

Let's
TALK ABOUT
GUIDELINES



Welcome to the “Talking Is Teaching: Talk, Read, Sing” campaign, developed in partnership with *Too Small to Fail*, the Bay Area Council as well as various experts and organizations focused on boosting early language skills and closing the word gap among children from birth to age five.

An incredible amount of science has gone into crafting creative materials for this campaign. We consulted a number of childhood educators, scientists, and doctors to help us craft a system that would work across different developmental periods—from when children are first born and are nonverbal to when they can hold conversations and understand more abstract concepts.

With these designs we’ve used the “Big 5” model of essential early-literacy predictors as motivation for the type of interactions we want to encourage. The Big 5 was developed as part of the SEEDS of Learning’s early literacy curriculum and reflects the research on strong and moderate predictors of literacy detailed in the National Early Literacy Panel. The five big predictors are (1) vocabulary and meaning, (2) alphabetic knowledge, (3) book and print concepts, (4) phonological memory and awareness, and (5) oral conversation and comprehension.

We’ve also tried to keep in mind the stages of language development when designing each piece. For example, our onesie for three- to six-month-olds has a “let’s talk about hands and feet” design. This prompt encourages parents to talk to their infants about things that matter to infants—their own bodies! Prompts are also designed to help parents anticipate nonverbal responses. As children get older, the prompts get more sophisticated: our toddler-size T-shirt “let’s talk about color” introduces new vocabulary, open-ended questions and rhyme; and our 4T design “let’s talk about numbers” uses prompts that include more questions about complex early- math concepts, such as “more,” “less” and whole numbers. Knowledge of these developmental stages has been essential to helping us pick topics, prompts and designs that are most effective for the age group they’re targeting.

For all these reasons, we encourage you to stick as tightly as possible to the guidelines and designs within this document in order to help parents and caregivers engage their children with age-appropriate prompts.

Thank you for all you do to close the word gap. We hope these guidelines are useful to you in your work. For more information about the “Talking Is Teaching: Talk, Read, Sing” campaign, please visit www.talkingisteaching.org.

As the Talking Is Teaching campaign grows and expands, we aim to make the creative as versatile as possible. We want campaign leaders and design staff in every Talking Is Teaching community to have access to as much relevant creative material as possible. To help make a lasting impact, we must also take care to maintain consistency and to preserve the look and feel of the original creative work. To that end, here are a few guidelines on creating new creative.

CREATING NEW PRODUCTS WITH EXISTING CREATIVE IS USUALLY OK

Feel free to create new products like tip sheets, flyers, and even posters using existing illustrations and layouts. If a template exists for the product you intend to create, that's a great place to start. If new illustrations need to be drawn, a new layout needs to be created, or a new kind of product is required, please contact the Talking Is Teaching creative team. They can work with you to approve new work and may even be able to create new products by request.

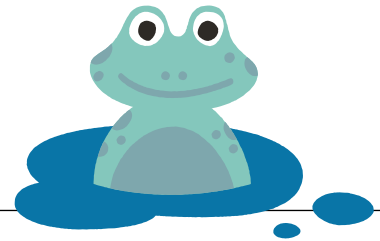
CONSIDER CHILDREN'S DEVELOPMENTAL STAGES

Please keep in mind the stages of children's language development when designing each piece. For example, our onesie for three- to six-month-olds has a "let's talk about hands and feet" design. This prompt encourages parents to talk to their infants about things that matter to infants – their own bodies! Prompts are also designed to help parents anticipate pre-verbal responses. As children get older, the prompts get more sophisticated: our toddler-size T-shirt "let's talk about color" introduces new vocabulary, open-ended questions, and rhyme. Our 4T design "let's talk about numbers" uses prompts that include complex early math concepts, such as "more" and "less" and whole numbers. Knowledge of these developmental stages has been essential to helping us pick topics, prompts, and designs that are most effective for the age group that they target.

BE MINDFUL OF YOUR ENVIRONMENT

Location is extremely important in determining strategy and creative content. As such, we've thought carefully about each one of our Talking Is Teaching spaces. If you're creating content for an existing space, please refer to any available creative and case studies that exist for it on this site. If you're thinking of starting up a campaign in a new space, please reach out to the Talking Is Teaching creative team for guidance.

LOGO



PRIMARY LOGO



This is the primary and preferred logo which includes the curved "Talking Is Teaching" strapline. This is our main sign-off. Please use this version wherever possible. All logo variations are available in Spanish.

