



Roots of Empathy Curriculum Booklist and Questions

Junior

In Roots of Empathy, we use literature to help children explore their own feelings and take the perspective of others. When reading any of the Roots of Empathy books, do so without stopping. When you read a book, it is as if a magical spell has been cast; the children become engrossed in the story and share the experience as a group. This spell is broken if comments are made or questions are taken from the children. After reading the books, comments, questions, and reflections are welcome and Roots of Empathy suggests that you turn to the pages you are discussing with your students.

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Theme	Lesson	Book	How to Use Book
1	PRE	No Book Required	n/a
1	POST	How are You Peeling: Foods with Moods	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 4 and 6 of this Post Family Visit. Aim 4 is to increase students' knowledge of emotional literacy and the ability to reflect upon and understand their feelings. Aim 6 is to help students understand that feelings are not good or bad or right or wrong, and that when we understand how other people feel, we show empathy.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>How Are You Peeling?</i> By explaining to the students that, in Roots of Empathy, we will talk a lot about feelings, which are neither good nor bad but are very important. In this story, the person who made the pictures in the book cut up fruit and vegetables to make them look like faces showing different kinds of feelings. As you read, please give students enough time to view the illustrations. After reading the book, ask, "What are some of the feelings expressed by the fruit and vegetables?" As the students identify the feelings, open the book to the page they are discussing. Reinforce that we all have feelings and that feelings are neither good nor bad. Empathy means being able to understand other people's feelings.</p>
2	PRE	No Book Required	n/a
2	POST	Jamaica Tag-along	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 4 of this Post Family Visit. Aim 4 is to help students recognize and discuss negative feelings such as sad, angry and afraid. Aim 4 is to help students learn to empathize with other people's feelings.</i></p>

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2	POST	Jamaica Tag-along (Cont'd)	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Jamaica Tag-along!</i> By sharing with the children that this is a story for young children about feeling left out. By reading this book, we will be better able to understand the emotions of others. As you read, please give students enough time to view the illustrations. After reading the book, mention that in the story Jamaica realized how young Berto must feel, since she has felt left out herself. This moment of empathy changed how she acted towards him. When we show empathy, others learn from it. For example, Berto is now more likely to show empathy to others. Ask them: "When was a time you felt left out like Jamaica did when her brother wouldn't let her play? Who helped you? What can you do to help someone who is feeling left out?" Guide students in talking about acts of empathy in the story.
3	PRE	No Book Required	n/a
3	POST	No Book Required	n/a
4	PRE	Willie Wins	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 3 and 4 of this Pre Family Visit. Aim 3 is to have children take the perspective of another person. Aim 4 is to have students consider and discuss bullying.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Willie Wins</i> by sharing with the students that, "This is a story for younger children about experiencing strong emotions, which often come through in situations of bullying. Some students your age bully younger students. We are using this book as a way to understand feelings." As you read, please give students enough time to view the illustrations. After reading the book, ask them, "How do you think Willie must have felt when Stan bullied him (e.g., disappointed, hurt, angry, sad, worried, and embarrassed)? Willie had faith in his father and he was proud of him." Ask, "How do you think Willie felt when people</p>

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4	PRE	Willie Wins (cont'd) OR	made fun of his bank?" Open the book to the last page, where Willie is showing classmates the baseball card, and discuss how he must have felt at this point.
4	PRE	The Moccasin Goalie OR	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 3 and 4 of this Pre Family Visit. Aim 3 is to have children take the perspective of another person. Aim 4 is to have students consider and discuss bullying.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book, The Moccasin Goalie, by letting students know it was written by a man who is telling the story of when he was a boy growing up in the prairies of Canada. Explain to the students that when we are being excluded or see someone being excluded, we want to do something about it or help them because we have empathy but sometimes it is hard to know what to do in the moment. In this story, the Moccasin Goalie and his friends are excluded from the hockey team. As you read, please give students enough time to view the illustrations. After reading the story, ask them: "Can you share a time when you were excluded or saw someone being excluded? What did you do, or if you had a second chance what would you do? How would you feel if your Roots of Empathy baby was excluded when they are your age and in school?"</p>
4	PRE	Jess Was the Brave One	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 3 and 4 of this Pre Family Visit. Aim 3 is to have children take the perspective of another person. Aim 4 is to have students consider and discuss bullying.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author</p>



