



# Roots of Empathy Curriculum Booklist and Questions

## Primary

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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For some lessons in the following book list there is more than one book listed. You will only have one of the books listed to read in a lesson. All books listed align with the curriculum and meet the aims of the lesson in different ways.

Theme	Lesson	Book	How to Use Book
1	PRE	On Mother's Lap  OR	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 5, 6 and 7 of this Pre Family Visit. Aim 5 is to help students understand that a baby learns through his/her senses such as touching. Aim 6 relates to helping students become aware that babies have feelings, and that they can express these feelings with their bodies. Aim 7 is to help students learn about perspective taking.</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>On Mother's Lap</i> by sharing with the children, "This is a story about a boy whose favourite place to be is on his mother's lap." As you read, please give students enough time to view the illustrations. After reading the book, turn to page 31 where the mother is holding both her children on her lap. Ask, "How is the mother showing love for her children (e.g., the mother and children are snuggling and their faces are touching)? Looking at their faces, how do you think this makes them feel?"</p>
1	PRE	Hi New Baby	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 4, 5, 6 and 7 of this Pre Family Visit. Aim 4 relates to having students learn about the continuum of growth that a baby goes through, and that every baby grows at his/her own pace. Aim 5 is to help students understand that a baby learns through his/her senses such as touching. Aim 6 relates to helping students become aware that babies have feelings, and that they can express these feelings with their bodies. Aim 7 is to help students learn about perspective taking.</i></p>



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1	PRE	Hi New Baby (Cont'd)  OR	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>Hi New Baby</i> by sharing with children, "This is a story about a new baby and his family." As you read, please give students enough time to view the illustrations. After reading the book, explain that "When babies are born, they are brand new people. They cannot talk yet but they can still communicate, and with each day, we learn more about who they are. Also with each family visit, we will notice what is new and what has changed with our Roots of Empathy baby (e.g., growing - in abilities and size - and their temperament – the way a baby reacts). Over the program year, we will discover what they are like, how they discover the world, and you will be a part of their world. You will be the first class the baby has seen. How are you feeling about meeting the baby?" Ask the classroom teacher to write the names of the feelings shared by the children on a flip chart.
1	PRE	Talk Baby!	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 4 and 7 of this Pre Family Visit. Aim 4 relates to having students learn about the continuum of growth that a baby goes through, and that every baby grows at his/her own pace. Aim 7 is to help students learn about perspective taking.</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>Talk Baby!</i> By sharing with children, "This is a story about a new baby and his family." As you read, please give students enough time to view the illustrations. After reading the book, explain that "When babies are born, they are brand new people. They cannot talk yet but they still can communicate, and with each day, we learn more about who they are. Also with each family visit, we will notice what is new and what has changed with our Roots of Empathy baby (e.g., growing - in abilities and size - and their temperament – the way a baby reacts). Over the program year, we will discover what they are</p>



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1	PRE	Talk Baby! (Cont'd) OR	like, how they discover the world, and you will be a part of their world. You will be the first class the baby has seen. How are you feeling about meeting the baby?" Ask the classroom teacher to write the names of the feelings shared by the children on a flip chart.
1	PRE	Kiwi Baby	<p><i>Note to Instructor: By reading this book and through the discussion that will follow, you will be meeting Aim 4 of the Pre-Family Visit. Aim 4 relates to having students learn about the continuum of growth that a baby goes through, and that every baby grows at his/her own pace.</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 Kiwi Baby by sharing with children, "This is a story about a new baby and his family. In the story, Kiwi Iti is waiting patiently for the baby to hatch or be born." As you read, please give students enough time to view the illustrations.</p> <p>After reading the book, explain that "When babies are born, they are brand new people. They cannot talk yet, but they still can communicate, and with each day, we learn more about who they are. Also, with each Family Visit, we will notice what is new and what has changed with our Roots of Empathy baby (e.g., growing - in abilities and size, and their temperament - the way a baby reacts)."</p> <p>Share with the children that, "over the program year, we will discover what they are like, how they discover the world, and you will be a part of their world. You will be the first class the baby has seen."</p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>• How are you feeling about meeting the baby? Ask the classroom teacher to write the names of the feelings shared by the children on chart paper or the board.</li> </ul>