Reversed logo variations are available in case the background needs to be in color (and it lowers the clarity of the positive logos). Use these with caution, as in most cases, layouts should be presented on a white background.

LANDSCAPE LOCKUP



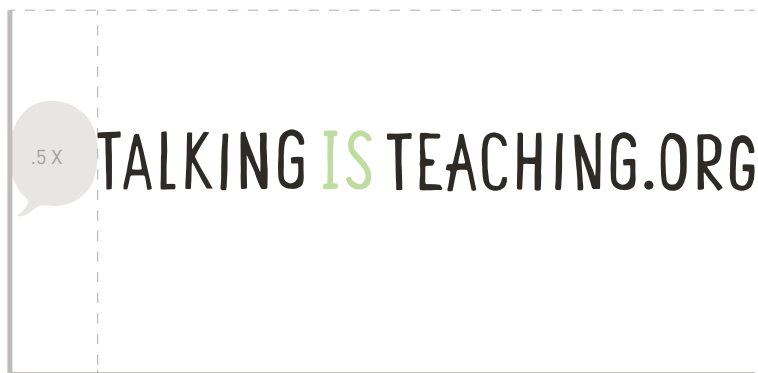
This version uses the full name of the campaign but omits the URL. Use it with products such as posters that include the URL as it appears on the following page. Do not use it without the URL.

URL

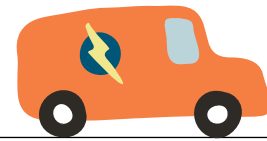
TALKING ISTEACHING.ORG TALKING **IS** TEACHING.ORG

The URL TALKINGISTEACHING.ORG should be included on any pieces of print that don't use the primary logo. It should be used to balance both horizontal and vertical lock-ups, as shown on pages 13 and 14. The URL should be sized to match the lockup type.

Where possible, please change the color of 'IS' in the URL to match one of the colors in the design so that the URL is emphasized and reads clearly as a callout.



Art-board edge



Art-board edge

GUIDELINES FOR LOGO USE

- Do maintain the clear-space guidelines, as shown.
- Do not skew, distort, shear, rotate or alter the logo.
- Do not recolor the logo, the type within, or the tagline.

PLEASE NOTE: The "Talking Is Teaching: Talk Read Sing" system has been designed for ultimate clarity against solid backgrounds, and as such, the elements should NEVER be used to overlay other styles of illustration, and photography should only be used as directed in these guidelines.



Art-board edge

PRIMARY TYPEFACE

TRS HAND

BOLD

ABCdEFGHIJKLMN
OPQRSTUVWXYZ
0123456789

REGULAR

ABCdEFGHIJKLMN
OPQRSTUVWXYZ
0123456789

TRS Hand is our primary font. It is a friendly voice across all our merchandising, print and OOH advertising. It is what we use to write our speech bubbles, sound effects and headlines.

TRS Hand is intentionally loose and relaxed, and it should never be kerned to add consistency or made to look conservative in any way. We are aiming to portray a friendly tone of voice, and TRS Hand fits the bill with its inconsistent lines, childlike feel, and disregard for classic forms.

TO USE TRS HAND:

1. Go to “Applications” menu and select “Font Book”
2. Drag the .otf file into your Font Book
3. Close InDesign (or whatever program you are using) and reopen.
4. Ensure you enable the OpenType features.
5. Each letter has 5 character options. While using the font, it will automatically cycle through the letters so that no character is repeated. If you don’t like the look of the letter, type it again and another option will show. If you are using InDesign, you can then vectorize the copy, ungroup, then replace the original letter with the option you like better.



TRS Hand should be colored white within speech bubbles and main titles, but it should adopt the color scheme in use in all places other than in the tagline, which should be black.

It is drawn to emulate a fun, handwritten look and contains several alternate characters for each letter so that the same letter should never appear in the same word more than once. Take care to preserve this inconsistent look across all items, and ensure that you enable the OpenType features to use TRS Hand effectively.

SECONDARY TYPEFACE

DIN REGULAR

Purchase DIN at

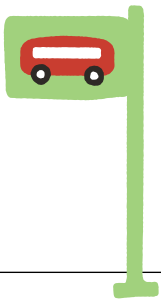
www.fontshop.com/fonts/downloads/fontfont/ff_din_ot_collection

SPECIMEN

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

0123456789



DIN Regular is our secondary font. It should never be used as part of the actual design but rather only in places where auxiliary copy is required for more sober methods of communication and where long amounts of

copy are required. It should never be used to replace the TRS Hand font(s) for display use and should be set with +4pt. leading, tracked to -10 and colored black.

