



Roots of Empathy Curriculum Booklist and Questions

Senior

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	No Book Required	n/a
1	POST	No Book Required	n/a
2	PRE	No Book Required	n/a
2	POST	No Book Required	n/a
3	PRE	No Book Required	n/a
3	POST	No Book Required	n/a
4	PRE	Willie Wins OR	<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 realize that feelings should be expressed, and it's important to recognize others' feelings. Aim 2 is to have students realize that everyone shares the same feelings but experiences them uniquely. Aim 3 is to have children take the perspective of another person. Aim 4 is to have students consider and discuss bullying. Aim 5 is to help students differentiate among facial expressions and body language of emotions; label feelings (sad, mad/angry, happy, and afraid), and discuss them.</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</p>

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4	PRE	Willie Wins (Cont'd)	faith in his father and he was proud of him." Ask them, "How do you think Willie felt when people 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 1, 3, and 4 of this Pre Family Visit. Aim 1 is to have students realize that feelings should be expressed, and it is important to recognize others' feelings. Aims 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>The Moccasin Goalie</i>, by letting the 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	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be meeting aims 2 and 4 of this Pre Family Visit. Aim 2 is to have students realize that everyone shares the same feelings but experiences them uniquely. Aim 4 is to have students consider</i>

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4	PRE	Jess Was the Brave One (Cont'd)	<p><i>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>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." 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>
4	POST	No Book Required	n/a
5	PRE	Daniel's Day OR	<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 2 is to have students understand the concept of transitions. Aim 3 is to have students understand babies' perspectives of transitional objects.</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 students that it is a book for</p>

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5	PRE	Daniel's Day (Cont'd)	younger children that will help us to understand the feelings little children have about transitional objects, and how stressful it is if they cannot find them (e.g., Daniel losing his cape). As you read, please give students enough time to view the illustrations. After reading 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 them what helps them now in stressful situations (e.g., sharing their feelings with somebody, breathing)?
5	PRE	Franklin's Blanket	<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 have students understand the concept of transitions. Aim 3 is to have students understand babies' perspectives of transitional objects.</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, "This is a book for younger children that 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?"
5	POST	The Lotus Seed	<i>Note to Instructors: By reading this book and through the discussion that will follow you will be</i>

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5	POST	The Lotus Seed (Cont'd)	<p>meeting aim 4 of this Post Family Visit. Aim 4 is to help students understand the stress of transitions in fellow students' lives and to validate their own transition stress.</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 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 these 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.</p>
6	PRE	No book required	n/a
6	POST	No book required	n/a
7	PRE	Dear Juno OR	<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 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 students that this is a story for younger children and we are using it as a way to give us insight into a problem. Tell the students, "This is a story about an intergenerational relationship between a boy and his grandmother who learn to communicate with each other, even though they cannot read,</p>

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7	PRE	Dear Juno (Cont'd)	<p>speak, or write in the same language." As you read, please give students enough time to view the illustrations. After reading the book, ask them, "What were the barriers to communication in this story? How did they solve the problem?" Invite the students to share a similar experience that they have had with a grandparent who does not speak their language. Extend the discussion by asking them, "What are the barriers when communicating with a baby? How do we communicate with babies? How do babies and parents communicate with each other?" The kinds of suggestions children offer may include: talking to the baby by repeating the baby's sounds back to him/her, singing, reading, playing peek-a-boo, touch and communicating 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, 2, 3 and 5 of this Pre Family Visit. Aim 1 is to help students understand how babies communicate (through gestures, facial expressions, movement and vocalization). Aim 2 is to help students see the role they can play in a baby's acquisition of language. Aim 3 is to help students see the role of nursery rhymes in language learning. Aim 5 is to help students recognize baby's growing language ability and temperament.</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>

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7	PRE	Baby Talk (Cont'd)	<p>Ask these questions:</p> <ul style="list-style-type: none"> • "When the baby in the story was crying, what was he trying to tell his family?" • "How did Joey help with the baby?" • "What are some of the ways we have communicated with our Roots of Empathy baby – through touch (e.g. touching the baby's feet), sight (e.g. playing peek-a-boo, communicating through facial expressions (e.g. reading cues, 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	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 expressing feeling 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 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 them, "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</p>



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7	POST	A Screaming Kind of Day (Cont'd)	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 aim 1 of this Pre Family Visit. Aim 1 is to consider people's different life perspectives.</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 War and Peace and Anna Karenina, which have also been made into films.</p> <p>Say to the students that the hero of the story, Nikolaï, is the same age as them and is trying 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 Nikolaï the</p>



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8	PRE	The Three Questions (Cont'd) OR	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	<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 people's different life perspectives. Aim 2 is to have students think about the variety of traditions and celebrations among different cultures. Aim 3 is to have students consider the challenges for a baby's growth from a global 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 to the students, "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?"
8	PRE	The Red Blanket	<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 people's different life perspectives. Aim 2 is to have students think about the variety of traditions and celebrations among different cultures. Aim 3 is to have students consider the challenges for a baby's growth from a global perspective.</i>

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8	PRE	The Red Blanket (Cont'd)	<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	The Walking Stick OR	<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 consider what makes us who we are. Aim 2 is to have students further understand the challenges and problems that families face. Aim 3 is to have students think about who they are and what their hopes and wishes are for 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>The Walking Stick</i> by saying, "We have talked about problems that families can face and this is a story about a family that experienced war." As you read, please give students enough time to view the illustrations. After reading the book, point out that this family had the strength to make a new life. They started a new tradition. Say, "As you get older, you can start your own family traditions." Then ask, "Does this story have any connections for you? Does it remind you of anything you have experienced?"</p>



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8	POST	The Walking Stick (Cont'd)	<p>This family's story of immigration to Canada is a common story of immigration anywhere in the world.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> What were some of the influences that you would think Lynn would have as a result of her family history? <p>If you or the classroom teacher has a story about immigration or a family hardship, you may wish to share it. You can open up this discussion to students if you think they would feel comfortable sharing an experience they have had.</p>
8	POST	Naomi's Tree	<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 consider what makes us who we are. Aim 2 is to have students further understand the challenges and problems that families face. Aim 3 is to have students think about who they are and what their hopes and wishes are for 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>Naomi's Tree</i> by saying, "This is a story about a family who immigrated to Canada from Japan, taking a cherry seed with them to keep a connection to their home country. Later on in the story war breaks out and the family is treated like the enemy and unjustly sent away from their home." As you read, please give students enough time to view the illustrations. After reading the book, ask them, "If you or your family have had to move from another country or another home that you loved, was</p>



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8	POST	Naomi's Tree (Cont'd)	there something special that you took to remind you of it, or some tradition that you started to comfort yourself?" Ask the students: <ul style="list-style-type: none">What were some of the influences that you would think Naomi would have as a result of her family history? We are defined by our history, our family and the present. If you or the classroom teacher has a story about immigration or a family tradition, you may wish to share it.
9	PRE	No book required	n/a
9	POST	No book required	n/a