ADDITIONAL RESOURCES

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INTRODUCTION

Below are two children's booklists that address a variety of themes raised by *Something Happened in Our Park: Standing Together After Gun Violence*. Booklist A contains books related to poverty, resilience, violence prevention, and community empowerment. Booklist B contains books related to overcoming anxiety.

Some of the books in Booklist A relate to poverty in the U.S. and internationally. Others focus on children's resilience, sometimes in response to violence. Other books relate to community empowerment efforts. These books expose children to a range of challenges, often faced disproportionately by families of color. For children facing similar obstacles, these stories may help them feel seen and provide hope. For more advantaged children, these stories may help them develop empathy for children in less privileged circumstances.

However, it is critical to balance stories of overcoming social challenges with stories about families of color going about everyday life and celebrating joy in their lives. Otherwise, children may develop a stereotyped notion that most families of color are poor or only engaged in fighting injustice.

Booklists that include multicultural books related to everyday life, as well as overcoming racial injustice can be found at:

1) African American Literature Book Club (https://aalbc.com/books/children.php)
2) Brown Bookshelf (https://thebrownbookshelf.com/)
3) Bura Pelpre (http://www.ala.org/alsc/awardsgrants/bookmedia/belpremedal)
4) Children's Book Council: Anti-Racist Resources (https://www.cbcbooks.org/readers/reader-resources/anti-racist-resources/)
5) Coretta Scott King books (http://www.ala.org/rt/emiert/cskbookawards)
6) Diverse Book Finder (https://diversebookfinder.org/books/)
7) Embrace Race (https://www.embracerace.org/resources/childrens-books-featuring-kids-of-color-being-themselves-because-thats-enough)
8) Latinx in Kid Lit (https://latinosinkidlit.com/)
9) We Need Diverse Books: Resources for Race, Equity, Anti-Racism, and Inclusion (http://diversebooks.org/resources-for-race-equity-and-inclusion/)

BOOKLIST A: POVERTY, RESILIENCE, VIOLENCE PREVENTION, AND COMMUNITY EMPOWERMENT

Beaty, A. (2019). *Sofia Valdez, future prez* (D. Roberts, Illus.). Abrams Books for Young Readers.

This delightful rhyming book celebrates Sofia's efforts to turn a landfill into a city park.

Bildner, P. (2015). *Marvelous Cornelius: Hurricane Katrina and the spirit of New Orleans* (J. Parra, Illus.). Chronicle Books LLC.

Cornelius is a charismatic garbage collector, presented with dignity in this story with lots of New Orleans local color. Neighbors work together to clean up and rebuild after Hurricane Katrina.

Brown, T. F. (2010). *Around our way on neighbors' day* (C. Riley-Webb, Illus.). Harry N. Abrams.

This book celebrates the diversity of a close-knit Caribbean neighborhood, encouraging readers to develop pride8 in their communities.

Bunting, E. (2017). *Yard sale* (L. Castillo, Illus.). Candlewick Press.

This poignant story will resonate with children facing economic challenges. Callie's family has to sell many of their belongings, but they recognize that relationships are what's truly important in making a home.

Campoy, F. K. & Hªowell, T. (2016). *Maybe something beautiful: How art transformed a neighborhood* (R. Lopez, Illus.). HMH Books.

Mira and her diverse community come together to liven up the town and deepen their relationships. Based on the true story of the Urban Art Trail in San Diego, this book suggests how art can inspire transformation.

Celano, M., Collins, M., & Hazzard, A. (2018). *Something happened in our town: A child's story about racial injustice* (J. Zivoin, Illus.). Magination Press.

Two children, one White and one Black, learn about racial injustice in the aftermath of a shooting of an unarmed Black man.

Chamberlin, M. & Chamberlin, R. (2006) *Mama Panya's pancakes: A village tale from Kenya* (J. Cairns, Illus.). Barefoot Books.

An outgoing child invites many friends to his mother's pancake dinner and fears she will not have enough food. This tale celebrates generosity and reciprocity as ways to build community.

Coyle, B. (2016). *Who let the dog in?* (J. Oliver, Illus.). Flowerpot Press.