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1	POST	How are You Peeling: Foods with Moods  OR	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 3 of this Post Family Visit. Aim 3 is to help introduce the concept of "literacy of feelings."</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 sharing with the children, "The person who made the pictures in this 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. Ask the classroom teacher to write the names of these feelings on flipchart paper.</p>
1	POST	Kei te Pehea Koe/How Do You Feel?	<p><i>Note to Instructor: By reading this book and through the discussion that will follow, you will be meeting Aims 3 and 4 of the Post-Family Visit. Aim 3 introduces the concept of "literacy of feelings." Aim 4 supports children's development of perspective taking, the cognitive aspect of 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>Kei te Pehea Koe/How Do You Feel?</i> by sharing with the children that this book talks about feelings in your body that are physical, like feeling tired or hungry. It also talks about feelings that are emotions, like feeling scared or sad. As you read, please give children enough time to view the illustrations. After reading the book, model the feeling for hot. Go to the page in the book that says I feel tired, and ask the children to show you, using their body, feeling tired.</p>



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1	POST	Kei te Pehea/How Do You Feel? (Cont'd)	<p>Ask the children:</p> <ul style="list-style-type: none"> <li>What other examples of physical feelings were shown in the book?</li> </ul> <p>The other feelings shown in the book are about emotional feelings. Ask the children to show, using their face, what a person who is feeling angry might look like.</p> <p>Say to the children that we have all felt scared, sad, and lonely at some point and so has our Baby and so has your teacher and so have I. Invite a child to show the class how their face and body look when they feel sad.</p> <p>Say to the children: Empathy is understanding how another person feels and feeling the same way with them.</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 aims 1, 2, 3 and 4 of this Post Family Visit. Aim 1 is to help students recognize negative feelings, such as sad and mad. Aim 2 is to help students learn to empathize with other people's feelings. Aim 3 is to use art to foster the development of empathy. Aim 4 is to help students understand and appreciate how their own temperaments may influence the way they express their feelings.</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>Jamaica Tag-Along!</i> by sharing with the children, "This is a story about a girl who feels left out and tags along (goes where she is not wanted and just watches)." As you read, please give students enough time to view the illustrations. After reading the book, ask, "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</p>



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2	POST	Jamaica Tag-Along (Cont'd)  OR	students in talking about acts of empathy in the story.
2	POST	Tu Meke Tuatara	<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 help students recognize negative feelings, such as sad and mad. Aim 2 is to help students learn to empathize with other people's feelings. By reading this book, we aim to help children understand that we all feel sad at times, and sometimes we may not know why, but that it is still helpful to talk to someone about how you feel.</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 Tu Meke Tuatara by sharing with the children that this book talks about how we all feel sad at times, and sometimes we may not know why. As you read, please give children enough time to view the illustrations. After reading, ask the children:</p> <ul style="list-style-type: none"><li>• How do you think Tahi was feeling?</li></ul> <p>Say to the children: Like Tahi, everybody feels sad or blue sometimes. If we know why we are sad we can talk to our family or friends about it and feel better. Sometimes, like Tahi, we don't know why we feel sad. Like Tahi, it's still helpful to tell someone who cares about us like family,</p>



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2	POST	Tu Meke Tuatara	<p>teachers or friends. Babies don't have words to tell us when they feel sad, but they cry and then we help them.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>• How would our Roots of Empathy parent know if her baby was feeling sad? What do you think she/he would do?</li> <li>• What would you say or do if a friend said to you, "I feel so sad today and I have no idea why"?</li> </ul> <p>Say to the children: All feelings are okay, but we all need help when sad feelings don't go away</p> <p><b>Did you know?</b></p> <p>Childhood depression is a major public health problem that is associated with other physical and mental health conditions and an increased risk of suicide (Agency for Healthcare and Research Quality, 2018). Most adults, "report that their depression started in childhood" POST FAMILY VISIT</p> <p>THEME 2: CRYING</p> <p>Copyright © 2021 Roots of Empathy. All Rights Reserved. 2 of 2</p> <p>(CHEO, 2019, p. 1). When children are depressed, they need love and connection, and helping them to understand their feelings and that they can talk about them can help to support their mental wellbeing.</p> <p><b>References</b></p> <p>Agency for Healthcare and Research Quality. (2018). <i>Depression in children: Systematic review</i>. Agency for Healthcare and Research Quality. Retrieved from <a href="https://effectivehealthcare.ahrq.gov/products/childhood-depression/protocol">https://effectivehealthcare.ahrq.gov/products/childhood-depression/protocol</a></p> <p>CHEO. (2019, October). <i>Helping your child or youth with depression</i>. CHEO. Retrieved from <a href="https://www.cheo.on.ca/en/resources-and-support/resources/P4931E.pdf">https://www.cheo.on.ca/en/resources-and-support/resources/P4931E.pdf</a></p>