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4	PRE	Jess Was the Brave One (cont'd)	and illustrator. Introduce the book, Jess Was the Brave One by sharing with the students that, "Sometimes other children do things that make you feel sad. They might tease or butt in front of you in line, or call you names. They "bully" people." (Ask if students know what the word "bully" means, and if anyone can tell you.) "When something like this happens, what kind of feelings do you have? This story is about two sisters and some children are mean to one of them." As you read, please give students enough time to view the illustrations. After reading the book, ask the students if they have ever seen anything like the bullying in the book. Say that, "We can feel many different things, and our feelings can change, even many times in one day." Ask students, "What are some feelings we've felt today?" Give an example, such as, "I was scared on my way here because I was almost in a car accident." Or, "I was very happy when I woke up because I remembered I was coming to see you today." If the teacher wishes, he or she could also offer some examples. Invite students to offer their own examples of feelings. Explain that although the children and adults may feel the same emotions, every person experiences feelings in their own special way.
4	POST	No Book Required	n/a
5	PRE	Daniel's Day OR	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 2 and 3 of this Pre Family Visit. Aim 2 is to help students understand the role of transitional objects for a baby. Aim 3 is to help students understand the traits of adaptability and rhythmicity.</i> Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Daniel's Day</i> by sharing with the students that it is a book for younger children which will help us to understand the feelings little children have about transitional objects, and how stressful it is if they can't find them (i.e., Daniel losing his cape). As you read, please give students enough time to view the illustrations. After reading



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5	PRE	Daniels Day (cont'd)	the book, explain to the students that falling asleep for some babies is stressful and transitional objects (such as Daniel's cape in the book) help them feel calm and secure. Ask the students to remember a time when they were Daniel's age, and share how a transitional object helped them when they were scared or stressed out. Then ask what helps them now in stressful situations (e.g., sharing their feelings with somebody, breathing)?
5	PRE	Franklin's Blanket	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 2 and 3 of this Pre Family Visit. Aim 3 is to help students understand the role of transitional objects for a baby. Aim 3 is to help students understand the traits of adaptability and rhythmicity.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Franklin's Blanket</i> by sharing with the students, "This is a book for younger children to help us understand the feelings that little children have about transitional objects, as well as the fear and discomfort that can come with going to sleep." As you read, please give students enough time to view the illustrations. After reading the book, discuss with the students some situations in which a transitional object might be helpful for their classroom baby. Ask them: "When was a time when you were in a stressful situation? Who helped you? What would you do to make a friend feel safe?"</p>
5	POST	The Lotus Seed	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 4 of this Post Family Visit. Aim 4 is to have students discuss transitions in their own lives.</i>

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5	POST	The Lotus Seed (cont'd)	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>The Lotus Seed</i> by sharing with the students that this is a story about a family that was forced to leave their homeland and start a new life in another country. As you read, please give students enough time to view the illustrations. After reading the book, discuss with the students some of the different transitions the grandmother experienced in her lifetime. Ask the students to identify the situations and open the book to the page they are discussing. Ask them, "What hardships/feelings did she experience? Do you know of any stories of relatives who have kept something precious to remind them of what they have left behind when moving to a new country?" Reinforce the concept that we may have different cultures and different memories, but we all share the same feelings.
6	PRE	No book required	n/a
6	POST	No book required	n/a
7	PRE	No book required	n/a
7	POST	A Screaming Kind of Day	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 3, 4, 5 and 7 of this Post Family Visit. Aim 3 is to help students understand that some people have challenges in speaking and listening. Aim 4 is to help students understand how it might feel to have those challenges. Aim 5 is to help students learn the importance of making everyone feel included. Aim 7 is to expand students' literacy of feelings to encompass words which express feelings of exclusion.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>A Screaming Kind of Day</i> by sharing with the students that this is a story about a girl who has a hearing impairment and uses hearing aids</p>

