

F is for Fair

JOY



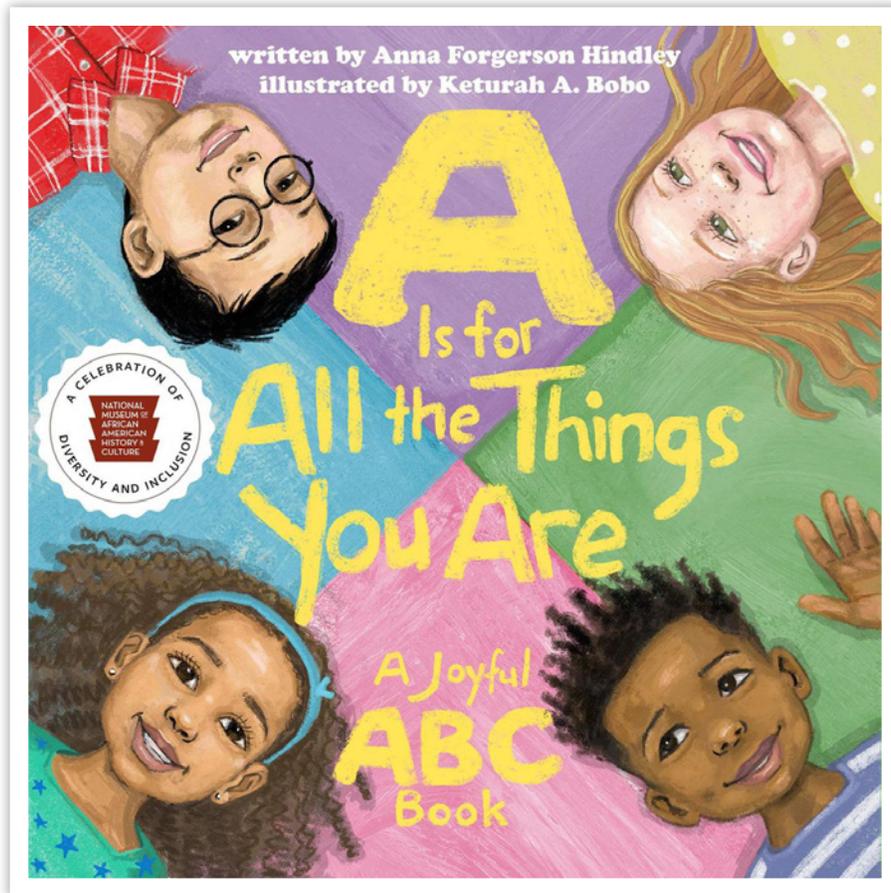
FULL

A NMAAHC KIDS ABCs ACTIVITY BOOK

INFANT AND TODDLER EDITION

Brought to you by the National Museum of African American History and Culture Early Childhood Education Initiative.
Inspired by the children's book, A is for All The Things You Are: A Joyful ABC Book written by Anna Forgeron Hindley
and illustrated by Keturah A. Bobo, ©2018 Art by Keturah Ariel LLC.

Funded by the W.K. Kellogg Foundation.



A is for All the Things You Are was written to affirm our children and empower them to see themselves as many things at once – daring and loving, creative and just, amazing and zany – and everything in between. The book offers wonderful opportunities for conversations with children to build their vocabularies, strengthen their sense of self and deepen their joy in and acceptance of human diversity. The illustrations allow them to see not only themselves but others in the same positive light as well. By seeing positive images of children of different colors, genders, abilities, classes, and other social identities, we nurture the child’s comfort and joy in human diversity so deep caring connections can be made across humanity.

Each activity booklet offers suggestions of how to begin the lifelong work of having a positive sense of self and others with your infant or toddler, how to support their language development and how to build the foundations of literacy.