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3	PRE	Sasha and the Wiggly Tooth	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 3, 4 and 5 of this Pre Family Visit. Aim 3 is to teach emotional literacy by getting students to talk about their feelings when they lose baby teeth. Aim 4 is to introduce students to different family cultural traditions around tooth loss. Aim 5 is to have students think about ways to be empathic to friends who are going through the stage of tooth loss, and to have them express their feelings using art.</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>Sasha and the Wiggly Tooth</i> by sharing with the children, "This is a story about a boy named Sasha whose friends were getting big teeth, but he still hadn't lost a baby tooth." As you read, please give students enough time to view the illustrations. After reading the book, explain to the students that, just like our Roots of Empathy baby, who is growing teeth, many of them have already or soon will be losing old and growing new teeth. Discuss the many feelings that Sasha expressed (e.g., worrying about whether it will hurt, being proud, excited, disappointed about losing a tooth). As the students identify feelings, open the book to the pages they are discussing. Ask, "How did you feel when you lost your first tooth? What did you do with your tooth?" Discuss with them that every family has a different way of doing things.</p>



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3	POST	Suki's Kimono  OR	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 3 of this Post Family Visit. Aim 3 is to have students think about the concept of pride and to express their feelings using art.</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>Suki's Kimono</i> by sharing with the children, "This is a story about a little girl of Japanese heritage who is made fun of because she looks different from the other kids when she wears her Japanese kimono." As you read, please give students enough time to view the illustrations. After reading the book, discuss with the students how proud Suki was to wear the kimono on the first day of school because it was given to her by her obachan (grandmother) whom she loved very much. Ask, "When was a time you felt proud?" Invite the students to share a time when they were made fun of. Ask, "Who helped you? What can you do to help someone who is being made fun of?"</p>
3	POST	I Can Do it Too!  OR	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 3 of this Post Family Visit. Aim 3 is to have students think about the concept of pride and to express their feelings using art.</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>I Can Do It Too!</i> By sharing with the children, "this story is about a little girl and all the things she can do that make her feel proud." As you read, please give students enough time to view the illustrations. After reading say, "It is easy to be proud of things you learn to do. It is harder to think of things to be proud of that maybe only you know about (e.g., kindness, helping, or feeling proud of family). When was a time you felt this kind of proud?"</p>



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3	POST	Proud	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 3 of this Post Family Visit. Aim 3 is to have students think about the concept of pride and to express their feelings using art.</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 Proud by sharing with the children, "this is about intrinsic pride. The kind of pride that is inside and you feel happy about yourself." As you read, please give students enough time to view the illustrations. After reading the book, ask them: "When was a time you felt proud?" and "What type of proud did you feel (e.g., an accomplishment – were you proud of what you did or how you did it, helping a friend, trying your best, proud of your family)?" It is important as Instructors that you understand intrinsic pride: it is one of Roots of Empathy's program pillars.</p>
4	PRE	Maria's Shoes	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 4 and 5 of this Pre Family Visit. Aim 1 is to have students identify the emotions sad, mad/angry, happy and scared. Aim 4 is to validate students' feelings and help them to feel comfortable talking about them. Aim 5 is to have students consider bullying, and how it makes people feel.</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>Maria's Shoes</i>, by explaining that it is a true story that happened to students in a Roots of Empathy class. Explain to the students that when we see someone being bullied, we want to help them because we have empathy for them but sometimes it is hard to know what to do in the moment. In this story, Maria is being bullied about her shoes being 'ugly,' and her friend desperately wants to help out.</p>



