



Teddy Joins the Team

Adaptive Sports Children's Book

ART408 Fall 2021

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*Click title to navigate to a specific page

Goals and Expectations:

The goal of the project is to help both adults and children learn more about adaptive sports. They will do this by reading about fictional examples of inclusivity. The expectation is that after reading this children's book, adults and children will learn how important adaptation and inclusivity is.

Client and Project Needs:

We will make a children's book that highlights the unique experiences of children with disabilities with the goal of raising awareness about accessibility and adaptive sports. We aim to normalize adaptive sports into children's lives. We hope to introduce disability in an inclusive and educational way to children. With feedback we will learn if we accomplished this goal.

Target Audience:

The target audience for the children's book "Teddy Joins the Team" is parents, and their kids. The age group of the children this book is targeted towards are kids between the ages of 4-8. There is no specific gender targeted with this book because of the wide range of gender identities included in the children's book, as well as the use of gender neutral activities and games.

Purpose of the Project:

The purpose of this project is to develop a sense of empathy, learn about design thinking, understand the five-phase design process, recognize the importance of craftsmanship and production preparation.

4 Historical Background

Historic Background Information in the Fight for Accessibility:

The Americans with Disabilities Act (ADA) was signed into law on July 26, 1990, by President George H.W. Bush. The ADA is one of America's most comprehensive pieces of civil rights legislation that prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life -- to enjoy employment opportunities, to purchase goods and services, and to participate in State and local government programs and services. Modeled after the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, sex, or national origin -- and Section 504 of the Rehabilitation Act of 1973 -- the ADA is an "equal opportunity" law for people with disabilities.

https://www.ada.gov/ada_intro.htm

The Convention on the Rights of Persons with Disabilities (CRPD) and its Optional Protocol (ARES/61/106) was adopted on 13 December 2006 and was opened for signature on 30 March 2007. It is the first comprehensive human rights treaty of the 21st century and is the first human rights convention to be open for signature by regional organizations. The Convention entered into force on 3 May 2008. The Convention is a benchmark document that works to ensure the enjoyment of human rights and fundamental freedoms by persons with disabilities. Together with other international human rights and development instruments, A comprehensive international framework is established to guide national policy-making and legislation, including international cooperation, for building an inclusive society, and fostering disability-inclusive development. At the international level these instruments promote and support disability-inclusive policies and practices. At the national level, they require harmonization of national legislation, policies and programmes in line with these international norms and standards.

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/the-convention-in-brief.html>

*Historical background and information in the fight for accessibility quotes, resources, information, and citing from the Project 2 sheet from Professor Donna Greene

Historic Background Information in the Fight for Accessibility Continued:

Article 9 – Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.....

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-9-accessibility.html>

Article 30 – Participation in cultural life, recreation, leisure and sport

1. States Parties recognize the right of persons with disabilities to take part on an equal basis with others in cultural life, and shall take all appropriate measures to ensure that persons with disabilities:

- a) Enjoy access to cultural materials in accessible formats;
- b) Enjoy access to television programmes, films, theatre and other cultural activities, in accessible formats;
- c) Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance.

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-30-participation-in-cultural-life-recreation-leisure-and-sport.html>

*Historical background and information in the fight for accessibility quotes, resources, information, and citing from the Project 2 sheet from Professor Donna Greene

What are adaptive sports?

“Adaptive sports are competitive or recreational sports for people with disabilities. Adaptive sports often run parallel to typical sport activities. However, they allow modifications necessary for people with disabilities to participate and many sports use a classification system that puts athletes with physical challenges on an even playing field with each other”

<https://chasa.org/adaptive-para-sports/>

Types of disabilities:

- Physical disabilities
- Intellectual or learning disabilities
- Psychiatric disabilities
- Visual impairments
- Hearing impairments
- Neurological disabilities

https://www.neads.ca/en/about/projects/inclusion/guide/pwd_01.php

Inclusive:

Inclusivity is defined as “The fact or policy of not excluding members or participants on the grounds of gender, race, class, sexuality, disability, etc”

<https://www.dictionary.com/browse/inclusivity>

What is Disability Inclusion?

According to the CDC website, "Including people with disabilities in everyday activities and encouraging them to have roles similar to their peers who do not have a disability is disability inclusion. This involves more than simply encouraging people; it requires making sure that adequate policies and practices are in effect in a community or organization."

"Inclusion should lead to increased participation in socially expected life roles and activities—such as being a student, worker, friend, community member, patient, spouse, partner, or parent."

"Socially expected activities may also include engaging in social activities, using public resources such as transportation and libraries, moving about within communities, receiving adequate health care, having relationships, and enjoying other day-to-day activities."

"Disability affects approximate 61 million, or nearly 1 in 4 (26%) people in the United States living in communities. Disability affects more than one billion people worldwide.^{1,2} According to the United Nations Convention on the Rights of Persons with Disabilities, people ". . . with disabilities include those who have long-term physical, mental, intellectual or sensory [such as hearing or vision] impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

[cdc.gov/ncbddd/disabilityandhealth/disability-inclusion.html](https://www.cdc.gov/ncbddd/disabilityandhealth/disability-inclusion.html)

Disability Inclusion Continued:

“Disability inclusion means understanding the relationship between the way people function and how they participate in society, and making sure everybody has the same opportunities to participate in every aspect of life to the best of their abilities and desires”.

[cdc.gov/ncbddd/disabilityandhealth/disability-inclusion.html](https://www.cdc.gov/ncbddd/disabilityandhealth/disability-inclusion.html)

Impact of Adaptive Sports:

“Although evidence on the impact of recreational physical activity on quality of life in this population is in its infancy, regular recreational and sports activity participation has shown to have a positive association with improvements in quality of life, life satisfaction, community reintegration, mood, and employment in those with disabilities. Facilitators of participating in adaptive sports include a desire to improve social support, physical fitness, health, and fun”.

<https://pubmed.ncbi.nlm.nih.gov/31046012/>

Types of Adaptive Sports:

Any sport can be adapted or changed so that people with disabilities can participate. The most famous or common ones are basketball, archery, cycling, golf, swimming, table tennis, fencing, and bowling.

<https://www.choosept.com/health-tips/adaptive-sports-staying-active-living-with-disability>

Secondary Target Audience Personas:

The target audience for the children's book "Teddy Joins the Team" is parents, and their kids. The age group of the children this book is targeted towards are kids between the ages of 4-8. There is no specific gender targeted with this book because of the wide range of gender identities included in the children's book, as well as the use of gender neutral activities and games.



<https://theconversation.com/5-characteristics-of-an-effective-science-teacher-from-a-researcher-who-trains-them-165211>

Teachers

- Gender: Not gender specific
- Age: 20-40
- Education: University
- Looking to teach about inclusivity
- Teaching students at an early age important lessons

Parents

- Gender: Not gender specific
- Age: 20-60
- Education: Not Specific
- Teach children important lessons about inclusivity
- Enforcing messages about adapting, including those left out, and having fun
- Role model for children, kids will listen to them



<https://www.pbs.org/parents/thrive/the-role-of-parents>



https://www.freepik.com/free-photo/little-kids-cheering-while-holding-white-board_13312421.htm

Children

- Gender: Not gender specific
- Age: 4-8
- Education: Not Specific
- Learning lessons at a young age about inclusivity and fairness
- Learning that everybody faces different challenges and its important to be nice