In instances where DIN cannot be used, it can be replaced by Helvetica or Arial, which are standard system fonts on the majority of PCs.

ALTERNATIVE SECONDARY TYPEFACE 1

HELVETICA

SPECIMEN

ABCDEFGHIJKLMN
OPQRSTUVWXYZ

abcdefghijklmn
opqrstuvwxyz

0123456789

ALTERNATIVE SECONDARY TYPEFACE 2

ARIAL

SPECIMEN

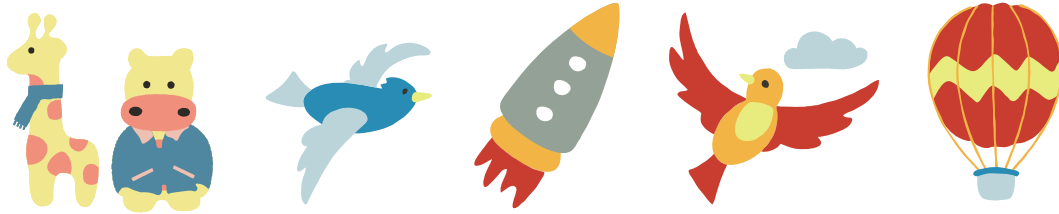
ABCDEFGHIJKLMN
OPQRSTUVWXYZ

abcdefghijklmn
opqrstuvwxyz

0123456789

ILLUSTRATIONS

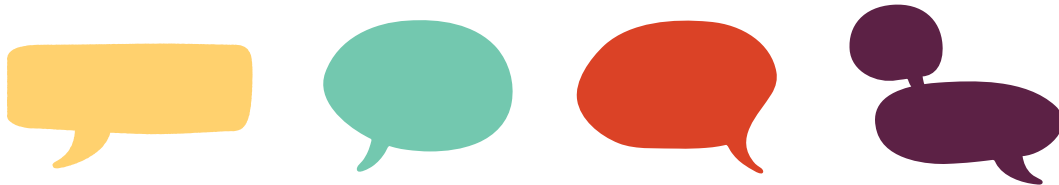
CHARACTERS



SILHOUETTES



SPEECH BUBBLES



We have created a library of illustrations that can be used to create more individual pieces. All illustrations are in Ai vector (Adobe Illustrator) format and can be re-colored to suit your own compositions and layouts. Please contact us for access.

The selection above is by no means exhaustive but is representative of the style of illustration we have created for the "Talking Is Teaching: Talk Read Sing" campaign—fun, friendly, approachable and accessible for kids.

If you need to represent a particular character or situation, please contact us, and we can work together to create it for you.

PLEASE DO NOT create new illustrations. If new illustrations are necessary, please contact the Talking Is Teaching creative team at info@toosmall.org.

Please contact the Talking Is Teaching creative team at info@toosmall.org before creating any new illustrations. They are able to advise on new creative and often to

create new illustrations. If you have been approved by the creative team to create new illustrations, please follow the guidelines below.

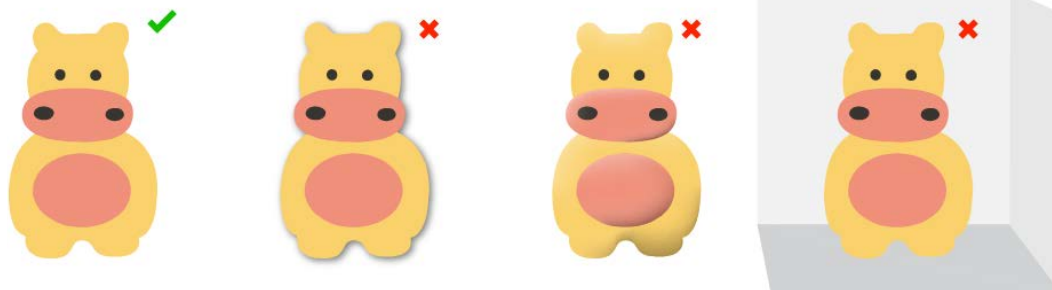
KEEP IT SIMPLE



Never use two elements when you could use one. This principle applies to groups of illustrations and also within a single illustration. Take the Talking Is Teaching Hippo as an example.

