge policy? Consider the Alignments within the Include framework under the Create Domain for the school library.
- How should Margot handle the directive from the superintendent?

Activity #1: Collection Development

Objective: Create a collection development policy that focuses on diverse books.

A school library collection should reflect the diversity of today's world, not just the local community. In 1990, Rudine Sims Bishop coined the term "windows, mirrors and sliding glass doors" to describe how readers view books (Harris 2007). Before making purchasing or weeding decisions, the school librarian should develop a collection development policy. This policy will help guide the school librarian in the selection of materials for the school library.

Consider involving school library stakeholders when developing a collection development policy. Gather together the members of your school library advisory group or invite a representative each from the learners, educators, parents, and administrators of your learning community to review and comment on your policy. Looking at the policy from multiple perspectives will make it relevant and useful for all parties.

Before writing a collection development policy, explore the following resources:

- [ALA's "Selection and Reconsideration Policy Toolkit for Public, School, and Academic Libraries"](#)
- [We Need Diverse Books website](#)
- [Lee and Low Books Blog](#)
- [School Library Journal article "Can Diverse Books Save Us?" by Kathy Ishizuka](#)

Here is an [example of a collection development policy](#) from St. Catherine's School in Richmond, Virginia.

After the policy is written, share it with all stakeholders: learners, parents, educators, administrators, and members of the community to facilitate transparency.

Activity #2: Book Challenges

Objective: Create a book challenge process.

It is not uncommon for parents or community organizations to insist that the school library remove a book from its collection based on an objection to its content. Doing so is a form of censorship and violates the rights of readers. In order to protect readers, school libraries should have a book challenge policy in place. This policy should be posted on the school library website.

Familiarize yourself with the book challenge policies of other school libraries. Examine the websites of other libraries to find example policies, access your state library association, or network with other school librarians. Create a book challenge process that meets the needs of your school's population.

Resources to review when developing a book challenge policy include:

- [National Council of Teacher of English's "The Students' Right to Read"](#)
- [ALA's "Interpretation of the Library Bill of Rights"](#)
- ALA's ["Schools and Minors' Rights"](#)
- ALA's ["Challenge Support"](#)
- ALA's ["Formal Reconsideration"](#)

School librarians may wish to use ALA's ["Sample Request for Reconsideration of Library Resources"](#) as a starting point. Figure 1 illustrates a book challenge form from St. Catherine's School in Richmond, VA.

Figure 1. Request for Reconsideration of Library Materials Form

Please return this form to the [director of library services and innovative research]. The information it contains will be shared with other faculty and administrators as needed for review.

Name	Date
Address	City, State Zip
Phone Number	Email
If a parent, please indicate your child's name	Child's grade
If representing a specific organization, please indicate	
Title of Material	
Author of Material	
Is it a <input type="checkbox"/> Book <input type="checkbox"/> DVD <input type="checkbox"/> Magazine <input type="checkbox"/> Newspaper <input type="checkbox"/> Library Program	
<input type="checkbox"/> from an electronic database. If database, which one? _____	
What brought this resource to your attention?	
Did you read/view/listen to the entire work or a portion of it?	
<input type="checkbox"/> Entire Work <input type="checkbox"/> Portion	
What specific pages or section(s) illustrate your concerns?	

Activity #3: Banned Books

Objective: Facilitate and share lesson plans that incorporate banned books.

Instances of banning books are cropping up all the time, and school libraries must protect the rights of all learners to access reading materials of their choice. Characters in many of the banned books are often from groups that inclusion seeks to protect. Each year [Banned Books Week](#), the annual celebration of the Freedom to Read and the Banned Books Week Coalition, is celebrated at the end of September, but it is the job of the school librarian to work against censorship all year long.

Design a lesson plan that puts the spotlight on banned books. Also, consider using a tool such as [HyperDocs](#) to curate lesson plans in an easily accessible form and continue to grow this resource by inviting other school librarians and educators to contribute.

Some resources to investigate:

- Freedom to Read's [Banned Books Week website](#)
- [ALA's "Banned & Challenged Books"](#)
- National Council of Teachers of English and International Literacy Association's [ReadWriteThink blog post "Get Ready to Celebrate Banned Books Week!"](#)
- [National Coalition Against Censorship's "NCAC's Book Censorship Action Kit"](#)



Share

The scenarios and activities in this section are built on the Include Shared Foundation using the Share Domain for school libraries and the following Alignments:

C. Share: The school library facilitates opportunities to experience diverse ideas by:

1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services.
2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social and linguistic needs of all learners and their communities.
3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.