Authors

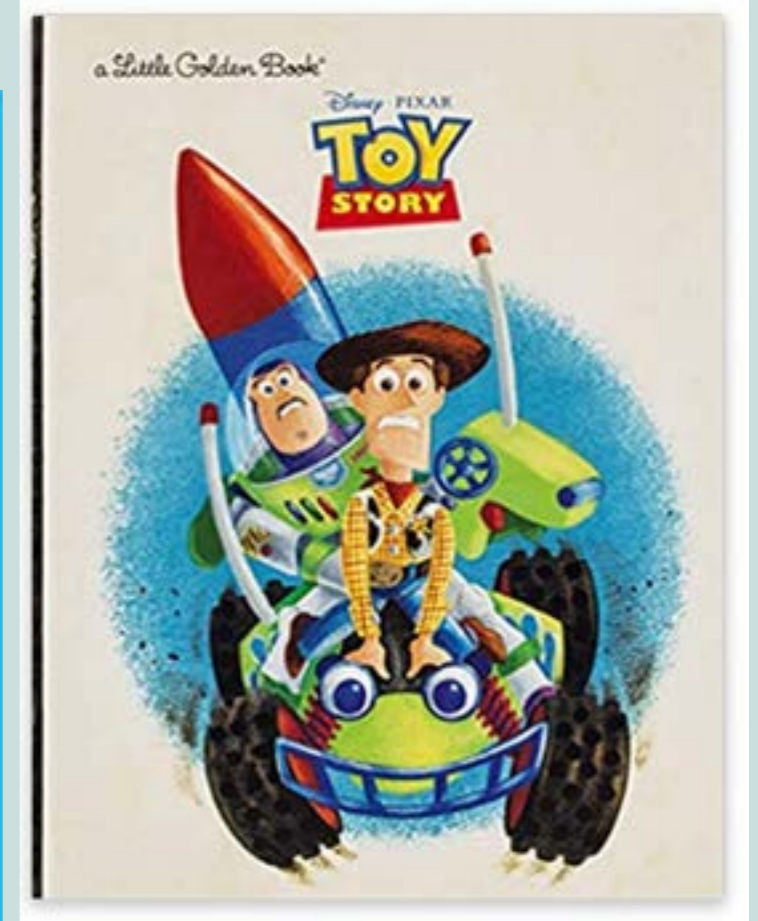
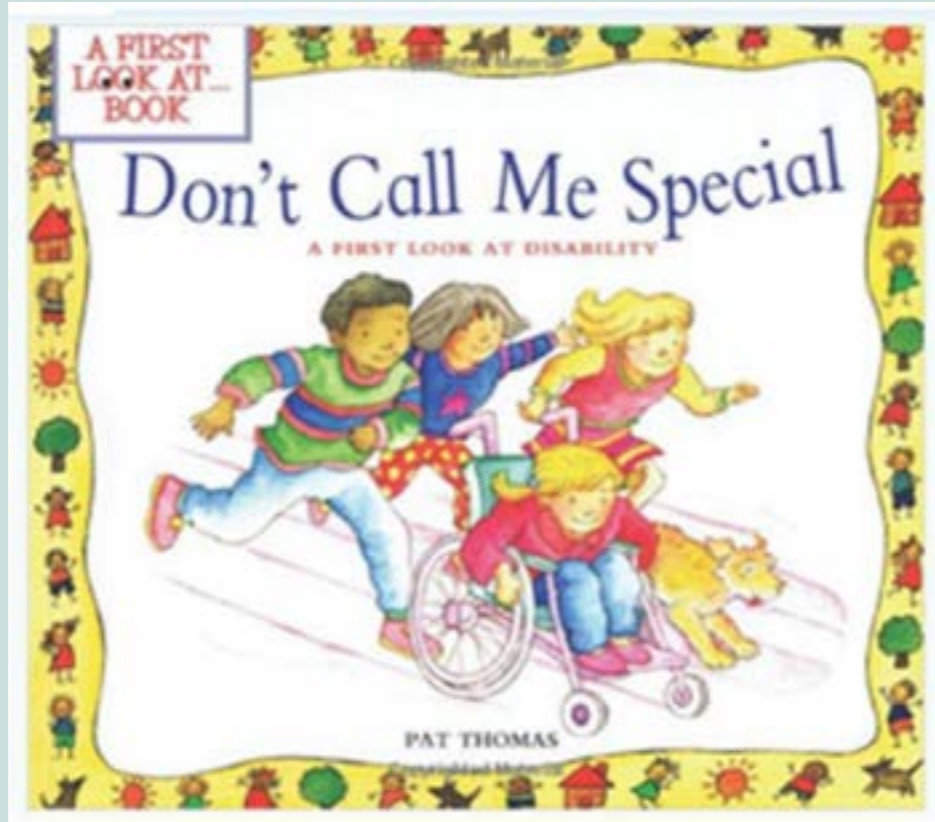
- Gender: Not gender specific
- Age: 20-40
- Education: University
- Including adaptive sports in writing for more representation
- Emphasizing inclusivity and removing the stigma surrounding disabilities



<https://www.aboutamazon.com/impact/empowerment/authors>

Similar Projects

Similar Projects:



Sources:

Imagery/ideation

My Shadow is Pink:

<https://www.amazon.com/My-Shadow-Pink-Scott-Stuart/dp/0648728757>

Ill Walk with You:

https://www.amazon.com/Ill-Walk-Carol-Lynn-Pearson/dp/1423653955/ref=asc_df_1423653955/?tag=hyprod-20&link-Code=df0&hvadid=459616993353&hvpos=&hvnetw=g&hvrnd=13422864434725925415&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmld=&hvlocint=&hvlocphy=2840&hvtargid=pla-924719855221&psc=1

Dont Call Me Special:

<https://www.wheel-life.org/childrens-books-take-on-disabilities/>

What if Everybody thought that:

https://www.amazon.com/What-If-Everybody-Thought-That/dp/1542091373/ref=asc_df_1542091373/?tag=hyprod-20&link-Code=df0&hvadid=366338346868&hvpos=&hvnetw=g&hvrnd=13422864434725925415&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmld=&hvlocint=&hvlocphy=2840&hvtargid=pla-803608972511&psc=1&tag=&ref=&adgrpid=78795691400&hvpone=&hvptwo=&hvadid=366338346868&hvpos=&hvnetw=g&hvrnd=13422864434725925415&hvqmt=&hvdev=c&hvdvcmld=&hvlocint=&hvlocphy=2840&hvtargid=pla-803608972511

Toy Story:

<https://www.amazon.com/Story-Disney-Pixar-Little-Golden/dp/0736425969>

Research:

<https://pubmed.ncbi.nlm.nih.gov/31046012/>

<https://chasa.org/adaptive-para-sports/>

cdc.gov/ncbddd/disabilityandhealth/disability-inclusion.html

<https://www.choosept.com/health-tips/adaptive-sports-staying-active-living-with-disability>

https://www.neads.ca/en/about/projects/inclusion/guide/pwd_01.php

<https://www.dictionary.com/browse/inclusivity>

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/the-convention-in-brief.html>

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-9-accessibility.html>

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-30-participation-in-cultural-life-recreation-leisure-and-sport.html>

https://www.ada.gov/ada_intro.htm



Main Character: Teddy

Age: Kid

Gender: Unknown

Education: Preschool

Ethnicity: Teddy bear

Hair color: Brown

Eye color: Golden brown

Skin color: No skin

Body type (tall, thin, short, round etc.): Round roughly a foot and a half (see build a bear)

Family Members (names and ages): Taylor

Occupation: Kid's best friend- child's play thing

Location (where does the character live): Taylor's home, Rochester, NY

Best Friend: (name and age) Daniel the dump truck- from preschool

Motivations: Positivity, included in games, disability



doesn't mean you cant have fun

Greatest Fears: Being left out, being excluded

Core Desire: To play with their friends

Goals: Find a game that includes everyone

Pain Points/Frustrations: Friends play kickball even though teddy cant play

Weaknesses/flaws: Does not stick up for them self

Hobbies/Habits: Playing kickball, riding on/hanging out with Daniel,

Athletic?(Favorite sports): Kickball

Talent: Pitching kickball

Personality: (Extrovert/Introvert/ambivert

What makes this character unique? Teddy is a kind, shy teddy bear who loves baseball.

Physical quirks? Teddy is disabled, they are missing their right leg.

A Day in Teddy's Life:

Teddy starts their day at home with their kid, Taylor. Taylor always brings Teddy to preschool. At school, Teddy gets to see their best friend Daniel the Dump-truck. All of the toys play games with each other when the kids are away. Daniel always makes sure Teddy can play the games the other toys are playing. Teddy has trouble running around because they only have one leg, like Taylor. After a full day of playing with friends, Teddy and Taylor go home to their family.

Secondary Character: Daniel Dumptruck

Age: Preschool-4

Gender: Boy

Education: Preschool

Ethnicity: Dump-truck

Hair color: na

Eye color: Blue

Skin color: Yellow

Body type (tall, thin, short, round etc.): Short wide, dump-truck, boxy

Family Members (names and ages): Toy owner preschooler, unknown

Occupation: Carrying, being a toy

Location (where does the character live):

Rochester, NY

Best Friend: (name and age) Teddy

Motto (favorite expression): What about teddy?

Motivations: making sure his best friend is included

Greatest Fears: excluding his friends

Core Desire: Playing fair

Goals: To fight for disability rights

Pain Points/Frustrations: Other toys don't include teddy

Weaknesses/flaws: Anger

Hobbies/Habits: Playing w friends

Athletic?(favorite sports): Track and field, baseball

Talent: Speed, carrying teddy

Personality: (Extrovert/Introvert) Extrovert

What makes this character unique? Feisty but kind hearted

Physical quirks? Is drawn on by his kid



A Day in Daniel's Life:

Daniel goes to school with his kid. At school he plays with his best friend teddy and the other toys. When the other toys pick a game that excluded teddy, Daniel is the first to stand up for his best friend. Daniel is a bit ditsy, but very loving. He always makes sure that everybody is having fun, and that everybody is included.

Secondary Character: Pat the Patriotic Super Hero

Age: Preschool-4

Gender: Boy

Education: Preschool

Ethnicity: White

Hair color: Blonde

Eye color: Blue

Skin color: White

Body type (tall, thin, short, round etc.): Tall strong built

Family Members (names and ages): Toy owner preschooler, unknown

Occupation: Superheroing saving lives

Location (where does the character live): Rochester, NY



A Day in Pat's Life:

Pat goes to school with his kid. At school he plays with his best friend Daisy and the other toys. Pat wants to play whatever he wants, regardless of what the other toys want. Sometimes he is reminded that what he wants isn't always fair to the other toys. He learns a lot hanging out with other toys, because his kid always gets what he wants. He learns its not always what he wants and has growth. He goes home and plays with his kid for hours.