Written by a school resource officer, this humorous tale introduces the importance of not letting strangers into school, including dogs. The book is appropriate for young children and sets the stage for additional discussion of school safety rules and procedures. A read-aloud is available for free on the Hoopla app.

Gorman, A. (2021). *Change sings: A children's anthem* (L. Long, Illus). Penguin Young Readers Group.

Presidential inaugural poet Amanda Gorman presents a musical journey that inspires children to make changes in their communities.

Langston-George, R.A. (2015). *For the right to learn: Malala Yousafzai's story* (J. R. Bock, Illus.). Capstone.

A Pakistani girl publically advocates for girls' education, even in the face of threats and violence from the Taliban (suitable for older children).

Harris, M. (2020). *Kamala and Maya's big idea* (A. Ramirez Gonzalez, Illus.). Balzer & Bray, an imprint of Harper Collins.

Kamala and Maya energize neighbors and build a playground in their apartment courtyard. This is a true story from the childhood of Kamala Harris, vice-president of the U.S.

Hillery, T. (2020). *Harlem grown: How one big idea transformed a neighborhood* (J. Hartland, Illus.). Simon & Schuster.

This picture book tells the true story of how a community nurtured itself by establishing an urban farm on an abandoned lot across from a public school.

Hood, S. (2016). *Ada's violin: The story of the recycled orchestra of Paraguay* (S. W. Comport, Illus.). Simon & Schuster Books for Young Readers.

Impoverished children in Paraguay gain a sense of pride and possibility from participating in an orchestra, playing instruments made from recycled trash.

King III, M.L. (2013). *My daddy, Dr. Martin Luther King Jr*. (A. G. Ford, Illus.). HarperCollins Publishers.

Martin Luther King Jr.'s son narrates stories from his childhood, including his family's rejection of toy guns as they embrace nonviolence as a guiding principle.

Kittinger, J. (2012). *The house on Dirty Third street* (T. Gonzales, Illus.). Peachtree Publishing Company.

A girl and her mother are helped by neighbors as they transform a run-down house into a welcoming home.

Lindstrom, C. (2020). *We are water protectors* (M. Goade, Illus.). Roaring Brook Press.

When a black snake threatens to poison her people's water, an Indigenous child takes a stand to defend Earth's sacred resource.

McGhee, H. (2017). *Come with me* (P. Lemaitre, Illus.). Penguin Young Readers Group.

A girl wonders what she can do to make the world a better place. Her parents support her in living life with bravery, kindness and an open heart.

McKissack, P. (2019). *What is given from the heart* (A. Harrison, Illus.). Schwartz & Wade, imprint of Random House Children's Books.

A boy and his mother in difficult economic circumstances give from their hearts to help another mother and child who have lost everything in a fire.

Milway, K.S. (2012). *Mimi's village: And how basic healthcare transformed it* (E. Fernandes, Illus.). Kids Can Press.

African villagers work together to build and fund a health clinic.

Milway, K.S. (2020). *One hen: How one small loan made a big difference* (E. Fernandes, Illus.). Kids Can Press.

Kojo, a boy from Ghana, gets a small loan to buy a hen and eventually builds a chicken farm which employs many villagers. This inspirational story helps older children understand basic economic principles and exposes children to life in developing countries.

Mulford, Z. (2019). *The president sang Amazing Grace* (J. Scher, Illus.). Cameron Kids.

This book honors the victims of the 2015 shooting at an African-American church in Charleston. An animated video with Joan Baez singing the text is also available at https://www.youtube.com/watch?v=m9iYBifsOPI.

Roberts, J. & Casap, J. (2018), *On our street: Our first talk about poverty* (J. Heinrichs, Illus.). Orca Book Publishers.

This nonfiction picture book introduces the topics of poverty and homelessness to young readers.

Sauer, T. (2022). Mary had a little plan (V. Brantley-Newton, Illus.). Union Square Kids.

Rhyming text describes how Mary rallies neighbors and friends to convert an abandoned lot into a beautiful, welcoming garden.

Singh, R. (2020). *111 Trees: How One Village Celebrates the Birth of Every Girl (M. Ferrer, Illus.).* Kids Can Press Ltd.