A Is for All the Things You Are: A Joyful ABC Book
© 2018 Art by Keturah Ariel LLC (artwork)
© 2018 Smithsonian Institution (text)

F is for Fair

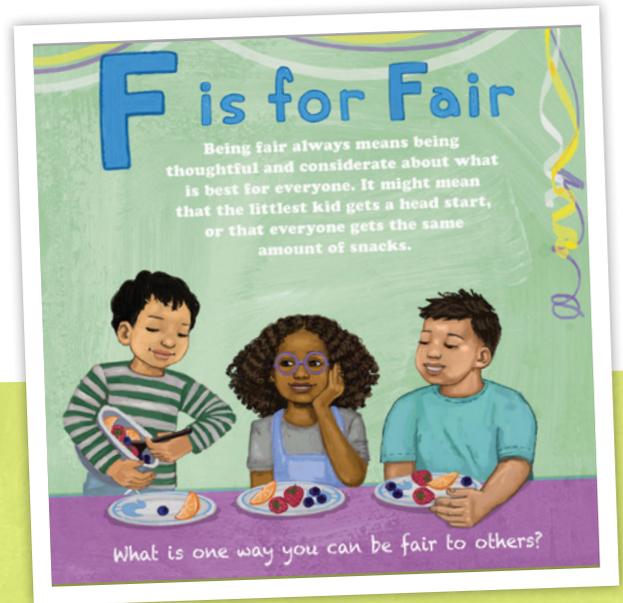
Being fair always means being thoughtful and considerate about what is best for everyone. It might mean that the littlest kid gets a head start, or that everyone gets the same amount of snacks.

What is one way you can be fair to others?

Fairness is a pretty sophisticated idea. It requires knowing one's own needs and desires and simultaneously thinking about the needs of others. But at the heart of "fair" is the idea of reciprocity – *there are my needs and wants, there are your needs and wants, and we are in this together.* The roots of this understanding start when our babies and toddlers learn to trust that there are people who will respond to their cues and take care of their physical, emotional and cognitive needs.

This basic trust – the realization that when they send out cues people respond – supports a little one's capacity to respond in turn. The nursing baby stops, looks up at the mother's face and smiles. The 10 month little one laughs gleefully at peek-a-boo and a few months later initiates the game on their own. The toddler clings to a favorite toy and won't let go but when hearing a baby cry, brings a toy to put into the baby's hands.

Fairness is not a matter of everyone getting the same thing or being treated in exactly the same way. It is about each person having the ability to know and ask for what they need and those needs being met by another human being. This is how little ones learn to recognize they are part of the human family. This is how they begin to love. Every time adults read little ones' cues and respond, we are modeling what will become fairness. And bit by bit, little ones learn to give back that which has been given.



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What You'll Need:

The following supplies are suggested for the experiences in this booklet.

- Markers and crayons
- Paper



EXPLORE

Discover everyday ways to explore this week's theme and support your child's emerging voice and ability to self-advocate.