Secondary Character: Daisy

Age: Preschool-4

Gender: Girl

Education: Preschool

Ethnicity: Barbie

Hair color: Pink

Eye color: Purple

Skin color: Black

Body type (tall, thin, short, round etc.): Tall, Chunky

Family Members (names and ages): Toy owner

Occupation: None

Location (where does the character live): Rochester, NY

A Day in Daisy's Life:

Daisy goes to school with her kid. At school she plays with her best friend Pat and the other toys. Daisy plays whichever game Pat decides, she doesn't really care either way. She is always very nice and makes sure that everybody is included, even though she can be forgetful sometimes. Daisy then goes home with her kid and thinks about what fun things are in store for the next day.



Secondary Character: Captain Carrie

Age: Preschool-4

Gender: Girl

Education: Preschool

Ethnicity: Pirate

Hair color: Teal

Eye color: Green

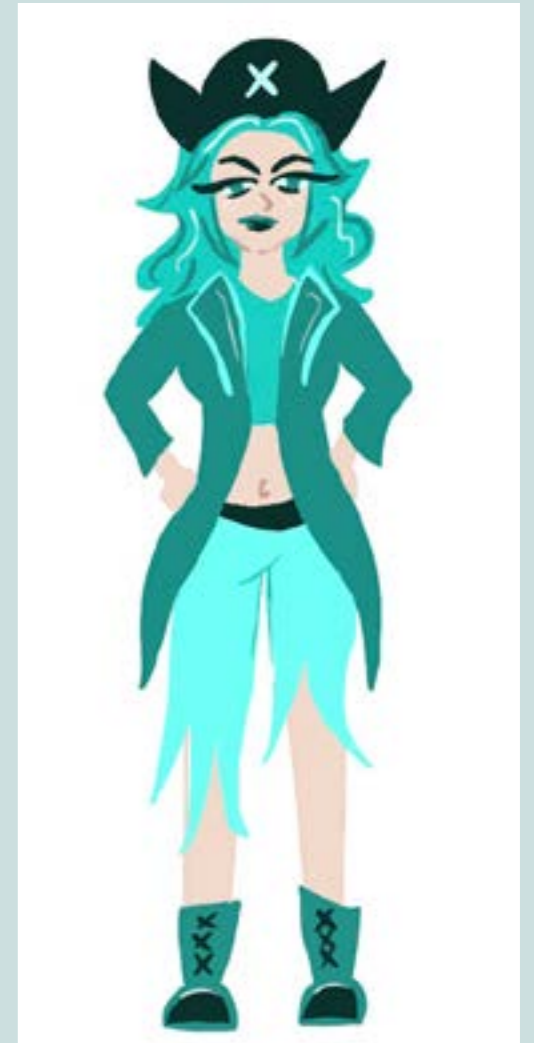
Skin color: White

Body type (tall, thin, short, round etc.): Tall, Skinny

Family Members (names and ages): Toy Owner

Occupation: None

Location (where does the character live): Rochester, NY



A Day in Carrie's Life:

Carrie goes to school with her kid. She does not have a lot of friends because she is a bully. However, the other toys always make sure to include her in whatever they are doing because they are inclusive and do not want her to feel bad. She often starts arguments and always tries to get what she wants. Then she goes home with her kid and comes back again the next day.

Character Illustrations



Character Designs for
Teddy (Top), Daniel (Middle),
Pat (Bottom Left), Daisy
(Bottom Middle), and Carrie
(Bottom Right).

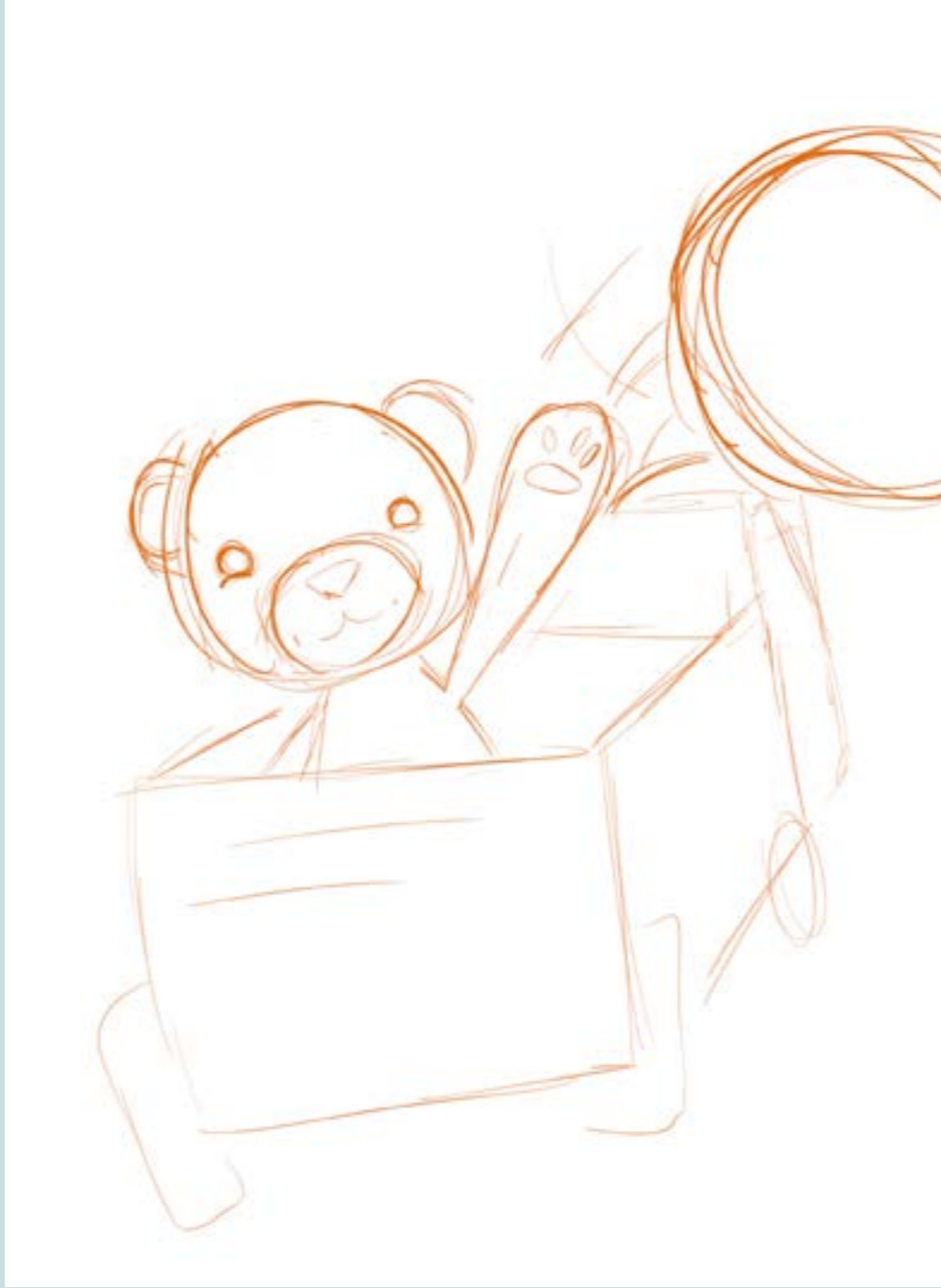


1 Storyboard Template

Teddy in T lap	Toys all play	Game Montage	Pot + Daisy announce Kickball
Teddy is put on ground	Daniel		
Bases set Teddy's Licking Pat's ball fast. dy	Teddy Big Ball hard	Daniel comfort Teddy Sad	Brain storm thought Soccer foot sport

	YAY!		
Pats big idea Table - "pitch"	Teddy happy!	Nervous Teddy prepares to pitch Daniel Kick	Out of here! Home run!
Happy Toys cheering Teddy picked up	Teddy thanks everyone "I love Kickball" Daniel "Everyone"	Wrap Up back pack + together	

