Great Stories Club: “Imagining Tomorrow”

Theme Facilitation Workshop
Agenda

- Quick updates and reminders from ALA
- Overview of theme, titles, and modeling discussion questions with Ebony
- Best practices from “Imagining Tomorrow” project advisors Emily and Llyr
- Modeling discussion and facilitation in breakout rooms
Zoom Etiquette

Please stay muted until Q&A and Breakout room portions of the workshop!

Use the chat to share ideas, links, or questions for each other or the presenters.
How to Rename Yourself in Zoom
More Zoom Notes

- Tech issues or questions? Let us know in the chat and Brian Russell or Em Gallaugher will assist you

- Breakout Rooms - 2:20 - 2:50 PM Central
  - Raise hand or type name in breakout room chat to indicate that you’d like to speak

- First half of the webinar will be recorded, breakout rooms will not be recorded
Some Updates and Reminders

- Some book orders are still in process, please allow additional time
  - Reach out to Em Gallaugher (egallaugher@ala.org) if you have not received all of your requested titles by September 1

- Grant payments have all been sent
  - Reach out to Em if you have not received your payment

- Reporting and grant requirements
  - Watch 15 minute asynchronous webinar before beginning programming
Introductions

Llyr Heller

Young Adult Librarian II, Teen’Scape, Los Angeles Public Library
Introductions

Emily Mazzoni

Young Adult Librarian
Monroe Township Public Library
New Jersey
Introductions

Ebony Elizabeth Thomas
Associate Professor of Education, University of Michigan
Imagining Tomorrow asks “How can we imagine and dream of our shared futures together, alongside each other, in order to create better tomorrows?” These stories point toward the ways that we might build shared futures while acknowledging the lessons of our origin stories. The texts in Imagining Tomorrow demonstrate the power that future dreaming has for transforming our world.
Imagining Tomorrow (as a 1990s teen)
Imagining Tomorrow (as a 2020s teen)

"APG hosts STEM in Scouting-Oct. 22, 2022" by Aberdeen Proving Ground is licensed under CC BY 2.0. To view a copy of this license, visit https://creativecommons.org/licenses/by/2.0/?
Barriers to Imagining Tomorrow

Questions to ask as we imagine tomorrow:

1. What is your origin story?
2. How do you heal yourself?
3. Describe/Imagine a world where you are loved, safe, and valued.

Teens are leading the way! They are shaping inclusive futures today.
Environmental and Climate Justice
Mental Health Care Advocacy
An End to Gun Violence

MARCH FOR OUR LIVES

ALA American Library Association
Gender and Sexuality Justice
Racial Justice
“When I started writing about dreams for the first book [ The Marrow Thieves ] I learned about the science behind them, oneirology, the study of dreams. We really can’t process our thoughts without that secondary layer of dreams — I hadn’t realized that. We literally need that safe space within ourselves to be able to process life. What a great metaphor for holding onto hope.”

–Cherie Dimaline in The Horn Book
Imagining Indigenous Tomorrows
General Question to Discuss

- What kind of future did you explore as you read *The Marrow Thieves*?
  - Is it diverse, with characters reflecting differences in race and ethnicity (or species!), gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective?
  - Is it equitable, with characters working actively to challenge and respond to bias, harassment, and discrimination in that future, and provide equal opportunities?

- How does this future world compare to what we see in our world today?
The climate emergency has devastated the future world of The Marrow Thieves. Much like in our present, severe weather is a reality. What are some of the effects that the climate and weather have on the characters’ lives? Is there a difference between the climate experiences of the Indigenous characters and those who are non-Indigenous? How does this reflect environmental and climate disparities and differences that we see today? How does this future world compare to what we see in our world today?
Best Practices: In Person

- First sessions: Ground rules, sense of ownership
- Have the teens have buy-in as much as possible
- Safe space, location (outside/inside)
- Snacks, if possible
Controversial topics for teens & parents

- Read the room/attendants
- Parents can opt out
- Trigger warnings: Teens can skip parts
- Brave Space:
Best Practices: Online or hybrid

- Be flexible
- Manage conflict
- Online tips
Best Practices: Online or hybrid Cont.

- Taking turns.
- Vocal vs. Quiet
- How to consume title: e-book, physical, audio? Other languages?
- Don’t be afraid of silence
- Community partner?
- What’s next?
Programming

- Vocal versus Quiet - Revisited
- Hybrid Programming
- Buy-in - Revisited
Programming

Upcycle & Break the Code

● Relating to book.
● Materials, length and budget
● Preparation
● Roll out the program
Extra Programming in your back pocket

- Musical playlists
- Storyboard a scene
- Write about a moment in the book from an unknown or side character
- Collages
- Geographic Investigation
Transition to Breakout Rooms

- 2:20 - 2:50 PM Central

- You will be automatically assigned to a breakout room with either Llyr or Emily
  - Ebony will float between rooms to answer questions

- Please turn your cameras on and type your name in chat to be called on to speak
In the present day, there are many from all walks of life who do not believe that diversity is important, or that equity is possible. In this book, which scenes describe and/or demonstrate how inclusive future worlds might be like? Are different perspectives present? Are there scenes where differences among characters are welcomed and celebrated? Toward the end of the story, does the protagonist and/or other characters feel a sense of belonging and inclusion in the world they exist in or have helped to create? What possibilities exist in our world so that everyone?
In our world, youth activism has led the fight for environmental justice during our climate emergency. In the world of The Marrow Thieves, as in Indigenous communities all over the world today, the knowledge and presences of elders is respected and honored. What kinds of scenes between different generations do we see in Frenchie’s future world? Do we see multiple generations working together on climate justice today?
In each of the futures found in these books, there are dangerous ideas that people in the society find to be more than their world can bear.

What kind of ideas might these be? How does the protagonist wrestle with these ideas and their society’s stance toward them?

Is there such a thing as a dangerous idea? How do we balance everyone being included and having a voice with ideas that some people may see as dangerous—both now and in the future?
The author, Cherie Dimaline, wrote the book in memory of residential schools, which were a horrific crime against Indigenous people. Residential schools were intended to erase their cultures and in many cases, led to abuse and murder of children and teens. This has led to lasting trauma for generations. Dimaline stated in an interview that she wanted readers to come away with the strong conviction that this should never happen to anyone again. What scenes in The Marrow Thieves give you that impression? How can we build inclusive futures where such atrocities are unthinkable? What would it take?
Thank you!

Continue the discussion in the ALA Connect Group

Questions? Get in touch!

Em Gallaughер
ega llau gher@ala.org, 312-280-5057

Brian Russell
brussell@ala.org, 312-280-5298