Scenario: Building Inclusive Spaces for Learners

George is a self-contained special education teacher in an elementary school. His class consists of three students. Two of his students, Kane and Charlotte, are in wheelchairs, and the third, Paul, lives with Autism Spectrum Disorder and can be overstimulated by sensory input. At the beginning of the year, George talks with Helen, the elementary school librarian, about co-teaching in his classroom for the first quarter rather than bringing the learners to the school library space. Helen creates lessons for George's learners and teaches in his room.

At the end of the first quarter, George decides his class is ready to "push-in" with the general education class. The library paraprofessional brings Paul, Kane, and Charlotte to the school library with their assigned general education class. Kane and Charlotte are soon frustrated because their wheelchairs are unable to fit between the bookshelves. In addition, the bookshelves are too high for them to be able to browse the collection. And, when working with groups, the table arrangement prevents Kane and Charlotte from collaborating with other learners.

During library class period, Paul begins self-soothing by running up and down the aisles and tracing the spines of books with his finger.

George raises concerns with Helen about the learners' behaviors and the limited library space.

Questions for Further Discussions

- How should Helen respond to George?
- What responsibility does Helen have to adjust the space for three students?
- How should Helen react to Paul's self-soothing behaviors?
- How might school librarians address the physical space in their libraries to represent all members in their community?

Activity #1: One School, One Book

Objective: Sponsor a One School, One Book initiative.

One way to engage learners and stimulate discussion is to hold a One School, One Book event. There are many variations of this idea, but the key element is to put a book, or several different books, in the hands of learners and follow up with school-wide activities and discussions. Embracing a book that focuses either directly or indirectly on a topic of inclusion helps raise awareness and builds empathy in the school community.

One School, One Book can be adopted by a school at any level. To get started, it is helpful to form a committee of various stakeholders (learners, educators, staff, administration, families, and community members). Selecting a theme for the event is important, allowing the school librarian and committee to then choose a primary book while offering several alternate reads of a similar topic to provide greater accessibility for learners. Funding is another aspect for the committee to consider. In addition, the committee should determine whether the reading will take place in school, at home, or during the summer. The committee should develop a list of school-wide events that could be used to celebrate the reading, such as assemblies, family night, or an author visit.

One resource is the [One School, One Book](#) website from Read to Them. Katherine Sokolowski, a middle-school teacher, shares a detailed presentation on how to [create a community-wide reading initiative](#) on her blog *Read. Write. Reflect.*

The One School, One Book idea can be expanded upon by establishing a community-wide read in conjunction with the public library and local bookstores.

This [checklist](#) (Figure 2) can help you get started on planning your own school-wide book event.

Figure 2. School-wide Book Event Checklist CREATED BY BETH RAFF

TASK	IDEAS	PERSON/COMMITTEE ASSIGNMENT	TIMELINE	BUDGET
Form a committee of stakeholders (teachers, students, parents, administration community members)				
Investigate events held in your area or One School, One Book website				
Select a theme - Make sure you are meeting the needs of your school community				
Select a book (or a number of books) - consider access issues - paperback, audio versions				
Obtain funding - consider PTA, local businesses, GoFundMe, grants from your school district or outside sources				
Partnerships - public library, community groups				
Reading Schedule - will this be done over the summer, in school, at home, or a combination?				
Speakers or Assemblies - Is the author available in person or via Skype?				
Launching the Event - How will this kick off? Ways to build excitement?				
In - School Events / Reading Spirit Days				
Publicity - What will you use to spread the word? Social media accounts? PTA newsletter? School/district website?				
Evaluation - How will you measure success? Obtain feedback for future events?				

Activity #2: Courting Community Partnerships

Objective: Learn how to connect your school library with local businesses and community partners for resources and support.

School libraries are in excellent positions to collaborate with partners and sponsors, both locally and nationally. From collection development to tutoring to book talks, partnerships can help school libraries address a variety of their learners' needs and learning experiences, close gaps by providing needed resources, and expose learners to diverse viewpoints. The potential benefits for the learners, educators, and parents are exponential. Though financial support usually drives the need for partnerships and sponsorships, school libraries can also find valuable connections that are essential to meeting community needs, such as space, volunteers, and advertising.