Sketches



Book Cover Sketch

Sketches



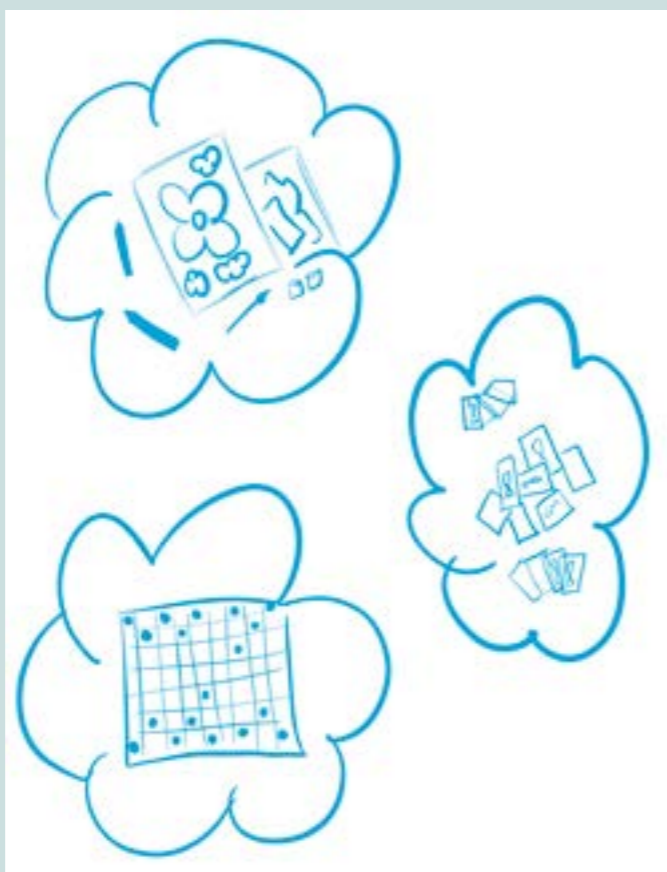
Page 4 sketch



Page 5 sketch



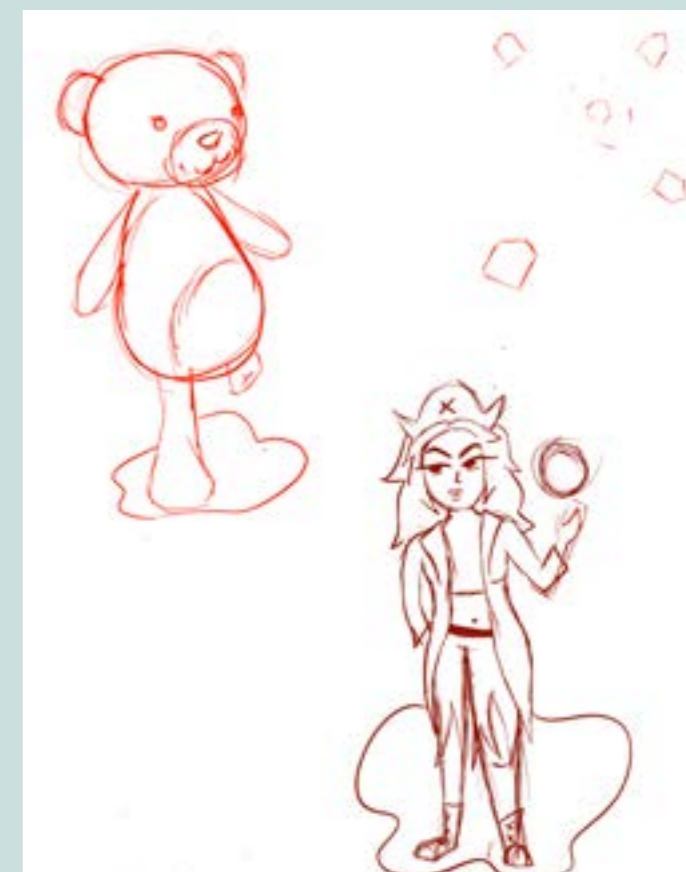
Page 6 sketch



Page 7 sketch



Page 8 sketch



Page 9 sketch

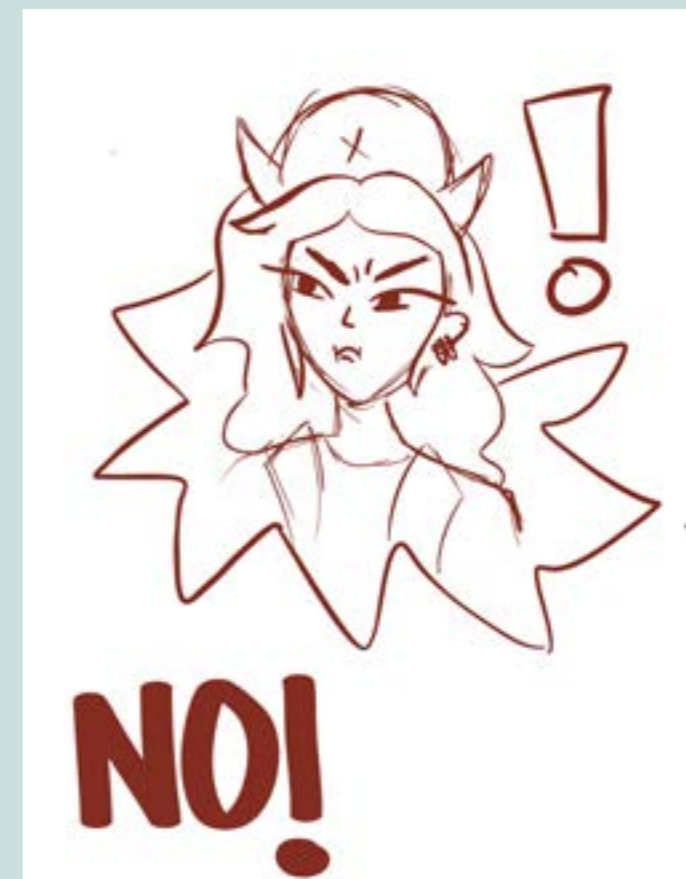
Sketches



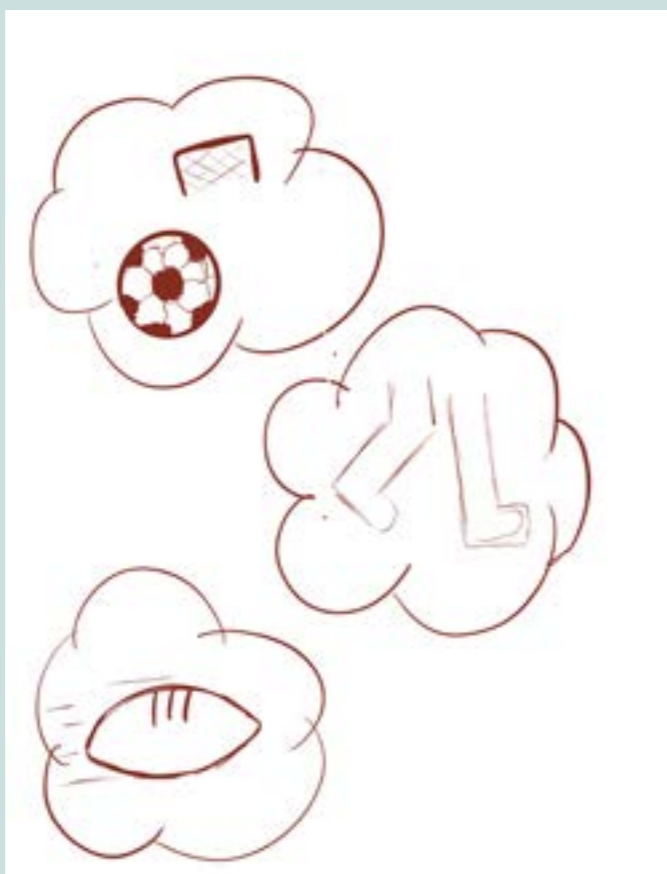
Page 10 sketch



Page 11 sketch



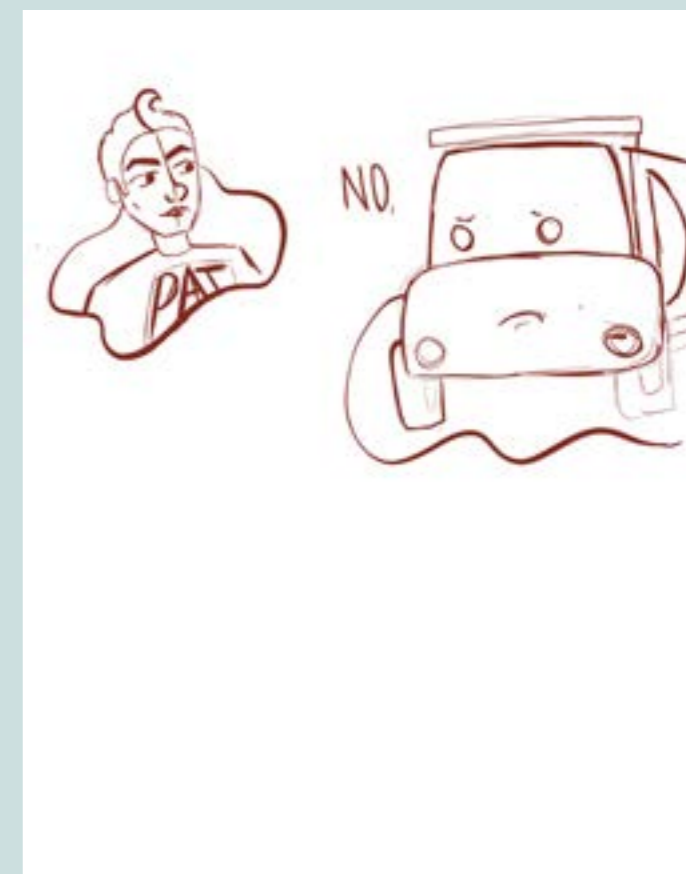
Page 12 sketch



Page 13 sketch



Page 13 sketch



Page 14 sketch

Sketches



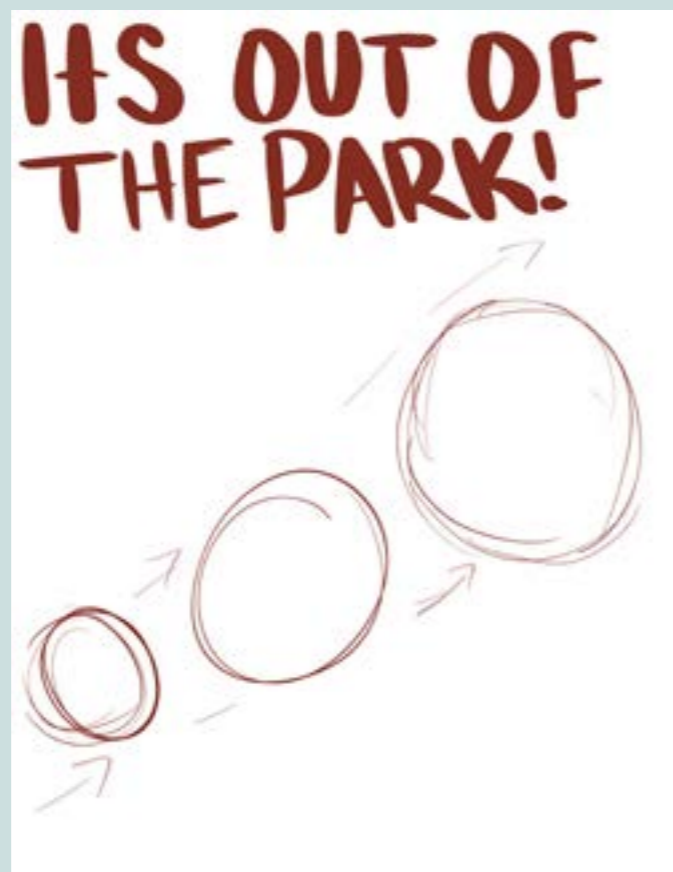
Page 16 sketch



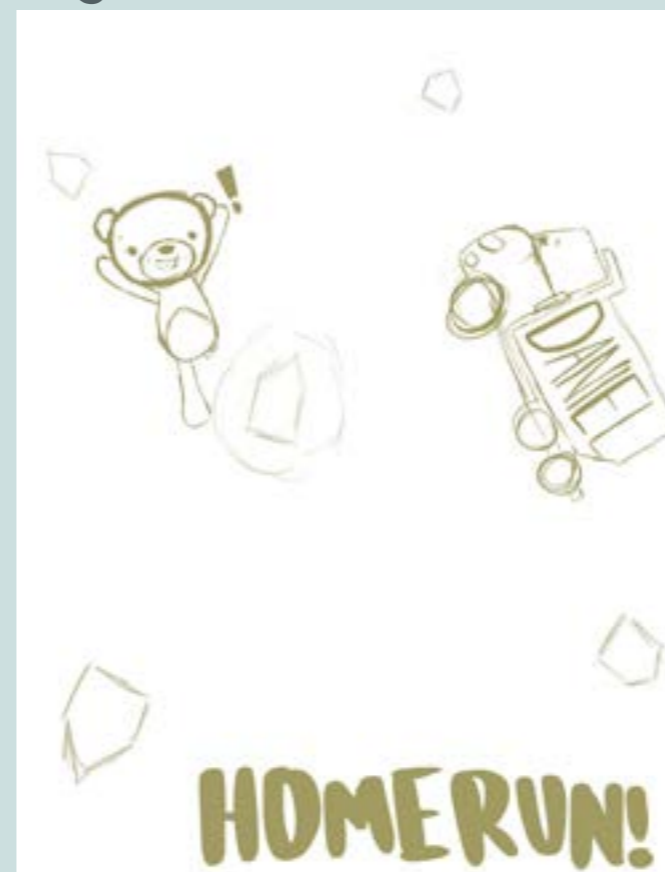
Page 17 sketch



Page 18 sketch



Page 19 sketch



Page 20 sketch



Page 21 sketch

Genre:

The genre of the children's book we wrote is fantasy. This is because the characters are toys and they come to life when their kids are not around. According to the dictionary, fantasy is defined as "the faculty or activity of imagining things, especially things that are impossible or improbable", and since toys can not come alive, speak, walk, or play kickball, the genre of our children's book is fantasy.

Point of View:

Teddy Joins the Team is written in third person point of view. In our story, it is a narrator speaking, not any of the characters. While some characters do speak directly in the book, the story is being told by an outside person.



Setting the scene:

The story takes place at Donna's Preschool, a preschool in Rochester, New York. It is in a small, tight knit community. Taylor is a student at Donna's Preschool. Everyday, Taylor brings her favorite toy teddy to school. The classroom is where Teddy stays when they are not with Taylor. The classroom is massive. There are small circular tables for each student to sit at spread out around the room. There is a large blue toy chest in the corner, along with other colorful plastic bins for toys. There is an arts and crafts table, covered in glitter with markers, paper, and pencils spread all over it. The classroom is relatively clean before the kids arrive for the day. After the kids arrive, the classroom quickly gets messy. There are open backpacks, toys, markers, and pencils all over. The air smells like play dough, Elmer's glue, febreze, and cleaning supplies. When the kids are in the classroom, it is chaotic. Loud with the sounds of giggling children, teachers trying to teach lessons, and on occasion crying. However, when the kids aren't there, the classroom is rather quiet, that is, until the toys come out to play. The classroom is the main setting of the story. It is where all of the characters talk, interact, and play with each other. They all know each other from coming here to school with their kids every day.

Plot of Teddy Joins the Team:

Taylor brings Teddy to preschool. At school, Teddy gets to see their best friend Daniel the Dumptruck. All of the toys play games with each other when the kids are away. Today, Pat the Patriotic Superhero and Daisy the Doll chose to play kickball, a game Teddy cannot play. Teddy has trouble kicking the kickball and running around because they only have one leg, like Taylor. Teddy gets very sad and discouraged. Daniel always makes sure Teddy can play the games the other toys are playing. Captain Carrie insists they must play kickball, but Teddy does not want to ruin everybody else's fun. All of the other toys defend Teddy, emphasizing how important it is that they play a game that is fair for everybody. The other toys suggest Teddy be the all-time pitcher. Now, Teddy can play kickball with all the other toys. The kickball game was a success and everybody was happy, especially Teddy.