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7	POST	A Screaming Kind of Day (cont'd)	and lip reading to understand what people are saying. As you read, please give students enough time to view the illustrations. After reading the book, ask, "Why did Scully feel frustrated? Is she having a 'screaming kind of day'?" When the children give their comments, you can add, "You are showing empathy for Scully because you understand how she feels. Have you had any experiences with people who have challenges communicating?" Invite the students to share. Discuss how empathy can make people feel included and happy.
8	PRE	The Three Questions	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1 and 3 of this Pre Family Visit. Aim 1 is to have students consider the uniqueness of people: how people all have similarities, but also have differences. Aim 3 is to have students identify what make us who we are.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>The Three Questions</i> by saying it is an adaptation of a short story written in 1903 by the famous Russian novelist Leo Tolstoy. Tolstoy was also a philosopher, who thought a lot about the big questions of life and wondered how he could be a good person. This novel was adapted by Jon Muth: he rewrote the story and illustrated it.</p> <p>Pouchkine, the dog, and Gogol, the monkey, are named after the two famous Russian writers who lived at the same time as Tolstoy. Sonya, the heron, is named after Tolstoy's wife. Perhaps when you are in high school or university, you will read some of the famous novels by Tolstoy, such as <i>War and Peace</i> and <i>Anna Karenina</i>, which have also been made into films.</p> <p>Say to the students that the hero of the story, Nikolai, is the same age as them and is trying</p>

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8	PRE	The Three Questions (cont'd) OR	to work out how he can become a good person. He thinks that he will know how to be a good person if he gets the answers to three questions. As you read, please give students enough time to view the illustrations. After reading the book, ask the students to explain to you why Léon, the wise tortoise (who has the same first name as Tolstoy himself), gave Nikolai the following replies to his questions: the best moment for action is now; the most important person is always the person you are with; the best thing you can do is help the person who is with you. Invite the students to give an example of "helping the person who is with you." This is empathy in action—when you understand how a person is feeling and you help them.
8	PRE	Welcoming Babies OR	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 3 and 4 of this Pre Family Visit. Aim 1 is to have students consider the uniqueness of people: how people all have similarities, but also have differences. Aim 2 is to have students think about the variety of traditions and celebrations among different cultures. Aim 3 is to have students identify what make us who we are. Aim 4 is to have students consider the world from the baby's perspective.</i> Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Welcoming Babies</i> by sharing with the students that this book shows us what love looks like in many different cultures and countries all around the world. Say, "We've seen how (parent's name) loves and celebrates his/her baby. Every culture does so with its own special traditions and ceremonies." As you read, please give students enough time to view the illustrations. After reading the book, ask them, "Were any of these celebrations familiar to you? Do you know of any others?"

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Theme	Lesson	Book	How to Use Book
8	PRE	The Red Blanket	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, and 3 of this Pre Family Visit. Aim 1 is to have students consider the uniqueness of people: how people all have similarities, but also have differences. Aim 2 is to have students think about the variety of traditions and celebrations among different cultures. Aim 3 is to have students identify what make us who we are.</i></p> <p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>The Red Blanket</i> by sharing with the students, "This is a true story about the author who adopted* a little girl from China. Even though she was born in a different country, the story shows how Canada has also influenced who she is today." As you read, please give students enough time to view the illustrations. After reading the book, ask them, "What makes PanPan who she is?" Talk about what she brings with her from her native Chinese home (e.g., temperament, name, culture) and how she is influenced by her adopted Canadian home.</p> <p><i>*In this adoption story, it is also important to emphasize the strong parent-infant attachment and unconditional love that is present even when a baby is adopted.</i></p>
8	POST	Whoever You Are	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1 and 2 of this Post Family Visit. Aim 1 is to have students consider how everyone in the world shares the same feelings or emotions. Aim 2 is to have students share with the class something special about themselves and learn that everyone has something to offer.</i></p>



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Theme	Lesson	Book	How to Use Book
8	POST	Whoever You Are (cont'd)	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Whoever You Are</i> by sharing with the children that this is a story about how everyone in the world is connected through shared feelings or emotions. Before reading, remind the children that you have discussed how everyone is special or unique, but now you are going to think about the ways in which we are alike or the same. As you read, please give students enough time to view the illustrations. After reading the book, ask them, "In what ways are we the same (e.g., feelings, smiles, hearts, laughter)?" As the students identify situations, open the book to the page they are discussing. Invite students to share other ways that they are alike. It is important for students to understand that our cultural differences make us feel proud, unique and connected to our culture, like being on a team. But, it is also important to understand that, in the world, we are all on the same team of 'Humanity' and our membership on that team is based on our shared feelings.
9	PRE	No book required	n/a
9	POST	No book required	n/a