Businesses want to be seen as a valuable member of the community that serves the greater community, so partnerships with school libraries can be a mutually beneficial arrangement. Local partnerships can strengthen school libraries by providing opportunities to authenticate learning and can provide an immediate effect on the betterment of the community by introducing and putting learners to work on local needs.

School libraries can develop ways to create collaborative relationships with local and national organizations for the positive progression of their school and learners. Check out the following resources for ways to get started:

- [Library Strategies' "Securing Sponsorships for Your Library Program"](#)
- [TechSoup for Libraries' "Compatible Library Partners Chart"](#)
- *American Libraries* January 2017 article ["Partnerships Beyond Four Walls"](#)
- ["Partnership Matchmaker"](#)

Activity #3: Student Advisory Boards

Objective: Create a student advisory board.

Student advisory boards allow learners a voice in decisions within a school library. The potential benefits for the learners include developing leadership abilities and connecting with other learners that they wouldn't ordinarily work with to make decisions about programs offered, collection acquisitions, and the physical design of the library.

Check out these resources to start a student advisory board in your school library:

- *Knowledge Quest* Sept/Oct 2013 article [“First Steps with an Advisory Library Team”](#)
- *Knowledge Quest* October 2016 blog post [“Voice and Choice: Student Library Advisory Team”](#)



Grow

The scenarios and activities in this section are built on the Include Shared Foundation using the Grow Domain for school libraries and the following Alignments:

D. Grow: The school library builds empathy and equity within the global learning community by:

1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software.
2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success.
3. Clearly and frequently articulating the school library's impact when communicating with the administration, faculty, staff, learners, parents, and the community.

Scenario: Understanding EDI

Patty is a parent and a strong advocate for her child. She's very involved in the parent group, as well as many community groups in the neighborhood. Raising three kids isn't easy for Patty, since she immigrated to the United States only five years ago; however, she has a strong network of family that helps her with the children and is equally interested in her children's education, only one of which is currently in school. In fact, not only does she look to the school to provide her child with a nurturing and progressive learning environment, she also looks to the school for education for herself.

In one of the parent group meetings, the topic of "inclusive terms and language" came up. Patty listened as some parents advocated for school policy to be updated with inclusive language to create a more diverse and equitable environment for the children. While Patty certainly believes in diversity and inclusion, she wasn't familiar with the terms the group wanted to adopt. English is not Patty's first language (along with some other parents), so how can they understand what the inclusive terms mean? Patty was not the only parent who was confused. Many of the parents seemed hesitant because they weren't sure what some of the language meant and how the terms pertained to their families. Patty wondered how the language applied to her and did the terms mean the same for everyone else as they meant for her. Before voting to adopt such an action, Patty wanted to clearly define and understand the terms of the inclusive language the school was seeking to adopt. However, Patty didn't know where to start.

After the meeting, Patty approached a school administrator about her questions. She wasn't the only parent to have such questions. The school administrator wondered about the best way to define and agree to the terms that would go into the updated school policy. The school also had to account for the fact that its student and parent populations included many ESL families. The school administrator pondered how the school would find proper terms and translations of the terms. Where would the school find credible sources that could define these terms? How can the school vet the sources and keep them updated? Educators were already bogged down with lessons, and the front office was preparing for testing. This was bigger than one department and would require research in order to provide the information in a scholarly way so that the parents could review and adopt the terms and the school's EDI policy could evolve.

Questions for Further Discussion

- How could the school librarian partner in this task as a part of the school library's EDI initiative and make information open and accessible to the larger community?
- How can the school librarian use technology as a mechanism for diversity and inclusion? How can the school librarian use social media or more scholarly learning platforms to reach more people than just learners and educators?
- What resources are considered trusted and vetted resources for such loaded terms when creating a word bank of inclusive language? Does this language pass the currency and accuracy test?
- In what ways can the school library be a community partner and collaborate with other participants in this effort to make information accessible to Patty and other parents, community members, faculty, and learners? Consider the Alignments within the Include framework under the Grow Domain for the school library.

Activity #1: Community Input—Defining EDI

Objective: Participate in a community-based understanding of equity, diversity, and inclusive language.