This goes with the theme of adaptive sports because originally we were going to have the toys change games completely. Instead, they adapted the game they were already playing to include everybody. That is the overall objective of the book and changing the game would not have been adapting the game, it would have made it seem as if Teddy's disability made it so they could never play kickball.



Steps:

1. The beginning.
2. Teddy Goes to school with Taylor.
3. Taylor goes to lunch with the rest of her classmates.
4. The toys come alive.
5. The toys play a game when the kids go to lunch every day.
6. The toys try to decide what game to play, they decide to play kickball.
7. Teddy tries to kick the kickball but falls because they only have one leg. (CLIMAX STARTS)
8. Teddy cant play kickball and gets very sad.
9. Daniel tries to make him feel better.
10. They say they need to switch games.
11. Carrie gets mad because she wants to play kickball. (Conflict)
12. Carrie argues.
13. Toys stand up for teddy.
14. They play kickball still but teddy is the pitcher.
15. Carrie wants to be the pitcher.
16. Carrie has to kick instead. (CLIMAX ENDS)
17. Teddy is an awesome pitcher.
18. Daniel scores a home run.
19. Everybody celebrates.
20. Teddy is so happy to be included.
21. The end.

Typefaces:

Avenir Book

20 pt for book body text

1600 pt for book cover text



Handwritten expressive words by Micah Audycki done in Procreate

Body Text:



R= 0 G=0 B=0

C=75 M=68 Y=67 K=90

#000000

Book Cover Text:



R= 255 G=255 B=255

C=0 M=0 Y=0 K=0

#ffffff

Document Specifics:

The Children's book was created in Adobe InDesign. The color mode is CMYK because it is to be printed. The page size is 8in x 10in vertical. The illustrations were created in procreate at the correct page size so they would not have to be resized.

They were created at a DPI of 400 in a CMYK mode document to ensure the illustrations would be the correct color and clear when printed.

Style Guide



R=253 G=194 B=151
C=0 M=27 Y=41 K=0
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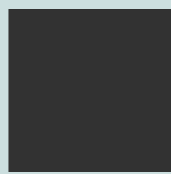
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R=123 G=71 B=29
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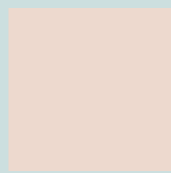
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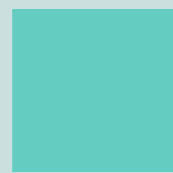
R=237 G=217 B=206
C=6 M=14 Y=16 K=0
#EDD9CE



R=237 G=217 B=206
C=6 M=14 Y=16 K=0
#EDD9CE



R=22 G=47 B=44
C=83 M=58 Y=67 K=64
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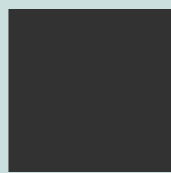
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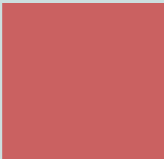


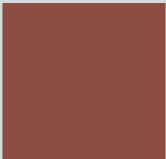
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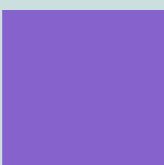


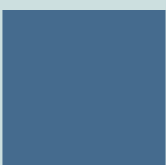
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Style Guide