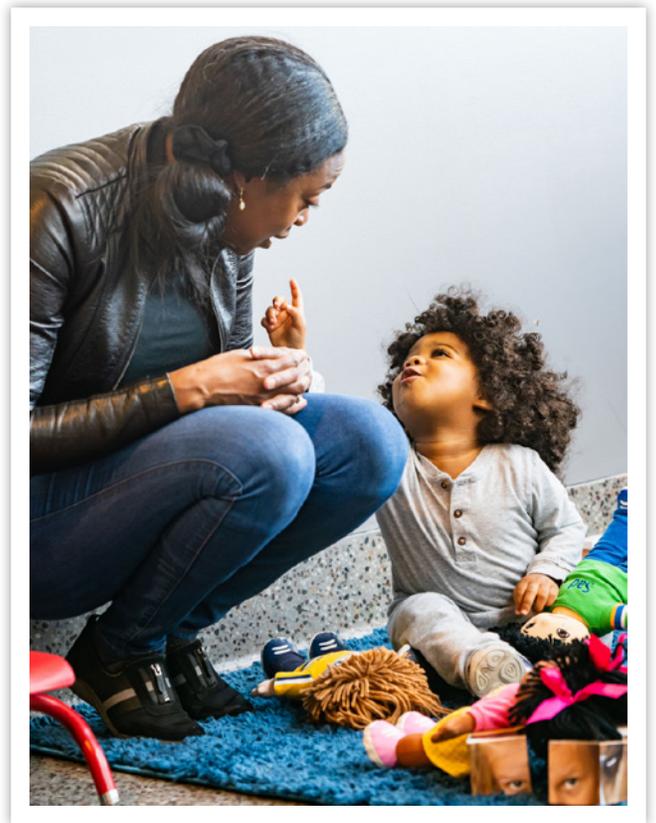
Supporting Self-Advocacy

From infancy to adulthood, we are constantly advocating for our personal needs and for fairness. Though our moments of self-advocacy change from simple situations to increasingly complex circumstances, our thoughts and feelings matter and it's important that we find ways to communicate them.

As infants and toddlers, we use sounds to tell our caregivers: *I need food!* As children, we tell classmates: *It's my turn!* As teens, we tell the world: *I'm worthy!* And as adults, we tell our community, our coworkers, our governments: *I matter!*

When we respond to our child's messages about who they are and what they want, we model what will become reciprocal relationships and fairness. To better nurture your infant or toddler's ability to advocate for themselves, find daily ways to increase their understanding of their voice's power:

- Provide an array of playful items or toys, varying in colors, textures and sizes. Let them pick which to play with! What are they drawn to?
- Acknowledge early language and narrate what you believe they are trying to communicate.
- Lovingly copy the sounds or movements your child makes to show them that they are heard and seen.

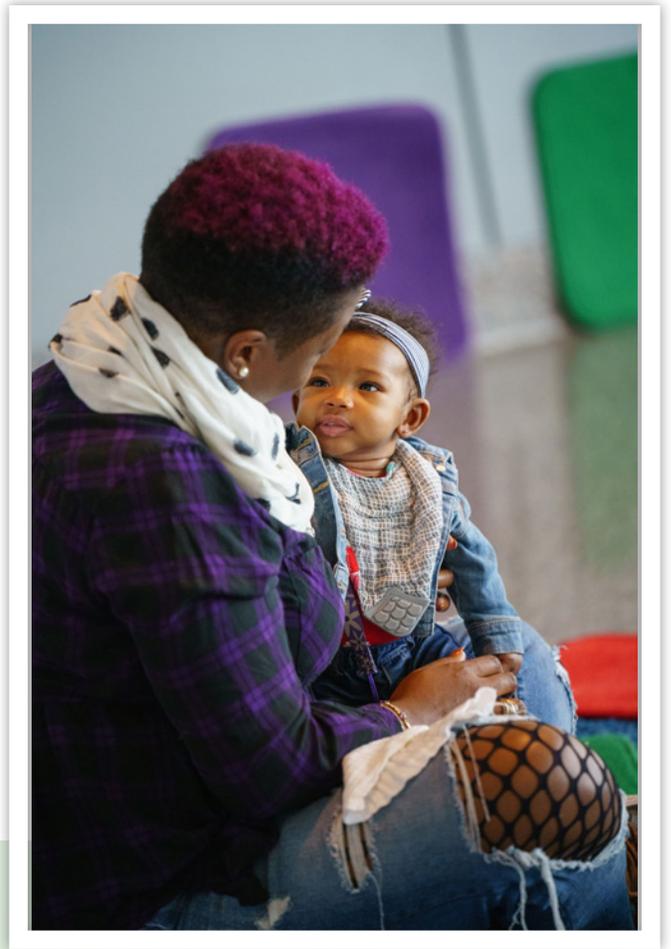


EXPLORE

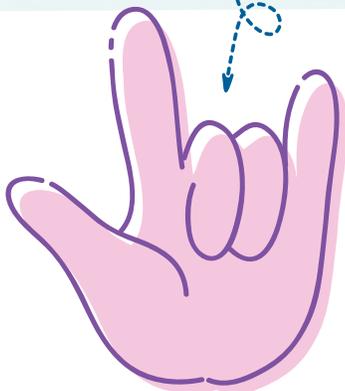
Communication - including observing, listening and responding - are keys to fairness and reciprocity. Support your child's communication with the practice below.