It's composed of only a few basic shapes: the simple, rounded outline of the body, two ovals for the snout and belly, two ovals for the eyes and two for the nostrils. An extension of this character, Doctor Hippo, is achieved by adding the fewest elements possible to create the image of a doctor.

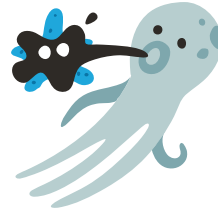
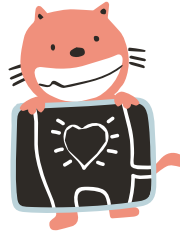
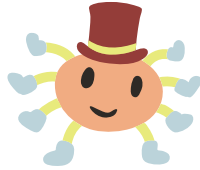
KEEP IT FLAT



Most characters are shown straight on or from a side profile, but never in perspective. Only solid spot colors are used, no depth cues, shading, gradients, shadows or any elements intended to add realism. The

same goes for props, speech bubbles, and environmental objects. Everything should be drawn flat and presented on the same two-dimensional plane, and whenever possible on a white background.

BE FRIENDLY



Don't be afraid to get cute! The essence of our creative is friendliness with a bit of whimsy. But the look and feel of our creative is not just for cuteness - it's a tool to make the content more engaging and

persuasive to our audience. To strike the right balance, use friendly, playful imagery to drive the core message and achieve products goals.

BE LOGICALLY CONSISTENT

Attention to detail is key and illustrations, although cartoons, should be logically consistent. For example, speech bubbles should come from characters and should not exist on their own. Objects appearing

in the sky should be drawn in the top half of the design layout. Rigorous attention to detail will not diminish, but rather strengthen the value of these illustrations.



























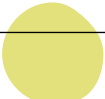
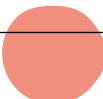
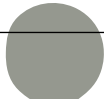
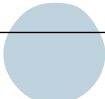

















FOCUS ON PARENTS AND CAREGIVERS

It's easy to get sidetracked drawing cute baby animals, but it's important to keep our target audience in mind: parents and caregivers of young children. While the look

and feel of Talking Is Teaching creative is cute, friendly, and childlike, we're speaking to an audience of adults.

COLOR



1	 PMS 134	 PMS 486	 PMS 180	 PMS 359	 PMS 5503	 PMS 299	 PANTONE BLACK
2	 PMS 5523	 PMS 5493	 PMS 564	 PMS 299	 PMS 7690	 PANTONE BLACK	
3	 PMS 601	 PMS 489	 PMS 486	 COOL GRAY 4	 PMS 7697	 PANTONE BLACK	
4	 PMS 134	 PMS 143	 PMS 492	 PMS 7487	 PMS 558	 PMS 5565	 PANTONE BLACK
5	 PMS 586	 PMS 486	 PMS 7538	 PMS 552	 PMS 7690	 PANTONE BLACK	
6	 PMS 7597	 PMS 7508	 PMS 475	 PMS 7652		 PANTONE BLACK	
7	 PMS 179	 PMS 141	 PMS 338	 PMS 7534		 PANTONE BLACK	
8	 PMS 7709	 PMS 7579	 PMS 729	 PMS 712		 PANTONE BLACK	

We have carefully chosen multiple color schemes that are complementary to the friendly, playful nature of "Talking Is Teaching: Talk Read Sing". Please do not deviate from these schemes. Do not mix schemes, and do not add or remove colors. Use only one scheme per piece, but feel free to use multiple schemes across multiple pieces as part of a collection or set.



DESIGN TITLES

The design title should always start with “Let’s talk about”, followed by the smallest form possible to communicate the topic clearly. The title shouldn’t end with a period or any other type of punctuation.

EXAMPLES

- ✓ Let’s talk about shapes
- ✗ Let’s talk about the shapes
- ✗ Let’s talk about shapes.



SPEECH BUBBLES

The copy in the talk bubbles should never be longer than five or six words and should always end with punctuation. Again, the copy should always be in the smallest form that is still clear. Talk bubbles essentially fall into a few categories:

QUESTIONS

Questions should generally provide an opening for further discussion. Rather than generating a simple yes or no, questions should easily lead in to potential follow-up questions and help spur conversation. Questions should always end with a question mark.

