



Roots of Empathy

Racines de l'empathie

International Local Mentor Manual

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JOB DESCRIPTION

The Roots of Empathy Mentor

The origins of the word spring from Homer's classic The Odyssey. When Odysseus went off to war, he chose "Mentor" to protect and advise his son Telemachus; this has translated to the modern day meaning of Mentor as an "experienced and trusted adviser" (Oxford Dictionary).

The Role of the Roots of Empathy Mentor

The role of the Mentor in Roots of Empathy is based on relationship just as is every other aspect of the program. In Roots of Empathy, the Mentor is seen as a coach who has responsibilities for the performance of the team members. Our overall goal is excellence of instruction for the children. The Mentor has been or is currently a Roots of Empathy Instructor. This experience plus Mentor training, helps the Mentor to support and guide the delivery of programs while coaching the skill development, self-awareness and confidence in the Instructor.

Mentoring with Empathy

In order to best support Instructors, Mentors need to be empathic. We all perform best in situations of trust and understanding. When the Mentor is able to demonstrate that he/she understands the Instructor's point of view and feelings on an issue, the path is clear to help build best practice. Trust will grow out of understanding and respect. Just as we learn from children in the Roots of Empathy classroom, the Mentor will learn from the Instructor and the Instructor will learn from the Mentor. To teach is to learn and to learn is to teach.

Working Together

The Mentor has clear responsibilities to encourage, and coach the best performance possible. Even though this role is related to the Instructor's certification, and therefore might feel like a power imbalance, it is our intent to jump hurdles *with* the Instructor rather than disqualify them for any missteps.

Mentor Classroom Visits

During the classroom visit, building a relationship with the Instructor requires honesty and directness in addressing your observations, in a kind but clear manner, using the Classroom Visit Worksheet provided. The fact that the Instructor, prior to the visit, has completed the Instructor Self Reflection Questionnaire (which the Mentor Classroom Visit Worksheets are based on) removes any element of him/her feeling unprepared. This is not about catching an Instructor off-guard or putting them on the spot; it is about helping them feel unguarded and open to making mistakes that will be respectfully, gently and clearly addressed. An Instructor Growth Plan needs to be established, with steps to deal with the issues that the Mentor and the Instructor identify. The plan needs to be respected, followed and progress noted and celebrated.

Mentoring through Questions

Roots of Empathy believes that there is never one right way to do anything and, as such, we support the Instructor in finding their best way of delivering programs while honouring and sticking to the aims and lesson plans of the curriculum. We give out no prescriptions but approach problems with questions, in the same manner that we would in the Roots of Empathy classroom. For example, "What have you tried?" is a good way to acknowledge the Instructor's efforts to deal with a challenge in the program. This approach allows you to

The Roots of Empathy Mentor

build on their efforts rather than dismiss or fail to acknowledge that they have tried to solve the problem. Other recommended openers to addressing an issue are, "Have you thought about..." or "What do you think might happen if..." The idea of this approach is that we all hold within us the ability to solve our own problems if some trusted person helps us to formulate the right question. Constructive dialogue is more likely when it starts from the perspective and expertise of the Instructor. Simply asking the question, "How do you think that went?" often opens an avalanche of conversation. Once trust is established, the Instructor asks the Mentor for suggestions and this is an appropriate use of the Mentor's expertise.

Quality Assurance in Program Delivery

In Roots of Empathy, we are working towards the professional growth of the Instructor that is intrinsically motivated and not externally driven. The same principle of intrinsic motivation, which we consider to be a core value in the Roots of Empathy classroom, is also a core value in the Mentor-Instructor relationship. However, if an Instructor's performance, for whatever reason, is poor, fails to improve and the Instructor is not responsive to a Mentor's coaching, the Mentor must go to the Senior Mentor for support in knowing how to proceed. The Mentor is a vital role in the Roots of Empathy family as he/she is front-line in the quality assurance of our programming.

Staying on Track

Mentors need to be vigilant to ensure that Instructors don't introduce unrelated materials into their Roots of Empathy instruction. Mentors should also be alert to any research or evaluation that appears to be taking place in the classroom. We do have an agreement with the University of British Columbia about research and evaluation and the Mentor would be informed if there was a research project on-going. Sometimes, with the best of intentions, schools embark on their own small research initiatives without clearing them through our research committee. In those situations, the Mentor can be helpful in bringing this to our attention so that we can properly connect the research. If this happens, please contact your Senior Mentor.