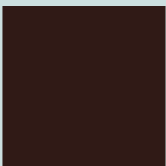
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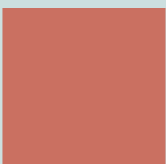
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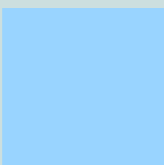
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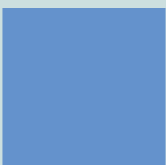
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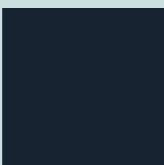
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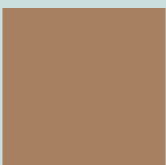
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 R=167 G=128 B=97
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Process Critique:

These were the comments made about our children's book during the process critique. One classmate said that they liked the layout and how we kept it consistent. It was determined in process critique that our children's book does meet the objective of the project. This means that it is a book about adaptive sports and it conveys the message of adapting a sport to make it inclusive for all. One comment was that we needed to go back and double check the grammar because there was a few errors. One change we needed to make was to specify that when we talk about lunchtime, we needed to clarify that the kids left the classroom for lunch to go to the lunchroom, and the toys stayed in the classroom. One compliment that our group received was that the big handwritten words on the pages work very well and create a nice emphasis on key parts of our story. Classmates also liked the placements of the illustrations and the sketches to hold their places. We also had feedback from Professor Greene, telling us to optimize the margins and to align our text differently. She also pointed out that our wheelchair wheel should look different because it was not see through, and it looked like an oddly placed circle. Our group took this feedback and adjusted our book to create the final product. We checked the grammar, clarified the setting, and moved some text and illustration around to find the right spot. Overall, our classmates enjoyed our story and gave helpful feedback to improve our project.



Teddy Joins the Team



Written by
Ally Schutt

Illustrated by
Micah Audycki

Designed by
Marisa Mucci

Book Cover

Every day Taylor goes to school, and brings her favorite toy Teddy.



It's time for lunch. Lunchtime is Teddy's favorite time of the day.



4

Page 4

Lunchtime is Teddy's favorite time of the day because it is when all the toys come alive and play games with each other while their kids are in the lunchroom.



5

Page 5



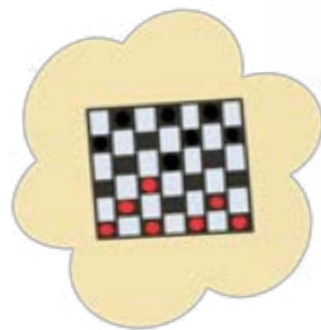
Teddy's best friend to play with is Daniel the Dump Truck.

6

Page 6



Teddy and Daniel love to draw, play go fish, and play checkers.



Page 7



Pat the Patriotic Superhero and Daisy Doll stand on the table and announce that the game for today is

KICKBALL!

8

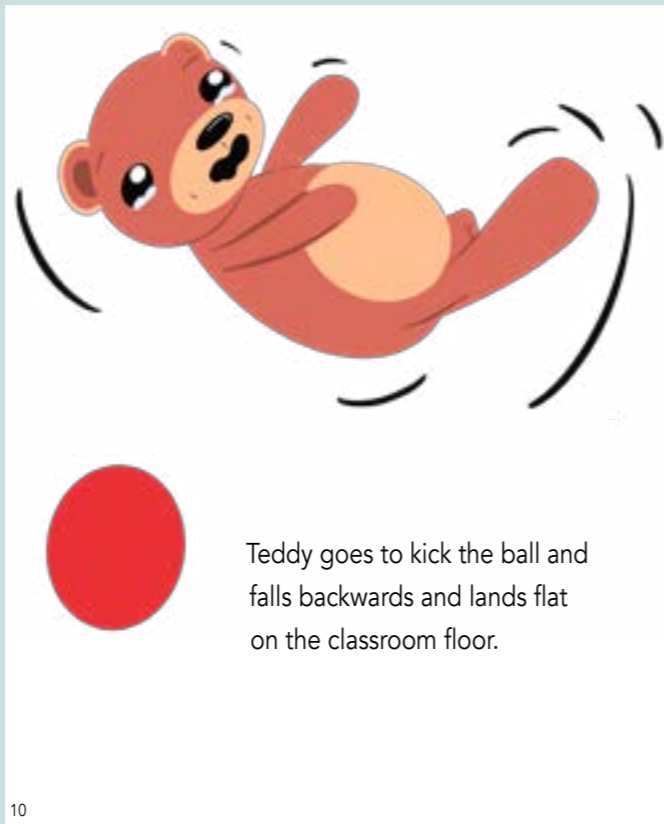
Page 8

The bases are set up, and Teddy is kicking first. Captain Carrie is pitching and rolls the ball fast towards Teddy at home base.



9

Page 9



Teddy goes to kick the ball and falls backwards and lands flat on the classroom floor.

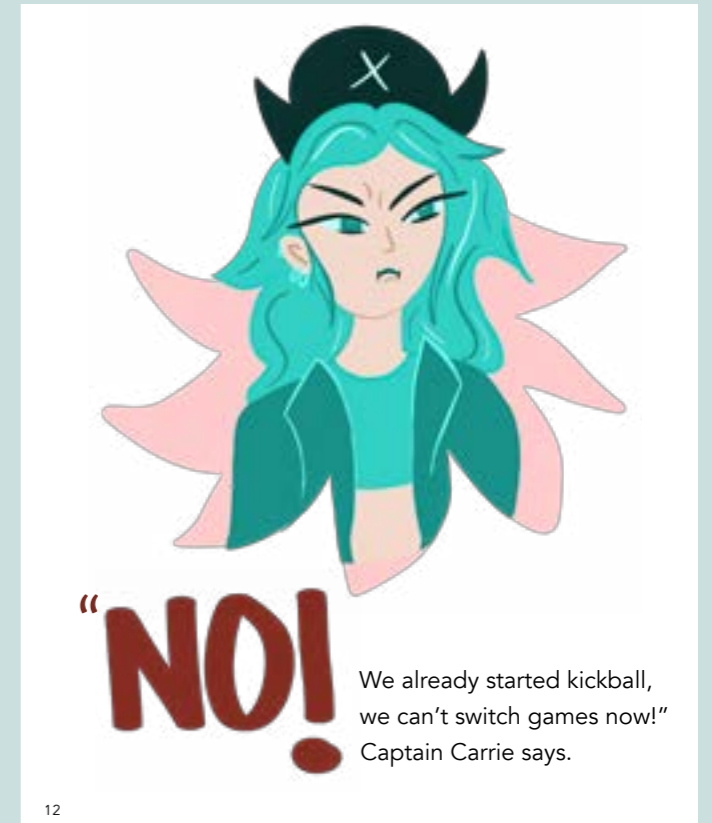
Page 10



Teddy is very upset. Daniel speeds over to Teddy.

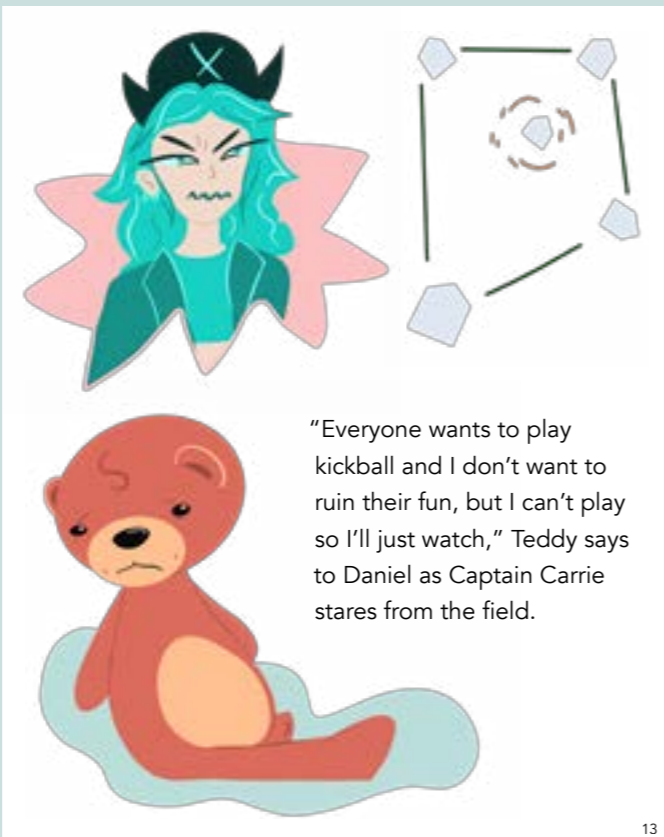
"It's ok Teddy, we can play a different game" Daniel says, trying to make Teddy feel better.