Using Signs to Speak

Before babies and toddlers have words, they often begin to use gestures or head movements to express themselves - like shaking their head no, waving hello or clapping their hands in excitement. Introducing sign language to your child at an early age allows them to understand what you are saying and begin communicating with caregivers sooner than they have the spoken vocabulary to do so.



- Learn more about infant and toddler language development and how and when to introduce sign language with [What To Expect](#).
- Share a book like *My First Signs* by Annie Kubler to learn common signs for little ones like *hungry*, *more* and *all done*.
- As you play or cuddle, tell your little one you love them today by sharing this sign!



This is the American Sign Language sign for "I love you."



EXPLORE

In early childhood, children learn best through doing! To explore this week's theme, try the experience below with your toddler.

Self-Advocacy in Art Making



Spring — Delightful Flower Bed by Alma Thomas

In attempts to help little ones learn to create in ways that “make sense” or are aesthetically pleasing to a typical adult standard, sometimes educators and caregivers can take away children’s opportunities to advocate for themselves and create in their own unique way. We tend to hand them the red crayon for coloring an apple, or orange, yellow and brown paint for a family member’s autumn-themed card when they may be saying, with their reach or their gaze, “*That hot pink crayon looks fun!*” or “*I’d really love to play with green paint!*”

Try this: Place a large piece of paper on a big, flat surface (like kitchen floor tiles) and secure it with tape. Put out crayons and markers of all colors too. Invite your child to begin making marks on the paper by modeling a few simple lines or dots. Then, watch the colorful magic begin! Narrate what they have done to demonstrate how the two of you are sharing the experience.

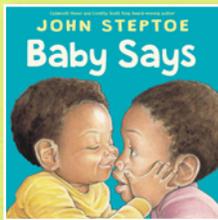
Each time your little one reaches for a marker or crayon, they are saying, “*I choose this!*” and they are putting into practice the important skill of self-advocacy that they’ll continue to use as they grow and grow!

EXPLORE MORE

Continue learning with your little one using these recommended resources:

Books

Check out the books below to discover and introduce the many ways that infants and toddlers can self-advocate and communicate with their caregivers.



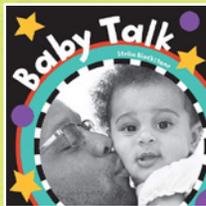
Baby Says

by John Steptoe



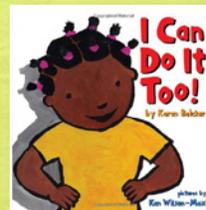
Baby Babble

by Katherine Graham,
illustrated by Nicola Smith



Baby Talk

by Stella Blackstone



I Can Do It Too!

by Karen Baicker,
illustrated by Ken Wilson-Max

Tip:

Use your favorite search engine to find read-aloud videos online!

Online Resources

Learn to support your child's ability to understand fairness, emotions and how to speak up for themselves.

★ [Tips on Learning to Talk - Zero to Three](#)
Find age-appropriate ways to support your little one's language development.

★ [First Feelings: The Foundation of Healthy Development, Starting from Birth - Zero to Three](#)
Learn more about how infants and toddlers express emotions and provide cues and how you can respond.

★ [Rocking and Rolling. Reflection: The First Step for Addressing Bias in Infant and Toddler Programs - NAEYC](#)
Examining our own biases, whether at home or in the classroom, is essential in modeling fairness for our little ones.

CONNECT

A Guide for Families and Caregivers

Why do these experiences matter?

