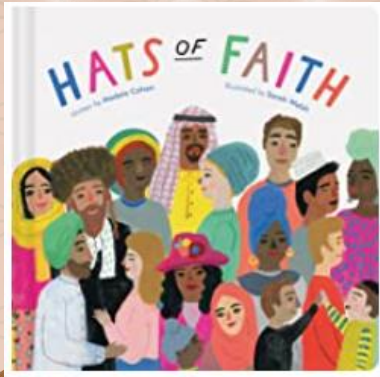


New York State
**BOOK
NOOKS**



Hats of Faith

This book portrays people wearing their religious head coverings. Enjoy exploring and discussing the many ways that people dress, with the beautiful realistic illustrations.

Title: Hats of Faith

Author: Medeia Cohan

Illustrator: Sarah Walsh

Publisher: Chronicle Books LLC

Date published: 2018

Social and emotional Pyramid Model skills that children can learn through this book:

Identity of self, promote awareness of feelings and facial expressions, friendship skills

Social and emotional words this book can emphasize:

Happy, calm, content, friendly

Pyramid Model Activities to do while reading the book that will help promote social and emotional development:

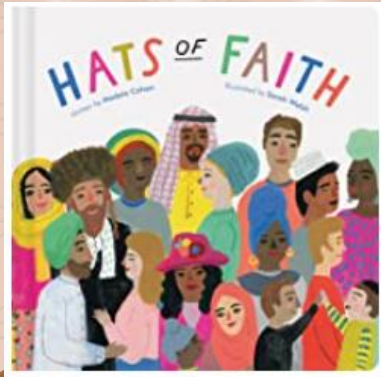
- Read the book slowly with individual or small groups of 2-4 children.
- Talk about the people's different head coverings. Children will have varied experiences with people wearing head coverings; explore them together. Make sure to respond to children's questions and comments respectfully. It is important that through reading this book, children are exploring the concepts that there are many people in the world, with an array of skin tones, religious beliefs and ways of expressing themselves and all of this is something that should be embraced.
- Discuss the facial expressions of the people in the book to help children learn to read facial attributes. For example, draw attention to people's lips curving up and making a smile.

- Talk about how the people may be feeling while making those facial expressions. For example, "It looks like his lips are curving up and his eyes looks soft, he is smiling. I think he is feeling happy." Try to incorporate words such as calm, content and friendly.

Fun for Everyone! Activities to promote social and emotional development throughout the day:

- Talk with children and families about their unique cultures. Ask families to share songs and find culturally relevant materials such as musical instruments that can be brought into the care environment.
- Provide pictures, books, and play materials that represent various cultures, races, ages, genders and abilities while avoiding stereotypes. It is important for all young children to be exposed to all the people of the world as early as possible.
- Make sure children's families are represented and feel welcomed in the care space.
- Create an atmosphere of friendship in your care space. Promote social interactions between children. Activities that children have interest in, are novel and are culturally meaningful will support children's natural engagement. Set up activities that children have to do together. For example, have a box just heavy enough that two children will need to push together to get from one spot to another. Encourage children to find a partner and do the activity. Observe them while doing it and discuss how they worked together after.

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- With older toddlers and preschool aged children, play cooperative gross motor games with children to help them build their social skills. Games with parachutes and relays are fun and children will have to work together. Try playing the outside game, Fill the Bucket. Have an empty bucket in one spot on the ground, about 15 feet from it have a bucket with water and two small cups in it. Have two children work together to get the water from one bucket to the other. Again, observe closely for safety and for points of cooperation and friendship skills to talk about with them after they have completed the game.
- Take pictures of children playing together and exhibiting positive social skills. Create posters and books to use in the classroom. Talk with children about them to identify the specific things they do that are ways of being a good friend. Look for times they are simply playing together, helping each other, cleaning up together and etc.
- For children who are at least two years of age, observe for opportunities to encourage them to play with each other. If you notice children playing in the kitchen play area, and near each other, without interrupting, sit by them and say, "Oh Michael, I see you are making pancakes. Cheyanne, you are making eggs. Could you both make me breakfast?"
- Model social play skills with children during play times. Without interrupting children's play, find opportunities to sit with them and join. Say, "Can I play blocks with you? (If they say yes, proceed.) "I want to build a garage for this car, what do you think I should do?"
- Individually, in small or large groups, debrief children's days with them. Ask them about what made them happy. Ask them when they thought they were being a good friend. Try asking all children at least one of these types of social and emotional questions on a daily basis across settings.