Based on a true story, a boy in India proposes a plan to heal the land from irresponsible mining while also honoring girls born in his village.

Smothers, E.F. (2003). *The hard-times jar* (J. Holyfield, Illus.). Farrar, Straus and Giroux.

Emma works hard to help her migrant farm family. She is also excited about the library books in her new school, where she is the only non-white child.

Tamaki, J. (2020). *Our little kitchen*. Abrams.

A crew of neighbors prepares a meal for their community in a joyfully chaotic kitchen. This book celebrates full bellies and looking out for each other.

Thompson, L. A. (2015). *Emmanuel's dream: The true story of Emmanuel Ofosa Yeboah* (S. Qualls, Illus.). Random House Children's Books.

A disabled child works hard to support his family after his parents' deaths. He rides a bicycle around Ghana to promote acceptance of others with physical challenges.

Wyeth, S.D. (2002). *Something beautiful* (C. K. Soentpiet, Illus.). Dragonfly Books.

A girl living in a poor neighborhood finds beauty in the experiences of friends and neighbors and most importantly, in herself.

BOOKLIST B: OVERCOMING ANXIETY

Adelman, H. (2020). *Way past worried* (S. de la Prada, Illus.). Whitman, Albert & Company.

Brock is anxious about being accepted at his friend's superhero party. He learns to manage his worry in this relatable tale for younger children.

DiLorenzo, B. (2022). *One Thursday Afternoon*. Flyaway Books.

Ava feels overwhelmed after a lockdown drill at school. Her grandfather's creativity and companionship help Ava realize that although the world can be scary, it is still a beautiful place.

Holmes, M. (2000). *A terrible thing happened* (C. Pillo, Illus.). Magination Press, an imprint of the American Psychological Association.

Sherman displays a variety of anxiety symptoms after witnessing something traumatic, but learns to cope with the help of an empathic listener.

Huebner, D. (2005). *What to do when you worry too much: A kid's guide to overcoming anxiety* (B. Matthews, Illus.). Magination Press.

This self-help book with humorous illustrations helps children (ages 6 +) and their parents utilize cognitive-behavioral techniques to reduce anxiety.

Percival, T. (2019). *Ruby finds a worry*. Bloomsbury USA

Ruby's Worry (charmingly illustrated as a yellow squiggle with a furrowed brow) starts growing at an alarming rate. But confiding in a friend, who also has a Worry, helps make Ruby's Worry manageable so she can get back to having fun.

Santat, D. (2017). *After the fall: How Humpty Dumpty got back up again*. Roaring Brook Press, an imprint of Macmillan Publishers.

Children will be fascinated to see how Humpty Dumpty overcomes his fear of high places and intrigued by the surprise ending of this re-imagined classic.

Shuman, C. (2003). *Jenny is scared!: When sad things happen in the world* (C. Pillo, Illus.). Magination Press.

This book explains children's reactions to terrorism and other violent events on the news, encouraging open communication in the family.

Toner, J. (2021). *What to do when the news scares you: A kid's guide to understanding current events* (J. McDonnell, Illus.). Magination Press.

This workbook helps children (ages 6+) put scary news (e.g., about violence, climate change, a disease outbreak) into perspective and helps them cope with understandable anxiety.

RESOURCES FOR ADULTS

FOR CAREGIVERS: STRESS MANAGEMENT FOR YOURSELF AND YOUR CHILDREN

Stress management for adults

American Psychological Association RESilience Project. (2019). *Racial stress and self-care: Parent tip tool*. https://www.apa.org/res/parent-resources

Coping with ongoing racism can have physical, emotional, and spiritual effects which can impact parenting. This handout offers many strategies to help parents mitigate racial stress and practice self-care.

National Child Traumatic Stress Network (2012). *Connecting with others: For adults.* https://www.nctsn.org/sites/default/files/resources//pfa_for_schools_connecting_with_others_for_adults.pdf

Seeking support from others is one helpful stress management strategy. This handout provides tips for giving and receiving social support.