An inclusive language lexicon or guidelines for your school can provide common language and understanding when using equity, diversity, and inclusive terms. These terms extend to the language used in daily verbal communication. Having a shared vocabulary can prevent incidents of insensitivity and confusion when communicating about cultural differences, and it prevents excluding or offending any group of people (based on their ability/disability, age, ethnicity and race, gender, gender identity, and sexual orientation, etc.).

Creating a lexicon or guidelines is a collective effort between learners, parents, educators, staff, and the administration. By using the lexicons below or creating your own, the school community can begin to understand inclusive terms and use the language appropriately. Any document you created by your community should be categorized as a “living” document, as terms may change with time. The lexicon can be housed on a Libguide, the school library website, or another school web page accessible by the community.

Review the following resources for help creating a lexicon of EDI terms:

- [Durham District School Board-Inclusive language lexicon or guidelines \(pronouns, sexuality, race, cultural, disability\)](#)
- [Youth and Gender Media Project: website](#)
- [“EDI Vocabulary Activity”](#)

Activity #2: Be(ing) (A)ware of Bias

Objective: Explore and confront individual bias and privilege with personal and professional reflection in order to move beyond pre-determined ideas and better serve the school community.

Most often, people are not aware of their own biases and privilege. Some educators struggle with their own understanding of diversity and inclusion, as well as their own racial, ethnic, and class identities and how these identities affect their teaching. School libraries provide access to information and a safe space to confront these biases and learn more. If school librarians and other educators want to develop learners to be global and cultural leaders, then we must lead by example.

Educators and community members can work in groups or individually to identify bias/privilege. Possible tools include “[privilege beads](#)” or a “privilege walk” (see Learners Think Activity #4). School librarians can help facilitate conversations in the school library. As a more confidential alternative, provide a link to a short online quiz (e.g. from Teaching Tolerance: [Testing Yourself for Hidden Bias](#)) that educators and community members can take in private. Ultimately, the goal is a personal and professional reflection for growth.

The following resources can help with this activity:

- [Tolerance.org’s “Writing for Change”](#)
- [USC Suzanne Dworak-Peck School of Social Work’s “The MSW@USC Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege”](#)

Activity #3: Universal Design

Objective: Expand inclusion efforts to those with different capabilities by utilizing universal design, web accessibility, and other tools.

Even in our efforts to be inclusive, educators may neglect to include learners with different or limited capabilities. Most inclusivity conversations focus on race, gender, and sometimes class, all of which are extremely important. But all too often, the plights of those with limited capabilities fall through the cracks of these conversations. Disability, for example, crosses racial, gender, sexuality, class, and nationality boundaries. In order to create an inclusive environment inside and outside of the school library, provide opportunities and learning experiences about lesser-discussed groups.

Educators can develop a district-wide professional development or a parent session on lesser-discussed inclusion groups through a series of simulations and discussions about web accessibility and universal design.

Below are some resources to help in the development of this professional development:

- Tech & Learning's ["Checklist for Inclusive Tweeting" webpage](#)
- Disabilities, Opportunities, Internetworking and Technology's ["Equal Access: Universal Design of Libraries" webpage](#)
- September/October 2017 *Knowledge Quest* article ["Universal Design for Learning and School Libraries" by David E. Robinson](#)
- WebAIM's ["Dyslexia Simulation" webpage](#)
- [Web Accessibility Evaluation Tool website](#)

Activity #4: Evaluating EDI Speakers

Objective: Discern and evaluate guest EDI speakers/authors in order to have a strong and resilient outreach effort.

School libraries get excited about inviting potential scholars, speakers, and authors to engage with learners and the community at large. By bringing authentic, cultural, and global partners to share their stories and experiences with

the community, schools demonstrate a commitment to equity, diversity, and inclusion. Providing a range of global and cultural viewpoints can lead to positive community engagement, with continued dialogue. Therefore, it is important to pursue EDI speakers/authors from all walks of life and experience.

In order to host a strong speakership or book talk, there should be a pre-evaluation and post evaluation of the speakers/authors that have been invited to the community. This will both enhance the experience for attendees and provide necessary feedback for the school librarian. In order to ensure speakers resonate with the goals of your learners or community, a pre-evaluation and careful selection of speakers are necessary.