Mentors as Sherpas

Mentors can be likened to the Himalayan Sherpas whose job it is to assist and protect mountain climbers. They check in advance for possible dangers, climb alongside the mountain climber and put the safety of the climber ahead of their own. The Roots of Empathy Mentor walks the mile with the Instructor and through his/her experience is aware of the tough spots and is prepared to support should there be an avalanche. It can be a lonely job instructing in the ROE classroom without constructive feedback from a trusted and more experienced colleague. The Roots of Empathy way is to support all team members to ensure their growth and satisfaction with optimal outcomes for children as our beacon.

International Local Mentor Role and Responsibilities

Brief Summary of Position

The role of the Mentor is to mentor Roots of Empathy Instructors in their first and subsequent years of program delivery by providing program support and professional development, and to help maintain program integrity and high quality, consistent program implementation according to Roots of Empathy philosophy and principles.

Key Responsibilities of Position

Reporting and Accountability

- Report to Manager – Mentoring, Global
- Submit details of ongoing communication and contact with Instructors (*Instructor Summaries*) to the Manager – Mentoring, Global
- Submit Mentor Reports to Lead Agency (if applicable) and Manager- Mentoring, Global on the scheduled due dates (four times per program year)
- Submit *Instructor Growth Plans*, completed during Classroom Visits by New Instructors, to the Manager – Mentoring, Global
- Complete the online *Instructor Certification Recommendation Report*
- Complete the *Instructor Status Report*
- Complete and submit the *Mentor Year End Report*

Note: please refer to the **International Local Mentor Activity and Reporting timeline** document (see the *Mentor Manual*) for the required submission timeline

Mentoring and Program Support

- Contact New Instructors at **four key points** of program implementation. Dates and times for communication to be organized between Mentor and Instructor.
 1. Program set-up
 2. Following the delivery of Theme 1
 3. To plan for Mid-Year Training and Classroom Visits
 4. Prior to program wrap-up
- Contact Certified Instructors at the **three key points** of program implementation. Dates and times for communication to be organized between Mentor and Instructor.
 1. Program set-up
 2. Mid-year, following the delivery of Theme 3 or Theme 4
 3. Prior to program wrap-up
- Coach and guide all Instructors as required and assist with problem-solving and program delivery support
- Forward communication and information to Instructors from International Office regarding curriculum revisions, feedback forms and other documents related to program delivery

Certification Process for New Instructors

- Review Certification Tests with the Instructor as necessary
- Complete a Classroom Visit (during a Family Visit) as soon as possible following completion of Theme 1 for first year Instructors. During this visit to the Instructor's classroom an *Instructor Growth Plan*, detailing strengths, challenges and goals, is established between Instructor and Mentor. This plan follows Instructor throughout their program delivery as a plan for growth and development.

International Local Mentor Role and Responsibilities

- Review any concerns regarding the *Instructor Growth Plan* with the Manager – Mentoring, Global
- Support Instructors who are required to complete the Mid-Year Training Make-Up Assignment if they were unable to attend the Mid-Year Training
- Make a final recommendation for certification of New Instructors

Re-Certification Process for Certified Instructors

- Deliver a Professional Development Workshop for Certified Instructors
- Support Instructors who are required to complete the on-line Professional Development workshop if they were unable to attend the Professional Development Workshop
- Make a final recommendation for recertification of Certified Instructors

Mentor Activities

- Attend Day 3 of the 3-Day Instructor Training to meet New Instructors, discuss roles, and observe participation in training and role play*
- Attend the morning of Mid-Year Training*
- Attend the Instructor Professional Development Workshop for Certified Instructors once a year*

***These activities require pre-approval; please consult with the Manager – Mentoring, Global**

Communication

- Participate in **four conference calls** with the Manager – Mentoring, Global for mentoring updates and feedback
- Confer with Manager – Mentoring, Global on any issues related to program delivery, Instructor performance and school relations
- Confer with local Key Point Person/Program Manager on any issues related to program set-up and instructional materials
- Guide Roots of Empathy Instructors with regard to media and VIP visits
- Work collaboratively with Roots of Empathy International Office to follow through with media requests, VIP visits, and choosing suitable classrooms/Instructors to host guests
- Work with technology (i.e. PowerPoint for Roots of Empathy presentations, Excel for completing and reviewing reports, group e-mails, filing reports electronically, etc.)
- Deliver community Principal/Teacher PowerPoint presentation, if requested
- Report to the Manager – Mentoring, Global on risks and opportunities related to curriculum, Instructor performance, potential Mentor capacity and school/community issues (e.g. illness or death)