National Child Traumatic Stress Network. (2020). *Coping in Hard Times: Fact Sheet*. https://www.nctsn.org/sites/default/files/resources/fact-sheet/coping_in_hard_times_parents.pdf

This tip sheet provides ideas for coping when your family is facing economic stress.

Helping children manage stress

Center for the Study of Traumatic Stress. (2014). *Restoring a sense of safety in the aftermath of a mass shooting: Tips for parents and professionals*. https://www.nctsn.org/sites/default/files/resources//restoring_safety_aftermath_of_mass_shooting_for_parents.pdf

This resource helps parents communicate effectively with children who have questions and concerns after shootings.

National Child Traumatic Stress Network. (2008). *Understanding child traumatic stress: A guide for parents*. https://www.nctsn.org/sites/default/files/resources//understanding_child_traumatic_stress_guide_for_parents.pdf

This handout helps parents understand how children may show stress in their behaviors and how parents can help their children at home and school.

Sesame Workshop. *Violence*. Retrieved 4/16/23 from Violence - Sesame Workshop.

This website contains free resources to help support parents and young children dealing with community violence. Resources for parents and children include videos, digital storybooks, and printable handouts.

GUN SAFETY RECOMMENDATIONS

The references below present information on why guns in the home pose safety risks for children and teens, especially if they are not stored safely. These resources provide detailed information on safe storage practices and how to educate children about gun safety. Recommendations are also provided on how to respectfully assess safety practices when your child is visiting others' homes.

Everytown for Gun Safety. (n.d.) Unload, lock, and separate: Secure storage practices to reduce gun violence. https://everytownresearch.org/report/unload-lock-and-separate-secure-storage-practices-to-reduce-gun-violence/

Project Child Safe. (n.d.) *Parents & gun owners*. https://projectchildsafe.org/parents-and-gun-owners/

Schaechter, J. (2018). *Guns in the home*. American Academy of Pediatrics. https://www.healthychildren.org/English/safety-prevention/at-home/Pages/Handguns-in-the-Home.aspx.

GUN VIOLENCE PREVENTION

These materials provide additional information about gun violence and how to talk to children about this issue. In addition, community resources for gun violence prevention are included.

Bates, L. (2023, Feb 27). *Conversations about gun violence, disinformation and extremism*. Learning for Justice. Retrieved 6/9/2023 from Conversations About Gun Violence, Disinformation and Extremism | Learning for Justice

This article discusses how to appropriately challenge harmful narratives about masculinity and white supremacy that underly some gun violence incidents.

Cities United. Retrieved 8/27/23 from Cities United | Safe, Healthy, and Hopeful Communities

This advocacy organization takes a holistic public health approach to reducing gun violence and creating better lives for Black families and communities.

Community Justice. https://communityjustice.squarespace.com

This organization focuses on ending gun violence in communities of color. Community Justice centers the voices of individuals impacted by gun violence and includes a focus on gender-based violence, often a precursor to gun violence. An affiliate organization, Community Justice Action Fund, advocates for funding for gun violence prevention programs.

Cox, J. W. (2021). *Children under fire: An American crisis*. HarperCollins.

An acclaimed journalist weaves the personal stories of Ava and Tyshaun into a powerful account of the effects of gun violence on our nation's children.

Cure Violence Global. Retrieved 9/27/2023 from https://cvg.org/

This organization provides information about this community-based violence prevention model which has been utilized and evaluated in multiple locations.

Gerwirtz, A. (2020). *When the world feels like a scary place: Essential conversations for anxious parents and worried kids.* Workman Publishing.

This unique book helps parents learn to manage their own anxiety and coach their children in emotional regulation. The psychologist author provides guidance on conversations about violence, natural disasters, climate change, technology, social justice, our divided society, COVID, and parental deployment.

National Child Traumatic Stress Network. (2023). *I don't know how to address worries about my child's safety at school.* Video webinar available at (nctsn.org) https://www.nctsn.org/resources/i-dont-know-how-to-address-worries-about-my-childs-safety-at-school

White House Office of Gun Violence Prevention

On Sept. 21, 2023, President Biden established the first-ever executive office focused on gun violence prevention. This office will implement and expand on key executive and legislative actions such as the Bipartisan Safer Communities Act of 2022. In the future, information about office initiatives should be available online.