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4	PRE	Maria's Shoes (Cont'd)  OR	As you read, please give students enough time to view the illustrations. After reading the story, ask them: "Have you ever been in a situation where you wanted to help someone who was being bullied but didn't know what to do at the time, or were scared to help? If you had a second chance what would you have said or done differently? What do you think about the girls switching shoes?"
4	PRE	Jamaica and Brianna	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 3, 4 and 5 of this Pre Family Visit. Aim 1 is to have students identify the emotions sad, mad/angry, happy and scared. Aim 2 is to have students realize that everyone has these feelings. Aim 3 is to have students realize that these feelings are neither good nor bad, although some feelings make us feel unpleasant. Aim 4 is to validate students' feelings and help them to feel comfortable talking about them. Aim 5 is to have students consider bullying, and how it makes people feel.</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>Jamaica and Brianna</i> by sharing with the students, "This is a story about two good friends, and sometimes even good friends say mean things to each other that make them feel sad or angry." As you read, please give students enough time to view the illustrations. After reading the book, discuss with the students all the different feelings Brianna and Jamaica shared (e.g., hurt, angry, sad, frustrated, and happy). As the students identify the feelings, open the book to the page they are discussing. Ask, "How do you show your feelings? How did Jamaica and Brianna make each other feel better in the end?" Invite the students to share a time when they have said mean things to a friend or a friend has been mean to them, and what the reaction was. Explain, "Although we may all have the same feelings, every person experiences feelings in their own special way."</p>



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4	PRE	Jamaica and Brianna (Cont'd)  OR	Before reading the story, introduce the concept of bullying, "What does it mean to be bullied? Have you or someone you know ever been bullied?"
4	PRE	Give Maggie a Chance  OR	<p>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 2, 3, 4 and 5 of this Pre Family Visit. Aim 1 is to have students identify the emotions sad, mad/angry, happy and scared. Aim 2 is to have students realize that everyone has these feelings. Aim 3 is to have students realize that these feelings are neither good nor bad, although some feelings make us feel unpleasant. Aim 4 is to validate students' feelings and help them to feel comfortable talking about them. Aim 5 is to have students consider bullying, and how it makes people feel.</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 Give Maggie a Chance by sharing with the children, "This is a story about Maggie who feels afraid and shy to read out loud at school. In the story, Kimberly is very mean and bullies Maggie." As you read, please give students enough time to view the illustrations. After reading the book, ask, "At the beginning of the story, how did Maggie feel (e.g., afraid, scared, shy, nervous)?" Then ask the students to share a time when they felt this way. Turn to page 26 and remind the children that in the middle of the story Sam encouraged Maggie not to let Kimberly upset her. Reread the text on page 26 and 27 and invite the children to share a time when they have been able to stand up for a friend in the same way that Maggie stood up for Sam when Kimberly was mean to him.</p> <p>Before reading the story, introduce the concept of bullying, "What does it mean to be bullied? Have you or someone you know ever been bullied?"</p>



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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 1, 2, 3, 4 and 5 of this Pre Family Visit. Aim 1 is to have students identify the emotions sad, mad/angry, happy and scared. Aim 2 is to have students realize that everyone has these feelings. Aim 3 is to have students realize that these feelings are neither good nor bad, although some feelings make us feel unpleasant. Aim 4 is to validate students' feelings and help them to feel comfortable talking about them. Aim 5 is to have students consider bullying, and how it makes people feel.</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>Jess Was the Brave One</i> 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."</p> <p>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 you'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.</p>



# Roots of Empathy Curriculum Booklist and Questions

## Primary

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4	POST	No Book Required	n/a
5	PRE	Hush	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 5 and 6 of this Pre Family Visit. Aim 1 is to focus on a baby's need for sleep. Aim 5 is to talk about individual preferences for sleep and the concept of temperament. Aim 6 is to have students learn about ways to soothe a baby through sleep transitions.</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>Hush</i> by sharing with the children, "This is a story about a mother putting a baby to sleep in Thailand." As you read, please give students enough time to view the illustrations. After reading the book, review with the children how this story showed us the way that adults say <i>hush</i> when babies are trying to sleep, whether the babies are sleeping in the jungle and animals are making noise, or in a city where cars and people are making noise. Ask, "How would you help a baby fall asleep (e.g., say hush, sing a lullaby, give the baby a transitional object)?" The idea is to connect the universality of the way in which we help babies sleep. Babies have the same needs for sleep and comfort all over the world.</p>
5	POST	Daniel's Day	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 1 of this Post Family Visit. Aim 1 is to have students review the importance of transitional objects to help babies sleep.</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>Daniel's Day</i> by sharing with the children, "This is a story about a boy who experiences many feelings in one day because he has lost his cape, which is his transitional object." As you read, please give students enough time to view the illustrations. After reading the book, ask them to remember a time when they were Daniel's age and felt like they</p>