Professional Development

- Deliver one Roots of Empathy program annually as an Instructor (preferably a grade level not yet delivered)
- For personal and professional growth and development, participate in Roots of Empathy professional development opportunities for Mentors as they arise

The Roots of Empathy Mentor/Instructor Relationship

The Role of the Roots of Empathy Mentor

The Roots of Empathy Mentor provides program support and professional development to Roots of Empathy Instructors in their first and subsequent years of program delivery. Mentoring helps maintain program integrity and high quality consistent curriculum implementation, according to Roots of Empathy philosophy and principles.

Mentoring with Empathy

We all perform best in situations of trust and understanding. The Mentor's willingness to listen to the Instructor's point of view and understand his/her feelings on an issue opens the door to authentic communication. Just as we learn from children in the Roots of Empathy classroom, the Mentor will learn from the Instructor and the Instructor will learn from the Mentor. "To teach is to learn and to learn is to teach."- Mary Gordon

Mentor as Coach: Working Together

Building relationships is the foundation of the Roots of Empathy program in classrooms, communities, and the Mentor/Instructor relationship. The Mentor's role is to encourage and coach the best performance possible, and guide the delivery of programs while building the skill development, self-awareness and confidence of the Instructor. Though this role is related to the Instructor's certification, this process is a collaboration and partnership between Mentor and Instructor with the overall goal being excellence of instruction for children.

Mentor Classroom Visits

Each new Instructor receives a classroom observation by the Roots of Empathy Mentor following the delivery of Theme 1. To prepare for this visit, the Instructor will complete the Instructor Self Reflection Questionnaire, and following the classroom visit she/he will meet with the Mentor for review, feedback, and to complete the Instructor Growth Plan. This process is based on respect, honesty and open communication and is intended to offer new Instructors support, feedback, and the opportunity to discuss challenges and solutions, in their first year of delivering the Roots of Empathy program.

Mentoring through Questions

Problem solving is more successful when it starts from the perspective of the Instructor. Simply asking questions such as, "How do you think that went?" and "Which aims do you think were reached in the lesson?" often opens an avalanche of conversation. Once trust is established, the Instructor feels comfortable asking the Mentor for suggestions and this is an appropriate use of the Mentor's expertise.

Investing in the Instructor - Growth Plan

In Roots of Empathy, we carefully select potential Instructors for trainings to ensure they have relevant experience and appropriate motivation. Training and mentoring are designed to fill in the gaps of experience and build skills and understanding with a goal of excellent instruction for children and optimal development for Instructors.

The Roots of Empathy Mentor/Instructor Relationship

Program Integrity and Best Practice

Mentors support and maintain program integrity, and best practice according to Roots of Empathy philosophy, principles and values. If an Instructor's delivery of the Roots of Empathy program is weak, fails to improve and the Instructor is not responsive to a Mentor's coaching, the Senior Mentor becomes involved. The Mentor's role is vital in the Roots of Empathy family as he/she is front-line in the quality assurance of our curriculum and instruction.

Mentors as Partners

The Roots of Empathy Mentor's experience brings a perspective and understanding of the challenges and tough spots of delivering the Roots of Empathy program in a classroom, and she/he is prepared to be supportive and encouraging as the Instructor gains knowledge and experience delivering the program. The Roots of Empathy way is to support all team members to ensure their growth and confidence in teaching the Roots of Empathy program. The Mentor's responsibilities include:

Mentoring and Program Support

- New Instructors: contact at four key points of the program year
- Certified Instructors: contact at three key points of the program year
- support and guidance as required and assistance with problem-solving and program delivery
- information from International Office regarding curriculum revisions, feedback forms and other documents related to program delivery

Certification Process for New Instructors

- a classroom visit as soon as possible following completion of Theme 1
- support for Instructors required to complete the Mid Year Training make up assignment
- make a final recommendation for certification

Mentor Activities (if possible)

- attend day 3 of Training to meet new Instructors
- attend half day of Mid Year Training
- provide Professional Development Workshops for Certified Instructors twice a year

Communication

- confer with SM/Senior Manager of Program Integrity at International Office on any issues related to program delivery, instructor performance and school relations
- confer with the Key Point Person on any issues related to program set-up and instructional materials
- participate in quarterly conference calls with Senior Mentor for mentoring updates and feedback
- deliver community Principal/Teacher PowerPoint presentation, if requested
- transfer knowledge to Principals, Teachers and guide Roots of Empathy Instructors with media and VIP visits.