ADDITIONAL RESOURCES FOR EDUCATORS

Poverty, racist policies, limited access to mental health care, and the prevalence of guns in the U.S. have all contributed to elevated levels of gun violence. Providing children with historical and contextual information can help them better understand the root causes of some community violence (e.g. race-based wealth disparities). Below we list general resources to support teachers in providing anti-bias and anti-racist education to students across all ages.

Croteau, J. (2020, June 9). 21 Anti-racism videos to share with kids. We Are Teachers. Retrieved 8/29/23 from https://www.weareteachers.com/anti-racism-videos/

This collection of short videos includes instructional videos for teachers and students, several read-alouds of children's books, and links/references for other video resources.

Derman-Sparks, L. & Edwards, J.O., with Goins, K. (2020). *Anti-bias education for young children and ourselves (2nd Edition). Washington, DC: National Association for Education of Young Children.*

Facing History and Ourselves. (2017). https://www.facinghistory.org

This organization provides resources for individual educators as well as broader school systems. These resources help children understand the connection between current events and our history of racial injustice. The organization aims to create ethical and equitable school communities committed to social justice.

Kay, Matthew R. (2018). *Not light, but fire: How to lead meaningful race conversations in the classroom*. Portsmouth, NH: Stenhouse Publishers.

A teacher provides practical strategies to facilitate meaningful, productive conversations about race in the classroom.

Learning for Justice. Retrieved 8/29/23 from https://www.learningforjustice.org

Sponsored by the Southern Poverty Law Center, Learning for Justice provides lesson plans and professional development resources for educators to support them in teaching honest history and addressing injustice.

National Association of School Psychologists (NASP). (2017). *Social justice*. https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice

This website provides social justice resource lists, lesson plans, and podcasts.

National Child Traumatic Stress Network, Justice Consortium, Schools Committee, and Culture Consortium. (2017). *Addressing race and trauma in the classroom: A resource for educators.* National Center for Child Traumatic Stress. http://www.nctsn.org/sites/default/files/assets/pdfs/addressing_race_and_trauma_in_the_classroom_educators.pdf

Payne, R., & Ralli, J. (2018). Discussing race with young kids: First steps. *School Library Journal.* https://www.slj.com/?detailStory=discussing-race-with-young-kids-first-steps

This brief article captures why it is important for librarians to facilitate race-related discussions when reading with children. A resource list offers practical examples about how to do this skillfully.

Williams, J. (2020). *Empowering educators: A guidebook on race and racism.* First Book. First Book & Pizza Hut: Empowering Educators to Have Conversations with Students about Race

This guidebook resulted from a collaboration between First Book and Pizza Hut. It is designed to help educators and students "engage in effective, courageous conversations about race and social justice." Also available on the website are videos which provide insights and support for educators leading anti-racist classroom conversations.

REFERENCES FOR READER'S NOTE: COMMUNITY EMPOWERMENT AND GUN VIOLENCE PREVENTION

The references below provided background information for the *Reader's Note* which accompanied *Something Happened in Our Park*. They may be helpful starting points for adults seeking additional information about the incidence, causes, and impact of community gun violence. Some references also provide information on strategies and specific programs which have been used to reduce gun violence in communities across the U.S.

Incidence of Gun Violence

Balko, R. (2020, June 10). *There's overwhelming evidence that the criminal justice system is racist. Here's the proof.* Washington Post. There's racial bias in our police systems. Here's the overwhelming proof. - Washington Post

Centers for Disease Control and Prevention. *National Center for Injury Prevention and Control, Web-based Injury Statistics Query and Reporting System (WISQARS) Fatal Injury Reports. Data reflects a five-year average (2014 to 2018) of gun deaths by intent (homicide and legal intervention).* https://webappa.cdc.gov/sasweb/ncipc/mortrate.html

Finkelhor, D., Turner, H. A., Shattuck, A., & Hamby, S.L. (2015). Prevalence of childhood exposure to violence, crime, and abuse: Results from the National Survey of Children's Exposure to Violence. *JAMA Pediatrics, 169*(8), 746-754.