EXAMPLES

- ✓ What lives underwater?
- ✗ What lives underwater
- ✗ What else do you think lives underwater?



STATEMENTS

Statements should be used only to encourage a conversation or activity. They should never be used simply to point out something. Statements should always end with a period.

EXAMPLES

- ✓ Let’s sing a bath song.
- ✗ Let’s sing a bath song
- ✗ Let’s sing a song about the bath.
- ✗ Singing is fun.



SENTENCE STARTERS

Sentence starters are used as a way to start a conversation—especially when a statement or a question would contain too many words. Sentence starters should always be intentionally open ended to encourage the conversation to go in numerous different directions. Sentence starters should always end with an ellipsis.

EXAMPLES

- ✓ Today I saw the colors...
- ✗ Today I saw the colors
- ✗ Today I saw the colors blue, red, green...

today I SAW
THE COLORS...

ONE MORE NOTE: Generally, when constructing items with this system, it is also good to keep in mind the age of the child. For younger children it's helpful to include talk bubbles that help the parent/adult carry more of the conversation than the child. For example, songs and instructions are more helpful in these cases. When a child is older and able to talk back, questions are more helpful, as they help to encourage the child to play a larger role in the conversation. With that said, there should always be a mix of items so that a piece doesn't contain just one type of talk bubble over and over.

NON-TALK-BUBBLE DESIGN COPY

On some designs it could make sense to include copy that plays off the images but might not be a specific prompt. These should be used very sparingly, and in these cases, the copy should be no more than two words in length. Preferably they will still allude to a conversation that could take place.

EXAMPLES

- ✓ (on three separate pieces)
1. Wash 2. Rinse 3. Dry
- ✗ first you wash, then you rinse, then you dry.
- ✗ 1.bathtime 2.is 3.fun

1.
WASH
2.
Rinse
3.
DRY

NON-DESIGN COPY

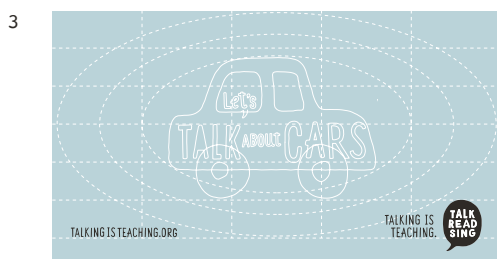
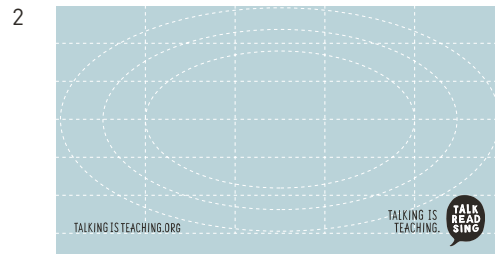
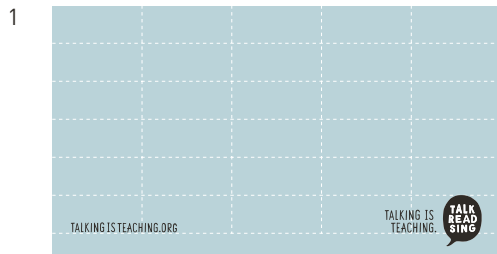
Generally, on pieces that are separate from the actual design, we want to try to be as clear as possible while maintaining a friendly tone. Because a lot of the people we are targeting will not always have great word comprehension themselves, we want to try to make things as approachable and enjoyable as possible. Sentences and paragraphs should always be constructed so they aren't intimidating to read— this goes for both the length as well as the words used.

PORTRAIT EXAMPLES



The “Talking Is Teaching: Talk Read Sing” portrait print layouts follow a simple six-column grid that runs edge to edge both vertically and horizontally. Once the grid is established, each composition should take into account the overall shape as in the example above. In this case, the images are

composed so they form a circular shape around the central title. Do not place illustrations randomly so they don’t take the overall form into account. Each design should have no more than five speech-bubble prompts.