CONTACT

Mentor Biography

As a Roots of Empathy Mentor, you will be creating a Mentor Biography which you will distribute to your Instructors, along with a welcome letter, as a way of introducing yourself.

Please email your draft biography and a picture to mentorsupport@rootsofempathy.org for review and formatting, prior to distribution. Thank you.



Name

Address

Phone #1

Phone #2 (if applicable)

e-mail

Sample 1:

(Name) is a dedicated professional and volunteer with a background in the field of Mental Health and programs dedicated to children and youth. She lives in Fort Saskatchewan, Alberta. (Name) has a deep and rich background with the Roots of Empathy organization, first as an Instructor in Alberta and more recently as a Mentor.

Sample 2:

(Name) is an educator, dedicated professional and advisor in the field of education. She lives in Brampton, Ontario, Canada. (Name) has a deep and rich background with the Roots of Empathy organization, first as an Instructor, then as a Mentor in Ontario, and most recently as an International Mentor for the Republic of Ireland.

Welcome Letter New Instructor

Dear **New Instructor Name**

Welcome to your first exciting year as a Roots of Empathy Instructor and thank you for taking on this important role!

Roots of Empathy is recognized as an outstanding program by program evaluators, for several reasons: our curriculum, training, certification process, feedback process (giving "voice" to all participants involved in the Roots of Empathy program), research evidence of efficacy and, most importantly, our mentoring program.

As a part of the Roots of Empathy program, you as an Instructor have a mentor to help support, guide and coach you through your career with our organization. Mentors can be likened to the Himalayan Sherpas, whose job it is to assist and protect the mountain climbers. They check in advance for possible dangers, climb alongside the mountain climber and put the safety of the climber ahead of their own. Mentors walk the mile with their Instructors and through their experience are aware of the tough spots and are prepared to support should there be an avalanche. The overall goal of mentoring is excellence of instruction for the children.

I am looking forward to being your mentor this year and have attached my biography so you can get to know a bit about me before our first phone call.

Throughout the school year, you and I will be in regular contact regarding your program. I also encourage you to contact me at any point to discuss questions, comments and/or concerns you may have. Shortly following your delivery of Theme 1 we will have a chance to meet, in person, for a classroom visit which will be scheduled in the upcoming months.

I look forward to working with you, hearing about your experiences, celebrating your Roots of Empathy "milestones" and supporting you through any challenges that may arise throughout the school year.

Congratulations on joining the Roots of Empathy team!

Sincerely,

(Mentor Name)



Welcome Letter Certified Instructor New to Mentor

Dear *Certified Instructor NAME*,

Welcome back to another year of teaching the Roots of Empathy program!

Roots of Empathy is recognized as an outstanding program by program evaluators, for several reasons: our curriculum, training, certification process, feedback process (giving "voice" to all participants involved in the Roots of Empathy program), research evidence of efficacy and, most importantly, our mentoring program.

The overall goal of mentoring is excellence of instruction for the children. I am looking forward to being your Mentor this year and am here to help support, and guide you. I have attached my biography so you can get to know a bit about me before our first phone call.

Throughout the school year, you and I will be in regular contact regarding your program. I also encourage you to contact me at any point to discuss questions, comments and/or concerns you may have.

I look forward to working with you, hearing about your experiences, celebrating your Roots of Empathy "milestones" and supporting you through any challenges that may arise throughout the school year.

Thank you for your continued commitment to changing the world, child by child.

Sincerely,

(Mentor Name)



Welcome Letter

Certified Instructor Mentored Before

Dear *Certified Instructor Name*,

Welcome back to another year of teaching the Roots of Empathy program!

Roots of Empathy is recognized as an outstanding program by program evaluators, for several reasons: our curriculum, training, certification process, feedback process (giving "voice" to all participants involved in the Roots of Empathy program), research evidence of efficacy and, most importantly, our mentoring program.

