

JUN ANZU

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READER ACTIVITY GUIDE

Taking up space, finding your voice, and being seen
Read together. Wonder together. Talk about what matters.

FOR GROWN-UPS - Why This Story?

Jun Anzu is very, very small.

At school, her head barely reaches her teacher's knees. When she raises her hand, it disappears behind her desk. People keep asking when she is going to grow—as though becoming taller might solve everything.

Jun begins wishing she could change.

But a conversation with her father helps her realize that her size isn't the only thing about her capable of growing. And Jun discovers something else: she doesn't have to wait for her body to change before asking the world around her to make room for her.

With a cushion, an enormous paper hand, and a little creativity, Jun finds a way to participate in her classroom exactly as she is.

Jun Anzu offers children a gentle introduction to self-advocacy, adaptation, and the idea that sometimes the person doesn't need changing—the environment does.

Talk About It Together. There aren't right or wrong answers. Follow the child's curiosity.

Before reading

- Have you ever been too small to reach or see something?
- What do you do when something isn't made for your size?
- What does it mean to “take up space”?

After reading

- Why does Jun wish she were taller?
- How do you think Jun feels when her teacher can't see her hand?
- Does Jun become taller by the end of the story?
- What does she change instead?
- Why do you think Jun makes such a BIG paper hand?
- Is asking for something you need the same as complaining? Why or why not?
- What helps you participate when something feels difficult?
- What is one thing you would like other people to hear you say?

A NOTE FOR GROWN-UPS

Children often encounter environments designed around an imagined “average” child.

A chair may be too large. A shelf may be too high. A classroom may be too noisy. Instructions may be difficult to follow. A child may need more time, a different tool, another way to communicate, or simply permission to say, “*This isn't working for me.*”

Jun's story offers a useful distinction: *Helping a child participate doesn't always mean helping the child change. Sometimes we can change the environment instead.*

Self-advocacy begins when children learn that identifying what they need is something they are allowed to do.

In the Classroom

Ask students to become Classroom Detectives for a few minutes. What makes your classroom easier to use? What might make it difficult for someone else?

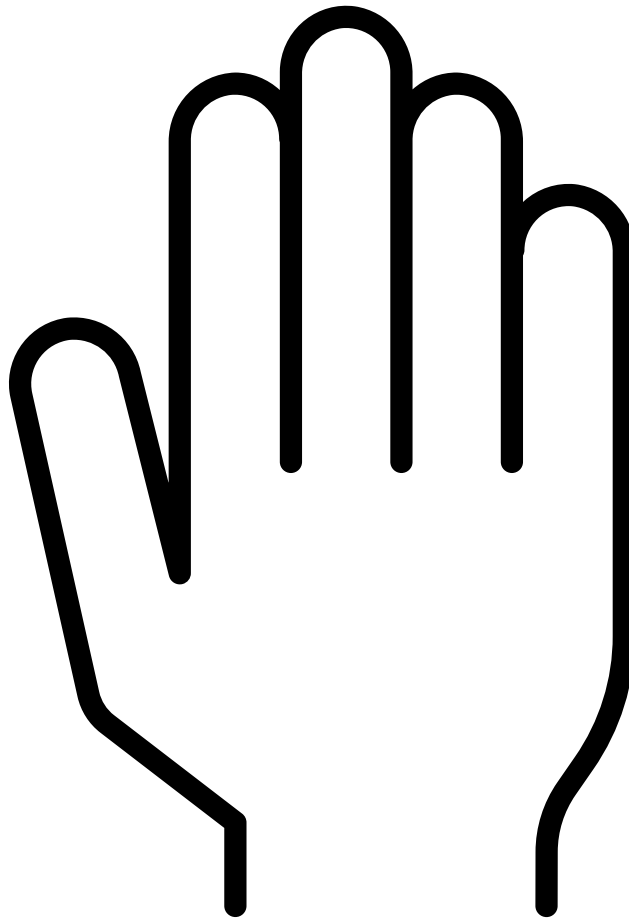
Then ask: *What could we change so more people can participate?*

The goal isn't to identify which classmates need accommodations. It's to help children recognize that environments can work differently for different people.

MY BIG VOICE

You don't have to be the biggest person in the room to have something important to say. Jun makes a giant hand so her teacher can see when she wants to participate.

Now make this hand yours. Color it. Draw on it. Fill it with words. Make it loud, quiet, silly, serious—or completely YOU. Maybe on each digit, Something I'm proud of... Something I want to learn... Something I want people to understand about me... Something that helps me... Something I want to try... And in the palm: *something I want the world to hear:*



Small person. BIG ideas.

MAKE IT WORK FOR YOU

What Could We Change?

Sometimes something is hard because we haven't found the right way to do it yet.

Jun can't easily see over her desk.

What could help?

- ☐ A cushion
- ☐ A different chair
- ☐ A different place to sit
- ☐ Something else: _____

Jun's teacher can't see her raised hand.

What could help?

- ☐ A giant paper hand
- ☐ A signal between Jun and her teacher
- ☐ Moving Jun's seat
- ☐ Something else: _____

NOW THINK ABOUT YOU

Something that is sometimes difficult for me:

Something that might make it easier:

Someone I could ask for help:

One way I could ask:

“Could I please _____?”

BE AN INVENTOR

Invent Something That Helps. Jun used a cushion and a giant paper hand. What could you invent to help yourself—or someone else—participate?

Draw your invention:

My invention is called:

It helps someone:

By:

You don't have to become someone else to make things work for you.