The resources listed below can help educators and partners create an evaluation process for potential EDI speakers, authors, and other collaborative partners:

- [ALA EDI Speakers Bureau](#)
- [TED Talk diversity in schools speakers](#)
- [EDI Speaker/Author Pre-Evaluation form](#)

Works Cited

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Appendix

- A. AASL Standards Framework Applied with Developing Inclusive Learners and Citizens
- B. Developing Inclusive Learners and Citizens Infographic



AASL Standards Framework Applied to Developing Inclusive Learners and Citizens

Developing Inclusive Learners and Citizens, an activity guide developed by the 2019 ALA Emerging Leaders, uses the *National School Library Standards* and the Shared Foundation of Include as a lens to support professional development and instruction around seeking balanced perspectives, global learning, empathy, tolerance, and equity. Use this framework application as a secondary table of contents to navigate to relevant scenarios, activities, and resources. To access the complete resource guide, visit www.ala.org/aasl/advocacy/tools/toolkits.

NATIONAL
SCHOOL
LIBRARY
STANDARDS

Domain	LEARNER SCENARIOS AND ACTIVITIES	SCHOOL LIBRARIAN SCENARIOS AND ACTIVITIES	SCHOOL LIBRARY SCENARIOS AND ACTIVITIES	Domain
THINK	<p>Scenario: Who Is Telling the Stories of Refugees?</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Reading without Walls: Learners read diverse books. Creating a Discerning Attitude: Learners look at multiple viewpoints on a topic. Understanding Equity: Learners better understand various groups' struggle for equity. 	<p>Scenario: Personalizing Learning</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Developing World Experts: Design and deliver cross-curricular lessons that heighten awareness of global issues and are supported by the school library collection. Diversity in the Community: Create a survey to learn more about the diversity in your learning community. Controversy and Databases: Explore several databases that can be used with learners for adopting stances on controversial topics. 	<p>Scenario: Using SWOT Analysis for School Libraries</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Diversity Audit: Conduct a diversity audit of your collection. SWOT Analysis: Conduct a SWOT analysis of your school library. Grant Writing: Write a grant for additional funds. 	THINK
CREATE	<p>Scenario: Creating a GSA</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Creating Newscasts: Learners write a newscast that includes profiles of diverse peoples for the day's announcements. Refugee Experiences: Learners create a poster depicting a pivotal moment in the journey of a refugee child and/or an immigrant child. Self-Identity Web: Learners use self-reflection to make connections about their own identity and associations with groups. 	<p>Scenario: The Balancing Act</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Promoting Inclusive Titles: Promote inclusive titles and materials in your collection through book talks. Connecting with the Community: Build pathways between the school library and the larger community using hashtags. Spreading the Word: Foster an inclusive culture in the learning community and the larger community through messages of positivity. 	<p>Scenario: Dealing with Book Challenges</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Collection Development: Create a collection development policy that focuses on diverse books. Book Challenges: Create a book challenge process. Banned Books: Facilitate and share lesson plans that incorporate banned books. 	CREATE
SHARE	<p>Scenario: The December Dilemma</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Women in Social Media: Learners create and debate social media profiles of women who have made significant contributions toward change in the world. Podcasting in Multiple Perspectives: Learners create a podcast that demonstrates multiple sides of a topic of interest. 	<p>Scenario: Pronouncing Boundaries</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Inclusive Research: Educate yourself on pronouns used by learners in the community. Inclusive Policies: Create a new inclusion and diversity policy encouraging appropriate pronoun usage. Engage Your Stakeholders: Share the new diversity policy with the school community. 	<p>Scenario: Building Inclusive Spaces for Learners</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> One School, One Book: Sponsor a One School, One Book initiative. Courting Community Partnerships: Learn how to connect your school library with local businesses and community partners for resources and support. Student Advisory Boards: Create a student advisory board. 	SHARE
GROW	<p>Scenario: Bullying in Schools</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Libraries as Safe Spaces: Learners describe what makes a library a safe space for them. Student Blogging: Learners set up a blog to reflect on a topic of interest regarding inclusion. Conversations about Safe School Culture: Learners create an advisory group for the purpose of making programming recommendations to improve school culture. 	<p>Scenario: After-School Advocacy</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Opening the Library after School: Begin the initial stages of designing an after-school enrichment initiative in your school library. The Library after School as a Safe Space: Support affinity and other inclusion-based groups after school by evaluating the school library as a safe space. Shaping (After-School) Library Programs and Initiatives: Use surveys to allow members of the learning community a voice when shaping after-school programs and initiatives. 	<p>Scenario: Understanding EDI</p> <p>ACTIVITIES</p> <ol style="list-style-type: none"> Community Input—Defining EDI: Participate in a community-based understanding of equity, diversity, and inclusive language. Be(ing) (A)ware of Bias: Explore bias and privilege with reflection to move beyond pre-determined ideas and better serve the community. Universal Design: Expand inclusion efforts to those with different capabilities by using universal design, web accessibility, other tools. Evaluating EDI Speakers: Discern and evaluate guest EDI speakers/authors in order to have a strong, resilient outreach effort. 	GROW