The overall goal of mentoring is excellence of instruction for the children. I am looking forward to continuing to be your Mentor this year and am here to help support, and guide you.

Throughout the school year, you and I will be in regular contact regarding your program. I also encourage you to contact me at any point to discuss questions, comments and/or concerns you may have. Please let me know if any of your contact information has changed since last year.

I am again looking forward to working with you, hearing about your experiences, celebrating your Roots of Empathy "milestones" and supporting you through any challenges that may arise throughout the school year.

Thank you for your continued commitment to changing the world, child by child.

Sincerely,

(Mentor Name)

Mentor Mandatory Instructor Contact Coaching Sheet

As a Roots of Empathy Mentor one of your responsibilities is to contact your **New and Certified Instructors** at crucial points throughout the Roots of Empathy program year. To assist you with preparing for these contacts please see the key points outlined below:

New Instructors are contacted by their Mentor four times throughout the Roots of Empathy program year:

- **Contact One:** Program Start-Up
- **Contact Two:** Following the delivery of Theme One
- **Contact Three:** To Plan for Mid-Year Training and Classroom Visit
- **Contact Four:** Prior to Program Wrap-Up

Contacts one and two **must be phone calls**, however contact three may be completed through phone or an e-mail at the Mentor's discretion. Contact four must be a phone call.

CONTACT ONE – NEW INSTRUCTORS

Method: Phone call
Timeline: Program Start-Up
Resource: *Program Start-Up Checklist*

The first mandatory contact provides the opportunity for the Mentor to strengthen their relationship with each Instructor. Open communication between the Mentors and Instructors is a key component to the Instructor's growth and success. Prior to this initial phone call, please attach the *Program Start-Up Checklist* document to the first email contact (see the *Introductory Emails Prior to Mandatory Contacts* document for a sample email to accompany this checklist).

During the call, please ensure the following points are covered:

- ☐ **Program Setup** – Confirm the number of programs the Instructor is delivering, and that the information requested in first e-mail has been returned.
- ☐ **Classroom Information Form** – Ensure Instructors have received the online form (if available at the time of the call) from the Lead Agency. Emphasize the importance of submitting their form(s) as soon as possible. Roots of Empathy uses this information to compile annual statistics [i.e. number of programs, grades involved, number of children (male/female)]. This information is **critical** and Roots of Empathy is **accountable** to report statistics to funders and stakeholders.
- ☐ **Baby Age Confirmation** – Ensure the baby (no twins) is at least two months old and has not passed their four month birthday on the date of the first **Family** Visit.

Meeting the Family and Meeting the Principal/Teacher Visits – Discuss the logistics of these visits with your Instructors and address any questions and/or concerns. Ensure that they are familiar with the **Getting Ready** section of the Roots of Empathy Curriculum Manual.

Mentor Mandatory Instructor Contact Coaching Sheet

CONTACT TWO – NEW INSTRUCTORS

Method: Phone call

Timeline: Following the delivery of Theme 1

Resource: *Theme One Reflection for New Instructors and Instructor Summary and Progress Report*

The second mandatory contact is designed to help Instructors reflect on their program(s) following the completion of their first theme. Please attach the *Theme One Reflection for New Instructors* document along with your second email contact (see the *Introductory Emails Prior to Mandatory Contacts with New Instructors* document for a sample email to accompany this document).

Please ensure the following points are covered during this second contact with Instructors:

- ☐ **Program Update** - Discuss how the program is going and address any challenges or difficulties the Instructor may be having with program delivery (e.g. classroom management, curriculum, scheduling etc) and teacher involvement.

Classroom Information Form (CIF) - Please confirm the CIF has been submitted.

Mentor Mandatory Instructor Contact Coaching Sheet

CONTACT THREE – NEW INSTRUCTORS

Method: Phone call or e-mail

Timeline: Prior to Mid-Year Training and Classroom Visit

Resource: *Mid-Year Reflection, Self Reflection Questionnaire and Instructor Growth Plan* along with *Instructor Summary and Progress Report*

The third mandatory contact is designed to help Instructors reflect on their program at the mid-year point and finalize arrangements and prepare for Classroom Visits. Prior to this third contact, please attach the *Mid Year Reflection, Self Reflection Questionnaire and Instructor Growth Plan* documents along with the third introductory email contact (see the *Introductory Emails Prior to Mandatory Contacts* document for a sample email to accompany these documents).