The “Talking Is Teaching: Talk Read Sing” landscape print layouts follow the same six-column grid as the portrait version. The grid lines up with the baseline of the horizontal

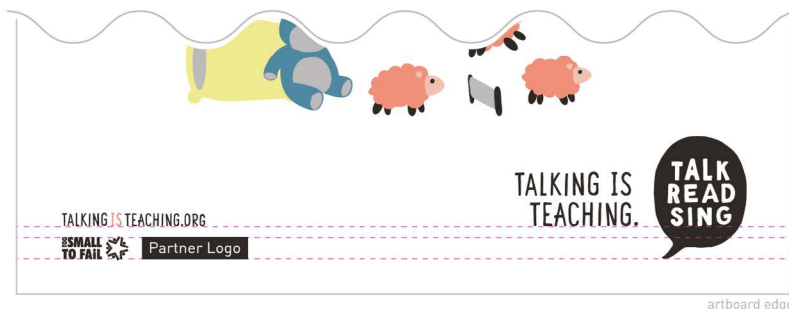
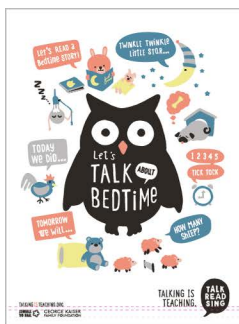
lockup, as in these cases the logo lockup forms part of the overall design. As with the portrait versions, each composition should take into account the overall shape.

PARTNER LAYOUTS

As a general rule, our products feature only the Talking Is Teaching logo, but you're welcome to add your own. If you add additional logos, however, we request that you also

include the *Too Small To Fail* logo. *Too Small To Fail* is the direct parent initiative of Talking Is Teaching, and should always be featured first, on the left in any group of logos.

POSTERS

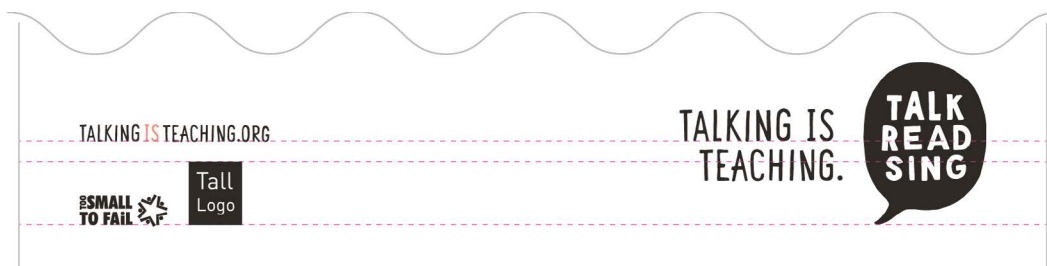


Partner logos on posters should be placed underneath the URL and align to the bottom of the logo speech bubble. The logo should be arranged horizontally and fill no more than 75% of the vertical gap between the bottom of the speech bubble and the bottom of the URL. If possible, the logos should be set in a single color that matches the artwork.

in the logo. The same grid should then be drawn, and the same 75% rule should be observed.

If the partner logos are too tall to fit in this arrangement, you may move the URL up to align with the bottom of the "Talking Is" line

The space available for partner logos on posters is limited, so it's best to list only your most important partners, or to customize your posters for the different locations in which they'll be used. If you need to feature all of your partners' logos in one place, we recommend doing so on the back of the tote bag.



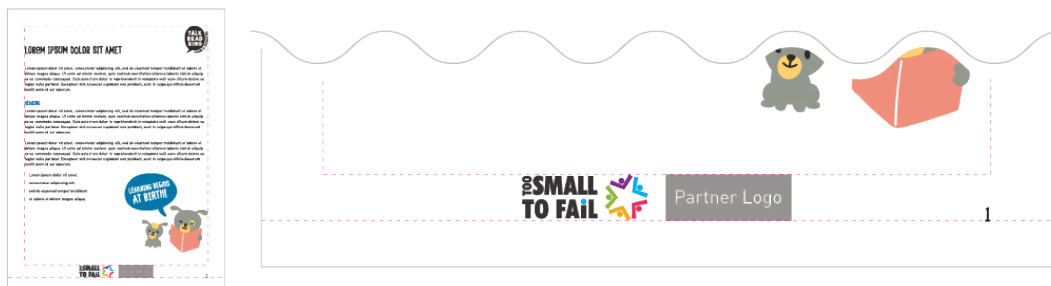
TOTES



The Talking Is Teaching clothing line should generally focus on messages to parents and caregivers. Our tote bags are also a great place to showcase your organization and community partners. Tote bag backs are useful for featuring partners that might have been excluded from other products.

The tote bag back includes the Talking Is Teaching logo in the bottom right corner. Partner logos should be included in the bottom left, and aligned to the same margin as the Talking Is Teaching logo.