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5	POST	Daniel's Day (Cont'd)  OR	needed a transitional object to help them cope with a yucky day. Then ask, "What helps you now if you are feeling disappointed, sad, or embarrassed?" (e.g., sharing their feelings with somebody, taking deep breaths).
5	POST	Franklin's Blanket	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 1 of this Post Family Visit. Aim 1 is to have students review the importance of transitional objects to help babies sleep.</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>Franklin's Blanket</i> by sharing with the students that, "This is a book about transitional objects." As you read, please give students enough time to view the illustrations. After the reading the book, ask the students how Franklin's family and friends helped him. As the students identify the situations, open the book to the page they are discussing. Explain that when anyone has a problem, like Franklin did, we should all try to help him or her. Ask, "Have you ever had the problem of not being able to find your special stuffed toy or blanket? How did you solve the problem?"
6	PRE	No Book Required	n/a
6	POST	Double Dip Feelings	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aim 5 of this Post Family Visit. Aim 5 is to have students think about and discuss contradictory feelings.</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>Double Dip Feelings</i> by sharing with the students, "This is a story about children who have two different feelings at the same time, which can be confusing." As you read, please give students enough time to view the illustrations*. After



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Theme	Lesson	Book	How to Use Book
6	POST	Double Dip Feelings (Cont'd)	<p>reading the book, review with the students some of the safety issues you have just discussed with them (e.g., bike safety, water safety). This offers a wonderful opportunity to introduce them to the idea of ambivalent feelings. For example, going too fast on their bike could make them feel both excited and frightened at the same time. Children are rarely told that you can have two contradictory feelings at the same time. This book will validate typical couplings of ambivalent feelings.</p> <p><i>Allow children time to talk about ambivalent feelings. This is the only book where you can read just two pages and spend time discussing the feelings described versus a typical Roots of Empathy reading where the entire book is read without stopping.</i></p>
7	PRE	Dear Juno	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1 and 4 of this Pre Family Visit. Aim 1 is to help students understand how babies communicate (through gestures, facial expressions, movements and vocalization). Aim 4 is to help students see the role of nursery rhymes in language learning.</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>Dear Juno</i> by sharing with the children, "This is a story about a little boy who has a Grandma who lives far away. They speak different languages, so it is hard for them to communicate." Say to the students, "The little boy and his grandmother love each other and they find a way to communicate. Let's find out what they do." As you read, please give students enough time to view the illustrations. After reading the book, ask, "How did Juno and his grandmother communicate and share important things in their lives (e.g., drawings, a leaf)?" Ask the students to identify these situations and open the book to the page they are discussing. Ask, "How would you communicate with others if you could not</p>



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7	PRE	Dear Juno (Cont'd)  OR	<p>“speak the same language as them?” Extend the discussion by asking, “How do we communicate with babies?” The kinds of suggestions children offer may include: talking to the baby, repeating his/her sounds back to him/her, singing, reading, playing peek-a-boo, touch and through facial expressions (e.g., laughing, smiling, making eye contact).</p>
7	PRE	Baby Talk	<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 help students understand how babies communicate (through gestures, facial expressions, movement and vocalization). Aim 3 is to help students see the role they can play in a baby's acquisition of language learning.</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>Baby Talk</i> by saying that you are going to read a story about a boy who learns to communicate really well with his baby brother. As you read, please give students enough time to view the illustrations. After reading the book, summarize what happened by saying, “Joey became very good at communicating with his baby brother. Joey reads to him, he plays peekaboo with him, he sings to him, and when the baby makes sounds, Joey makes the sounds back to him. These are all very good ways of communicating with a baby.”</p> <p>Ask these questions:</p> <ul style="list-style-type: none"> <li>• “When the baby in the story was crying, what was he trying to tell his family?”</li> <li>• “How did Joey help with the baby?”</li> <li>• “What are some of the ways we have communicated with our Roots of Empathy baby – through touch (e.g., touching the baby's feel), sight (e.g., playing peek-a-boo), and communicating through facial expressions (e.g., reading cues,</li> </ul>