A child's identity is both internally constructed and externally imposed. They learn who they are and how they are valued from the words and actions of others and from the way they do or don't make sense of those messages. Their beloved adults (that's you!) are the most important people in their world. The words you give a child to describe themselves and others have lasting power in their lives. When a child has the words to think about their strengths and their worth, they can sort through negative messages and hold on to their sense of being loveable and capable. The experiences in this booklet are invitations for you to use objects, activities and words to support your child's positive identity development, their fascination with how people are both different and the same, and their ability to read emotions and build empathy. In time, experiences like these will also support your child's ability to recognize unfairness or unkindness and to stand up for themselves and others.

What about supporting language development and getting ready to read?

Alphabets, in and of themselves, are not particularly interesting to young children. However, learning letter-filled words to describe the world around them and inside of them (their feelings, experiences and senses) are very interesting to children! Discovering new words, new ways to say things and new ways to think is exciting and essential to a child's literacy and identity development.

In the first three years of life, early language and literacy skills are best learned through everyday moments. The experiences in these booklets invite you to boost your child's literacy through talking, playing and creating together in fun and accessible ways. Some experiences will guide you in helping your infant or toddler "name the universe" with descriptive words for the actions and emotions of themselves and others. Other experiences will encourage you to point out written words and look closely at objects to provide your little one with the beginning connections between the real world, reading and talking.

Every child's path to literacy is different and valid - just like their identity. The experiences in these booklets aim to support you and your child along their unique journey to literacy and a positive sense of self. **Remember to have fun along the way!**

Credits

Objects

- *Spring — Delightful Flower Bed* by Alma Thomas, 1967. Collection of the Smithsonian National Museum of African American History and Culture, Gift of William J. and Brenda L. Galloway and Family, © Charles Thomas Lewis. [2015.151](#)

Program Photos

- Doug Sanford, National Museum of African American History and Culture, 2019

Original Artwork

- Bluebird (cover, page 4); Streamers (page 2); © 2018 Art by Keturah Ariel LLC

Course Evaluation (return this evaluation with homework)

Your Name: _____ Registry# _____

Course Name: **Book _____ (A-Z) Smithsonian Joyful activity book series**

Date you Completed Course: _____ Are you Family or Group Center

Phone# _____ Email: _____

Training outcome survey rating

Training evaluation statements: Please circle

Please circle



The presentation consisted of hands-on training, questions and answers, and lecture.	1 2 3 4 5
Overall effectiveness of training (I feel the training was clear and easy to understand)	1 2 3 4 5
The interactive classroom and homework assignments were helpful learning materials	1 2 3 4 5
This subject was useful and I have incorporated the information into my childcare environment	1 2 3 4 5
Overall effectiveness of training	1 2 3 4 5
The method used to present this information was in step with my learning style	1 2 3 4 5
I would recommend other providers to attend this training	1 2 3 4 5
The materials used in this training were valuable and relevant (i.e. handouts, books, homework assignments, etc.)	1 2 3 4 5

To receive the 2 hours, complete reviews for two activities below:

1st Activity Name of the activity: _____

Why did you choose this activity? _____

List 3 things you liked about the activity _____

1 _____

2 _____

3 _____

2nd Activity Name of the activity: _____

Why did you choose this activity? _____

List 3 things you liked about the activity _____

1 _____

2 _____

3 _____

My learning style is: (please check one)

- Visual Learner- You learn by seeing and looking.
- Auditory Learners - You learn by hearing and listening.
- Kinesthetic Learners - You learn by touching and doing.

Was the information presented difficult to understand? Yes No

Would you like access to monthly childcare updates? Yes No

The course materials were well organized? Yes No

I received the materials in a timely fashion? Yes No

The information will be helpful to me in my position? Yes No

Would you consider taking another training offered by Child Care Providers' Helper? Yes No

Return this evaluation to: gcoggs@gmail.

Or mail to *Child Care Providers Helper*

7819 W. Potomac Ave.

Milw. WI. 53222

Any questions call-414-536-3397

Thank you for allowing us to serve your training needs.