DOCUMENTS



On documents such as tip sheets or other parent-facing handouts, partner logos should be placed at the bottom of the last page of the document. As with posters, we recommend only listing those partners

most relevant to the particular document. As with all products including partner logos, the *Too Small to Fail* logo should be included first, on the left.

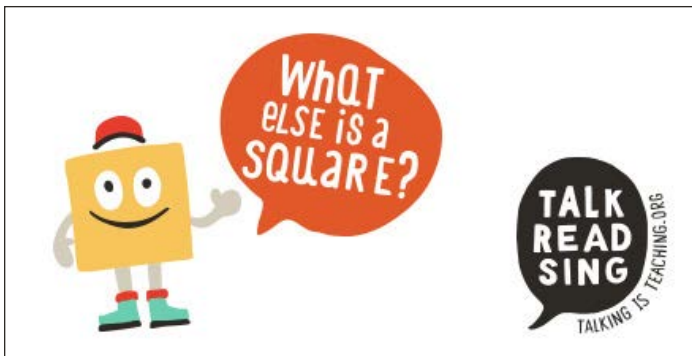
FACEBOOK EXAMPLE



Social media images should be pared-down versions of the standard print layouts. We need to be mindful of the smaller amount of real estate on PC and mobile screens, so images need to focus on one aspect, and should be as large as possible.

For better balance between elements in these types of images, use the URL lockup version of the logo, which allows you to maintain the website link at a readable size and affords you more room to play with the hero image.

TWITTER EXAMPLE



USING PHOTOGRAPHY

Photography may be incorporated into layouts when appropriate. When using photography in a layout, always choose an image that is complementary to the theme and graphics of the chosen message. Choosing the right image and incorporating the design elements appropriately are crucial in order to create a successful layout.



For garment-oriented layouts, we recommend using photographs of the actual garments and items that have our designs printed on them, rather than attempting to composite design assets with photography.

When photographs of the actual garments are unavailable and stock photography must be used, select photos with white garments, and then add our graphics and logos accordingly.

When incorporating them into photography, graphics and characters should be placed in context within their environments. Sky graphics should be placed in the sky, while other characters should be grounded.



Themes should also be used. For example, if the image shows a child eating, “Let’s talk about food” graphics should be used.

Speech bubbles should only be used with characters and should contain minimal copy, such as a short headline (where appropriate). Any additional body copy should be set in DIN Regular and placed below the image on white with the logo.



Headlines may be incorporated into images, and should be set in the TRS Hand font. Drop shadows may be added to illustrations to match shadows in photography.



Headlines may alternatively be placed below the image on white, along with any additional body copy and the logo.



PHOTOGRAPHIC LAYOUT DONT'S

When incorporating photography, all graphic characters and illustrations should be grounded within environments that make sense for that specific theme. Do not mix graphics with unrelated photography.

Within a layout that includes photography, multiple speech bubbles make text difficult to read. Limit use to one speech bubble placed with a character, containing minimal copy or a short headline (where appropriate).

Characters should be placed logically in context within an image and should not be floating in the space indiscriminately.

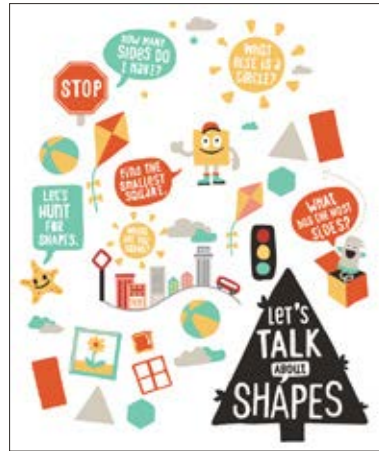
Any additional body copy should be set in DIN Regular and placed below the image on white with the logo.



GENERAL DONT'S

The "Let's talk about" silhouette is the focus of all the designs.

- Do not recolor the central silhouette graphic
- Do not place silhouette anywhere other than in the center
- Do not use silhouette as a design on its own



- Do not mix illustration/graphics with unrelated photography. For example, don't use food-themed illustrations on a photo of a child in a bathtub."
- If partner logos are required, follow the guidelines for partner logos on printed materials
- Do not mix "Talking Is Teaching: Talk Read Sing" fonts with other fonts



- Do not recolor the logo/lockup
- Do not rotate, shear, condense, stretch or alter the logo in any way