Page 11



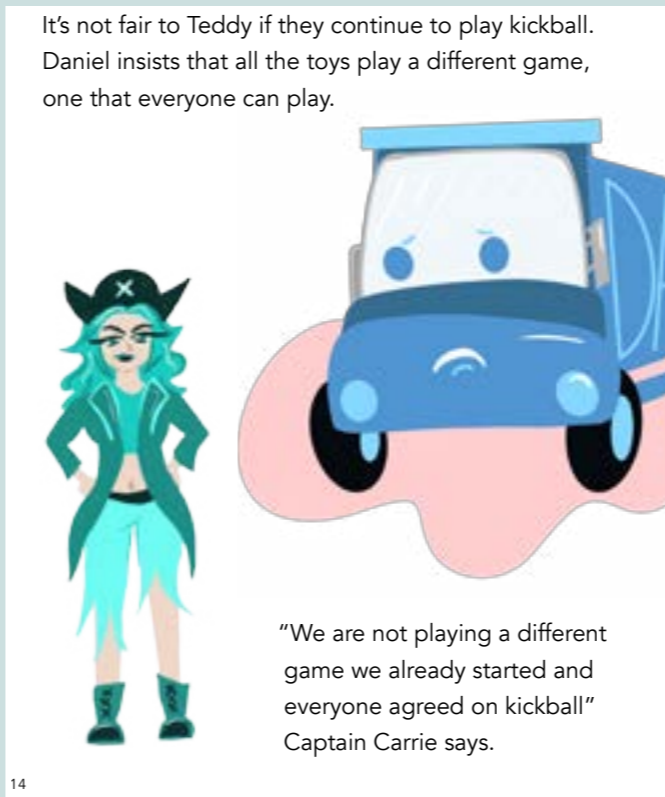
"We already started kickball, we can't switch games now!" Captain Carrie says.

Page 12



"Everyone wants to play kickball and I don't want to ruin their fun, but I can't play so I'll just watch," Teddy says to Daniel as Captain Carrie stares from the field.

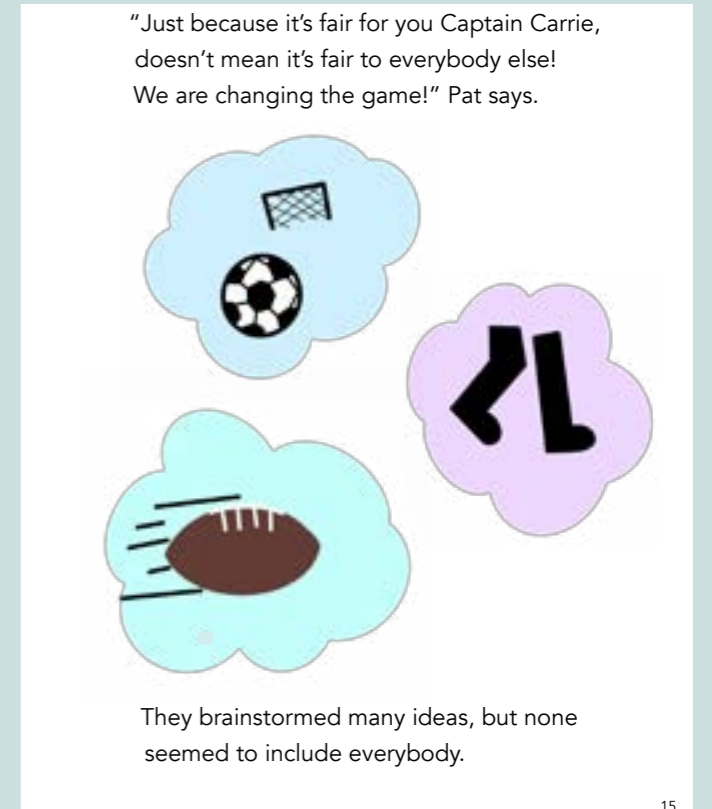
Page 13



It's not fair to Teddy if they continue to play kickball. Daniel insists that all the toys play a different game, one that everyone can play.

"We are not playing a different game we already started and everyone agreed on kickball" Captain Carrie says.

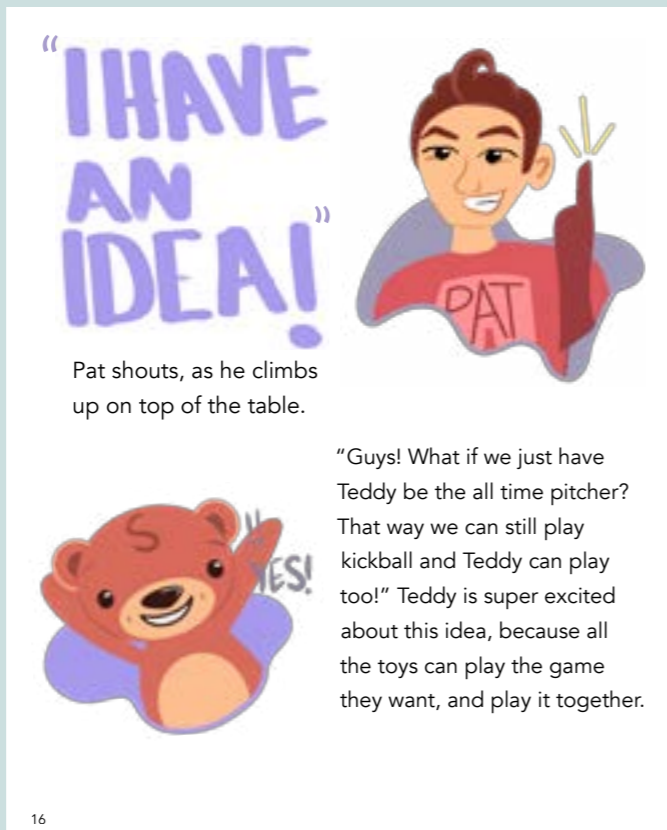
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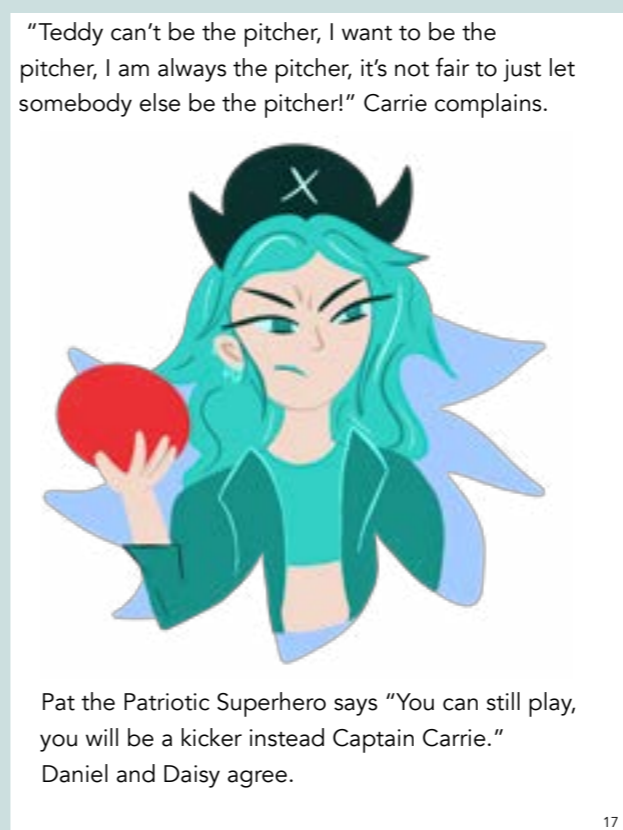
"Just because it's fair for you Captain Carrie, doesn't mean it's fair to everybody else! We are changing the game!" Pat says.

They brainstormed many ideas, but none seemed to include everybody.