Developing Inclusive Learners and Citizens

This infographic highlights the scenarios, activities, and resources contained in *Developing Inclusive Learners and Citizens*, an activity guide developed by the 2019 ALA Emerging Leaders team sponsored by AASL. Visit www.ala.org/aasl/advocacy/tools/toolkits.

NATIONAL
SCHOOL
LIBRARY
STANDARDS



“The library card is a passport to wonders and miracles, glimpses into other lives, religions, experiences, the hopes and dreams and strivings of ALL human beings, and it is this passport that opens our eyes and hearts to the world beyond our front doors, that is one of our best hopes against tyranny, xenophobia, hopelessness, despair, anarchy, and ignorance.”¹ ~Libba Bray

MULTIPLE PERSPECTIVES



Flexible thinking **leads to innovation, creativity, and diplomacy**. In school, however, students settle into a rigid, “one right answer” mindset. **New perspectives challenge assumptions** about right and wrong.²

Books are sometimes WINDOWS, offering views of worlds that may be real or imagined, familiar or strange. **These windows are also SLIDING GLASS DOORS**, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, **a window can also be a MIRROR**.³

~Rudine Sims Bishop, 1990



What is Read Woke? It’s a feeling. A form of education. A call to action, and our right as lifelong learners. **Arming yourself with the knowledge to protect your rights. Learning about others, so you treat all with respect and dignity.**⁴ ~Cicely Lewis, founder, Read Woke Challenge

DIVERSE COLLECTIONS

Of the **3320 children’s books published** in the US in 2018, the number of **books about minority groups** more than doubled in the last three years.¹¹

- African Americans
- American Indians
- Asian American Pacific Islanders
- Latinx

2018
28.5%
2015
14%



68% of libraries **purchased books with more diverse characters** in the last year.¹²

81% of librarians say that it is **VERY IMPORTANT** to have **diverse points of view** in the library collection.¹²

Less than half of LGBTQ high school and **20%** of LGBTQ middle school learners report having **access to LGBTQ-related library materials** at school.¹³

SAFE SPACES

A school library operates as a **safe space** where individual curiosity, creativity, and an orientation toward learning are **encouraged and supported** and where **students can explore** diverse topics, even controversial topics, in **privacy and safety**.⁸



What type of environment are you creating in your school library?⁹

- Do your library rules **include respect for all visitors** and are those rules posted where everyone can see them?
- Do you display books and hang posters with **diverse faces and families**?
- Are your library **accommodations safe and accessible for all patrons**, including learners with disabilities?

70% of school librarians tackle the topics of **cyberbullying, harassment, and stalking behavior** at school.¹⁰

INSTRUCTIONAL COLLABORATION



Administrators who make the best use of their school library and its rich collection **set expectations for collaboration among teachers and librarians**.⁵

1.6% fewer learners tested at a **below basic reading level** when they have a **FULL-TIME SCHOOL LIBRARIAN**. The **difference is even greater** for:

- Black students (**5.5%**)
- Latino students (**5.2%**)
- Students with disabilities (**4.6%**)⁵



COMMUNITY PARTNERSHIPS

26,000 local chapters of PTAs, and thousands of PTOs, serve more than **17.M students in 50 states**—a valuable and immediate partner with school libraries.⁶

81% of parents say a major reason **SCHOOL LIBRARIES ARE IMPORTANT** is that libraries provide their children with **information and resources not available at home**.⁷



Find infographic sources listed under Works Cited in the *Developing Inclusive Learners and Citizens Activity Guide*. Visit www.ala.org/aasl/advocacy/tools/toolkits.

American Association
of School Librarians
TRANSFORMING LEARNING