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7	PRE	Baby Talk (Cont'd)	laughing, smiling, making eye contact), and hearing (e.g., talking to the baby by repeating his/her sounds back to him/her, singing)?" Then say, "These are ways of communicating, connecting and being attuned to our Roots of Empathy baby."
7	POST	No Book Required	n/a
8	PRE	Another Important Book	<p><i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 1, 3 and 4 of this Pre Family Visit. Aim 1 is to have students review the things that a baby learns to do or that happen to babies as they grow. Aim 3 is to have students consider their own accomplishments and development. Aim 4 is to have students identify things that are special about themselves.</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>Another Important Book</i> by sharing with the children, "This is a story about the important things that happen to babies as they grow up." Ask, "What do you think the word important means (if necessary, clarify that it means special)?" As you read, please give students enough time to view the illustrations. After reading the book, say: "We are all different, and we all have different stories." Open the book to the last page and hold it up so the children can see you looking into the mirror*, saying, for example, "An important thing about me is:</p> <ul style="list-style-type: none"> <li>• I am learning to do new things</li> <li>• I love and help people</li> <li>• I have special dreams"</li> </ul> <p>Ask the classroom teacher to look in the mirror and share an important thing about himself/herself. Invite the students to hold up an imaginary mirror and tell the mirror something important about them (e.g., their families love them a lot, they are good</p>



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8	PRE	Another Important Book (Cont'd)	<p>helpers, they are learning to skate, they want to be artists when they grow up). Alternately, pass the book around at the mirror page, and invite the children to say one important thing about themselves.</p> <p>Note: some versions of the book do not have a mirror on the last page. Bring along a handheld mirror or use an imaginary mirror as described above.</p>
8	POST	Whoever You Are  OR	<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 student share with the class something special about themselves and learn that everyone has something special to offer. Aim 2 is to have students consider how, despite their differences, people are the same in many ways.</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>Whoever You Are</i> by sharing with the children, "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 we are alike or the same. As you read, please give students enough time to view the illustrations. After reading the book, ask, "In what ways are we the same (e.g., feelings, smiles, hearts, laughter)?" As the students identify the situations, open the book to the page they are discussing. Invite students to share other ways that they are alike.</p>



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8	POST	Taming the Taniwha	<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 Post Family Visit. Aim 1 is to have students share with the class something special about themselves and to learn that everyone has something special to offer. Aim 2 is to have students consider how, despite their differences, people are the same in many ways. Aim 3 is to have students review what they have learned and to learn the importance of treating everyone kindly and including everyone.</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 Taming the Taniwha by sharing with the children that, "this is a story about a boy named Tama. James is bullying Tama for no reason. He is mean to him and hurts his feelings. Tama feels helpless and doesn't know what to do about it."</p> <p>As you read, please give children enough time to view the illustrations. After reading the book, ask children:</p> <ul style="list-style-type: none"> <li>• If you were Tama, how might you have felt when James was bullying you (E.g., taking your ball or throwing your apple)?</li> <li>• Tama was lucky to have so many family members who were trying to help him. If you were being bullied, who do you think in your life could help you?</li> <li>• What do you think about bullying?</li> <li>• Why do you think people bully others?</li> </ul> <p>After asking each question, give the children lots of opportunity to think about the question. Remember that this is not a race and be sure not to respond to the first hand up, which would be reinforcing speed versus thoughtfulness.</p>



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8	POST	Taming the Taniwha (Cont'd)  OR	Say to the children: When you understand how another person feels, then you can feel with them. That's like friendship. Sometimes when you try to be a friend to someone, they can learn how to be a friend back to you instead of bullying you. Then you would be a "Changer".
8	POST	Tu Meke Tui	<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 Post Family Visit. Aim 1 is to have students share with the class something special about themselves and to learn that everyone has something special to offer. Aim 2 is to have students consider how, despite their differences, people are the same in many ways. Aim 3 is to have students review what they have learned and to learn the importance of treating everyone kindly and including everyone.</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 Tu Meke Tui by sharing that this is book is about a Tui named Tere who wants to make a friend. When Tere meets Taitu the Takahe, he is excited to find a new friend and hopes they will have fun flying together. Tere learns that not all birds can fly, but they can still be friends and help each other.</p> <p>After reading the book, say to the children:</p> <p>We are all like Tere the Tui because we want to make friends. How can you be a friend by including someone who feels lonely or left out at school?</p> <p>When we think about Who We Are, we often think about what is important to us. Tui felt proud of himself because he had empathy and helped his friend. When was a time that you felt proud of</p>



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8	POST	Tu Meke Tui (Cont'd)	<p>yourself because you showed empathy (you understood how someone was feeling and you helped them)?</p> <p>If answers are not forthcoming about a time when the children felt proud, you can share a time that you felt proud because you showed empathy to someone else.</p> <p>Say to the class: When someone shows us empathy and is kind to us, we remember those times and how they made us feel for the rest of our lives.</p>
9	PRE	No Book Required	n/a
9	POST	No Book Required	n/a