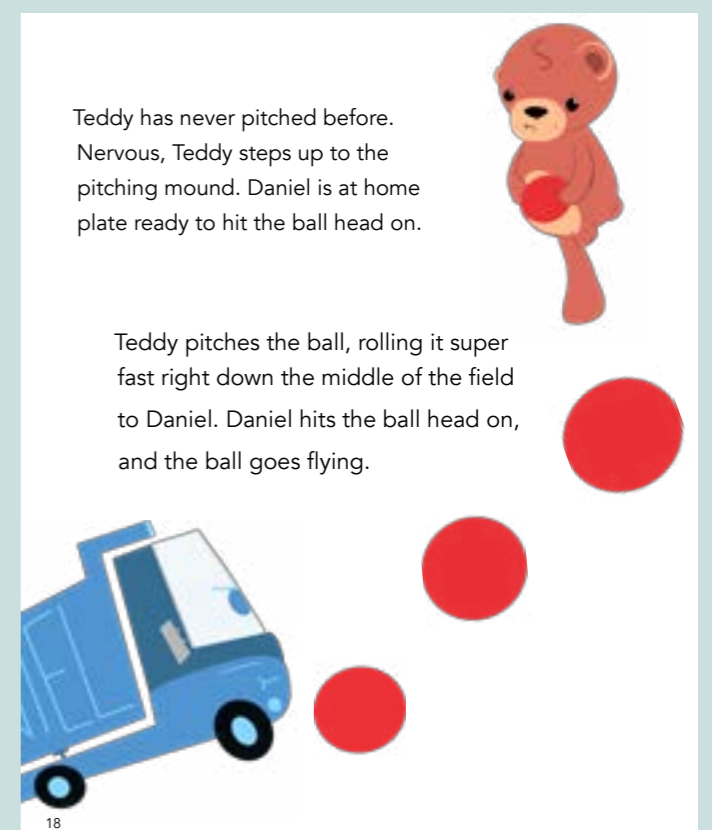
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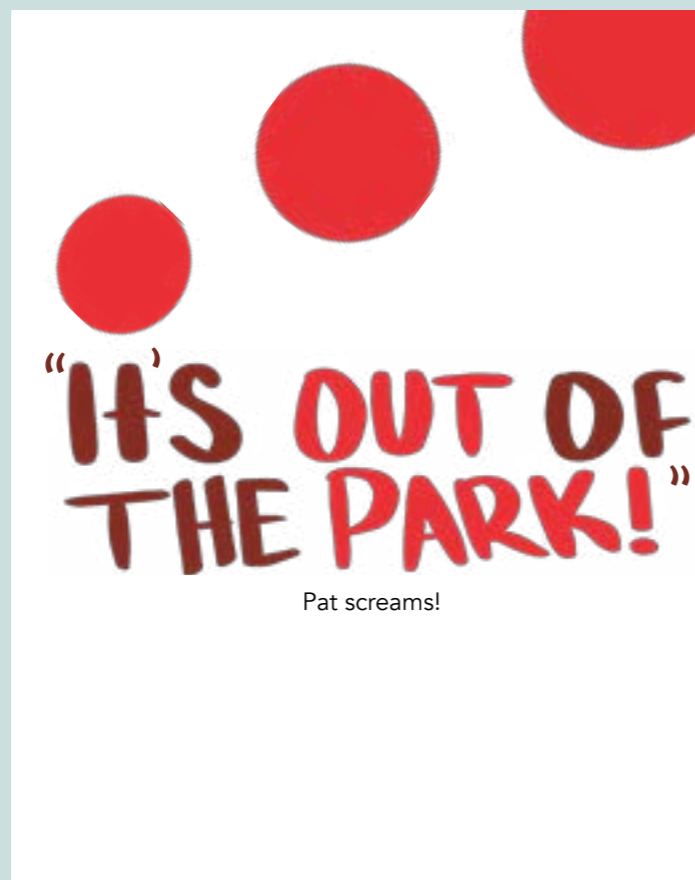
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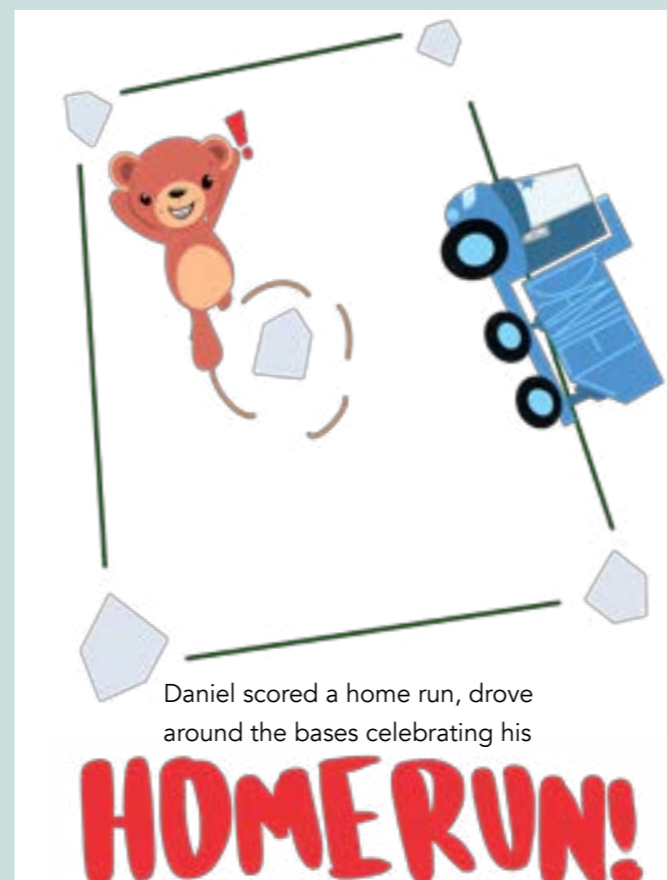
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Ally Schutt
Student Summary
Children's Book
ART408



Overall, our group's children's book came out very well. Our solution addressed the stated goal of the project. Our story meets the objective of including adaptive sports in a way that's educational, visually appealing, and easy to comprehend. It teaches a simple lesson about inclusivity and changing the game so everybody can play. I also think that our illustrations are beautifully done. The color palette is fun and engaging, and the characters are simple yet convey so much emotion. The style of illustration works very well with the arrangement of the text layout, as well as the size of the book. We included different races and gender identities to show representation and diversity as well. The larger, hand-written words work well and help place emphasis on the important events in our story. The typography is easy to read and has good contrast, being that it is just black against white. This helps convey the theme of accessibility for those with visual impairments or those who struggle to read or make out color. Along with that, the main characters are colors that are visible with the most common type of colorblindness. It is also for a younger reading level, making it easy to understand while teaching important lessons about disabilities, adaptive sports, and inclusivity. Some areas of weakness are the writing in our story. Nobody wanted to be the writer, and all of us admitted to being horrible writers, but I offered to do it. This is where I learned I am not a writer. I feel as if the story could have been more complex, or had more components to it. This would add to the character development and help emphasize the theme. In the future, I would have put more time and detail into developing each character, the plot, and placing more emphasis on the theme of the story really showing adaptive sports and inclusivity. I also wish that I had more say in the design of the pages, but I was the writer and it was a group project so I could not do everything. I would also add more examples of other disabilities so that there would be more diversity. Though we had some printing issues, mostly figuring out the page order and layout, we figured it out and now know the right way to print. Overall, our group had clarity of the assignment and of what the project was asking and I believe that we did very well. I have learned how to create and assemble a book in InDesign, as well as print settings for printing books. I also learned how hard writing children's books is, especially when you have to teach a lesson in a way that a young child would understand. I have learned a lot about adaptive sports and inclusivity because it is not a subject that is talked about every day. I love doing projects on inclusivity and adaptation because it expands my skills as a designer and gives me the ability to design for the widest audience, keeping everybody in mind, including those with disabilities.

Micah Audycki
Student Summary
Children's Book
ART408



Ultimately, I believe that I and my group did a great job at creating an illustrated children's book with the intention of promoting adaptive sports and accessible and inclusive education. Our book is a kid-friendly tale about a teddy bear with one leg, named Teddy, and their friends as they find creative ways to play a game of kickball together. In order to reach our intended audience our book utilized specific techniques in areas of writing, illustration, and layout. Our book used child-friendly language and sentence lengths so that the story could be understood by preschool-elementary age children. We also included a message to parents in the forward to clearly explain to parents/guardians/parents the importance of educating their children about inclusivity, accessibility, and adaptive sports for all children. In our illustrations, we implemented a simple color palette* for each of the characters and created hyperbolic expressions to clearly illustrate the emotions of the characters. In our layout, we appropriately positioned the illustrations with the text as well as optimized our type-choices to best suit a beginner-reader or guided reading. I believe we were successful in bringing our characters to life and developing such personalities for them. We also made a point to be inclusive because we understand that disability affects all demographics so we created an intersectional experience through representation present in our characters. Many times issues aren't addressed with consideration of intersectionality so we made sure in a book with a focus on disability we still included a diverse range of representation. We also wanted to make Teddy to be relatable for all children so that they could find representation in our main character. That is why we chose to make Teddy a genderless character of no definable race. I think some things could have had more time spent on them such as development of story and illustrations but nothing major. I think our book is great and I am really proud of what we accomplished. In this project, I refined my drawing skills and got in a lot of practice sketching and illustrating. I also learned some printing-specific design techniques that I had not been exposed to before. I have spent the majority of my time getting my degree during the pandemic, therefore most things have been taught virtually making my exposure to print-design underdeveloped.

*a total of 4-6 colors. A base color and a dark, medium, and light shade of their hue plus the additional skin colors for necessary characters.

Marisa Mucci
Student Summary
Children's Book
ART408



The design solution addressed the stated goal of the project. The design solution was to write, illustrate and design a children's book about Adaptive Sports. As a group, we attained by using creative problem-solving strategies for the children's book about Adaptive Sports. We asked questions, gathered information, working with information, and developed options to enable the architect to produce the best option. The main thing to keep in mind was to develop a sense of empathy. The primary target audience is adults, whether it's a parent, grandparent, and or teacher. The primary target audience is adults because they are the ones who are pricing the book for children. The motivation was teaching children about Adaptive Sports. The core desire was to have children to understanding Adaptive Sports from adults reading the book to the children. The secondary audience would be children ages 3-10 years old. The solution reached and addressed the need of the target audience by telling a story about including everyone in an activity even if something needs to be changed for just one person. Everyone wants to be included and feel like they also deserve to do the activity like everyone else. In the beginning, I personally didn't have clarity of the concept. I didn't understand if we had to write about actual Adaptive Sports, but I quickly realized that it wasn't just about Adaptive Sports and The Americans with Disabilities. I realized it was about the sense of empathy and everyone should be included. I believe that the illustrations are successful because they give a clear understanding of each character. A clear understanding of what the character looks like and acts like. I also think the colors are very successful. I think children will really enjoy looking at all the different colors. I think the way everything is layout is successful because it has a nice flow of the story and you can follow along perfectly. I think most of all the story is successful. I believe it has a clear understanding about including everyone even if you have to change a few things to make sure everyone can be included. The thing that might be improved is maybe adding more to the backgrounds to the illustrations. I personally learned a lot during the process. I learned more about Adobe InDesign, especially the design of the book itself. I really enjoyed working with a group, I think the process itself was more fun and easier with a group.