In addition to any questions the Instructor may have, please cover the following key points:

- ☐ **Mid-Year Training** - Notify Instructors that they will be receiving an invitation to the Mid-Year Training from their KPP/Program Manager. Explain that attending the Mid-Year Training is highly valuable as it provides an opportunity for New Instructors to share experiences. The Mid-Year Training is the fourth mandatory day of training required to become a Roots of Empathy Certified Instructor.
- ☐ **Classroom Visit** - Discuss scheduling details with the Instructor and emphasize that the classroom visit is not an evaluation but rather an opportunity for Mentors to support New Instructors to move forward with confidence. We recommend the classroom visit be completed during a Family Visit as it is fundamental to meeting the key aims of the curriculum.

This call is an opportunity to explain the importance of the *Self Reflection Questionnaire* and *Instructor Growth Plan* prior the Classroom Visit. Be sure to clarify that the *Self Reflection Questionnaire* form is for their reference only, and offers an opportunity for them to reflect on the successes and challenges they are experiencing in their program(s). This document is an important tool that highlights topics for discussion and supports completion of the *Instructor Growth Plan* which happens after the classroom visit. Be sure to verify the following details of your visit with the Instructor:

1. Date
2. Time
3. School name, address and phone number
4. Grade level
5. Teacher name
6. Room number
7. Which theme/visit they are planning to deliver

It is important to ensure each Instructor has arranged a place for a discussion that may take up to an hour after the classroom visit and involves the completion of the *Instructor Growth Plan*.

If for any reason a Family Visit cannot take place within the Mentor's schedule, please make arrangements to set up a video-taped visit and follow up phone discussion and completion of the *Instructor Growth Plan* at a later date. These situations should always be communicated to your Senior Mentor prior to your classroom visit.

Mentor Mandatory Instructor Contact Coaching Sheet

CONTACT FOUR – NEW INSTRUCTORS

Method: Phone call

Timeline: Prior to Program Wrap-Up

Resource: *Program Wrap-Up Checklist and Instructor Summary and Progress Report*

The fourth mandatory contact is designed to debrief on the Mid-Year Training experience, discuss the *Mid-Year Training Makeup Assignment* with those who were not able to attend, revisit the *Instructor Growth Plan* completed in the Classroom Visit and review with Instructors the necessary steps to wrap up their Roots of Empathy program(s).

Prior to this final phone call, please email the *Program Wrap Up Checklist* to all Instructors. There is no sample email, as this email will be provided by your Senior Mentor in April, with further details.

Please consider the following points during the phone call:

- ☐ **Mid-Year Training** - Ensure any New Instructors who did not attend a Mid-Year Training have completed and submitted the *Mid-Year Training Makeup Assignment*. If this assignment is not submitted, Instructor Certification will be delayed and Roots of Empathy will be unable to place them in a classroom for the following program year. **Note:** Instructors will receive this *Makeup Assignment* from International Office and the Senior Mentor will review it. Your Instructor may ask for your support in completing the assignment.
- ☐ **Feedback Forms** - At the end of every program year, the Roots of Empathy organization collects feedback forms from Students, Classroom Teachers, the Parent of Roots of Empathy Baby and Instructors and records the results. Please emphasize that these forms are revised annually and when calculating national statistics the Roots of Empathy Research Department can only use the most up-to-date forms.
- ☐ **Next Year** - Please review the successes and areas for growth addressed on the *Instructor Growth Plan*. Discuss with the Instructor their plans for program delivery, and revisit their successes and areas of growth for the upcoming program year.

Mentor Mandatory Instructor Contact Coaching Sheet

Certified Instructors are contacted by their Mentor three times throughout the Roots of Empathy program year:

- **Contact One:** Program Start-Up
- **Contact Two:** Mid-year following the delivery of Theme 3 and 4
- **Contact Three:** Prior to Program Wrap-Up

All Contacts must be phone calls.

CONTACT ONE – CERTIFIED INSTRUCTORS

Method: Phone call

Timeline: Program Start-Up

Resource: *Program Start Up Checklist and Instructor Summary and Progress Report*

The first mandatory contact provides the opportunity for the Mentor to strengthen their relationship with each Instructor. Open communication between the Mentors and Instructors is a key component to the Instructor's growth and success. Prior to this initial phone call, please attach the *Program Start Up Checklist* document to the first email contact (see the *Introductory Emails Prior to Mandatory Contacts* document for a sample email to accompany this checklist).