Hanks, A., Solomon, D., & Weller, C.E. (2018). *Systematic inequality: How America's structural racism helped create the black-white wealth gap*. Center for American Progress. https://www.americanprogress.org/issues/race/reports/2018/02/21/447051/systematic-inequality/

Levanthal, J.M., Gaither, J.R., & Sege, R. (2014). Hospitalizations due to firearm injuries in children and adolescents. *Pediatrics, 133*(2), 219-225.

Pratt, T. & Cullen, F. (2005). Assessing macro-level predictors and theories of crime: A meta-analysis. *Crime and Justice, 32*, 373-450.

Impact of Gun Violence

Bergen-Cico, D., Lane, S.D., & Keefe, R.H. (2018). Community gun violence as a social determinant of elementary school achievement. *Social Work in Public Health, 33(7-8)*, 439-448.

Everytown for Gun Safety. (2023 update). *The impact of school safety drills for active shootings*. https://everytownresearch.org/school-safety-drills/

Fowler, P.J., Tompsett, C.J., Braciszewski, J.M., Jacques-Tiura, A.J., & Baltes, B.B. (2009). Community violence: A meta-analysis on the effect of exposure and mental health outcomes of children and adolescents. *Development and Psychopathology, 21*(1), 227-59.

Gaylord-Harden, N., Barbarin, O, Tolan, P.H., & Murry, V.M. (2018). Understanding development of African American boys: Moving from risks to positive youth development. *American Psychologist, 73*(16), 754-767.

Molnar, B.E., Gortmaker, S.L., Bull, FC., & Buka, S.L. (2004). Unsafe to play? Neighborhood disorder and lack of safety predict reduced physical activity among urban children and adolescents. *American Journal of Health Promotion, 18*(5), 378-86.

Sharkey, P. (2010). The acute effect of local homicides on children's cognitive performance. *Proceedings of the National Academy of Sciences of the Unites States of America, 107*(26), 11733-11738. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2900647/

Guns in the Home

Cunningham, R., Walton, M., & Carter, P. (2018). The major causes of death in children and adolescents in the United States. *New England Journal of Medicine, 379* (25), 2468-2475.

Grossman, D.C., Mueller, B.A., Riedy, C. et al. (2005). Gun storage practices and risk of youth suicide and unintentional firearm injuries. *Journal of the American Medical Association, 293*(6), 707-714.

Community Strategies to Reduce Gun Violence

Abt, T. & Winship, C. (2016). *What works in reducing community violence: A meta-review and field study for the Northern Triangle*. US Agency for International Development. https://www.usaid.gov/sites/default/files/USAID-2016-What-Works-in-Reducing-Community-Violence-Final-Report.pdf

American Academy of Pediatrics. (2012). *Firearm-related injuries affecting the pediatric population: Policy statement*. https://pediatrics.aappublications.org/content/pediatrics/130/5/e1416.full.pdf

American Psychological Association. (2013). *Gun violence: Prediction, prevention, and policy.* https://www.apa.org/pubs/info/reports/gun-violence-report.pdf

Chandler, A. (2017). *Interventions for reducing violence and its consequences for young black males.* Cities United. https://gallery.mailchimp.com/a26fd55f7374a0e3b8a5a6f99/files/5b0af200-e9d1-45de-a315-6bfa354bcccd/Interventions_for_Reducing_Violence_and_its_Consequences_for_Young_Black_Males_in_America_August_2017reduced.pdf

Everytown for Gun Safety. *Solutions*. Retrieved 9/26/23 from https://www.everytown.org/solutions/

Everytown Research and Policy. (2022 update). *Community-led public safety strategies.* https://everytownresearch.org/report/community-led-public-safety-strategies/

My Brother's Keeper Alliance. *Communities we're serving.* Retrieved 9/26/23 from https://www.obama.org/my-brothers-keeper-alliance/about/communities-were-serving/

President's Task Force on 21st Century Policing. (2015). *Final report of the President's Task Force on 21st Century Policing*. Office of Community Oriented Policing Services. https://cops.usdoj.gov/pdf/taskforce/taskforce_finalreport.pdf