During the call, please ensure the following points are covered:

- ☐ **Program Setup** - Confirm the number of programs the Instructor is delivering, and that the information requested in first e-mail has been returned.
- ☐ **Current Job Position** – If Instructors are employed, discuss if their job has changed in any way that would affect the delivery of Roots of Empathy.
- ☐ **Classroom Information Form** – Ensure Instructors have received the online form from the KPP/Program Manager and emphasize the importance of submitting their form(s) as soon as possible. Roots of Empathy uses this information to compile national yearly statistics [i.e. number of programs, grades involved, number of children (male/female)]. This type of information is **critical** and Roots of Empathy is **accountable** to report statistics to funders and stakeholders.
- ☐ **Baby Age Confirmation** – Ensure the baby (no twins) is at least two months old and has not passed their four month birthday on the date of the first **Family Visit**.
- ☐ **Instructor Growth** – Revisit the *Instructor Growth Plan* and *Instructor Summary* around successes and challenges from the previous year(s) and discuss strategies around supporting continued growth.

Meeting the Family and Meeting the Principal/Teacher Visits – Discuss the logistics of these visits with your Instructors and address any questions and/or concerns. Ensure that they are familiar with the **Getting Ready** section of the Roots of Empathy Curriculum Manual.

Mentor Mandatory Instructor Contact Coaching Sheet

CONTACT TWO – CERTIFIED INSTRUCTORS

Method: Phone call

Timeline: Mid-year following the delivery of Theme 3 and 4

Resource: *Mid-Year Reflection for Certified Instructors* and *Instructor Summary and Progress Report*

The second mandatory contact is designed to help Instructors reflect on their program(s) at the mid-year point. Prior to this call, please attach the *Mid Year Reflection for Certified Instructors* document along with the second email contact (see the *Introductory Emails Prior to Mandatory Contacts* document for a sample email to accompany this document).

In addition to any questions the Instructor may have, please cover the following key points:

- ☐ **PD Workshops** - Please reinforce with Certified Instructors that attendance at a Professional Development workshop is a mandatory and integral aspect of annual Recertification for all Instructors. These workshops provide an excellent opportunity for Roots of Empathy Instructors to connect and share experiences with peers, and to build on their skills and understanding of the Roots of Empathy program.
- ☐ **Instructor Growth** - Review and revisit success and challenges Instructors are experiencing in their program(s). Discuss what steps they have taken towards growing their level of skill as an Instructor, and how you can support them in continuing to do so.

Mentor Mandatory Instructor Contact Coaching Sheet

CONTACT THREE – CERTIFIED INSTRUCTORS

Method: Phone call

Timeline: Prior to Program Wrap-Up

Resource: *Program Wrap-Up Checklist and Instructor Summary and Progress Report*

The third mandatory contact is designed to review with Instructors the necessary steps to wrap up their Roots of Empathy program.

Prior to this final phone call, please email the *Program Wrap-Up Checklist* to all Instructors. There is no sample email, as this email will be provided by your Senior Mentor in April, with further details.

Please consider the following points during the phone call:

- ☐ **PD Workshops** - Ensure any Certified Instructors who did not attend the Professional Development workshop have completed and submitted the PD Workshop Makeup Assignment. If this assignment is not submitted, Instructor Recertification will be delayed and Roots of Empathy will be unable to place them in a classroom for the following program year. **Note:** Instructors will receive this *Makeup Assignment* from International Office and the Senior Mentor will review it. Your Instructor may ask for your support in completing the assignment.
- ☐ **Feedback Forms** - At the end of every program year, the Roots of Empathy organization collects feedback forms from Students, Classroom Teachers, the Parent of Roots of Empathy Baby and Instructors and records the results. Please emphasize that these forms are revised annually and when calculating national statistics the Roots of Empathy Research Department can only use the most up-to-date forms.
- ☐ **Next Year** - Discuss with the Instructor their plans for program delivery, and revisit their successes and areas of growth for the upcoming program year.

Introductory E-mails prior to Mandatory Contacts with Instructors

The sample e-mails below will guide you with organizing and planning the **four mandatory contacts** you will be making with your **NEW Instructors**.

Sample e-mail for 1st mandatory contact (refer to Program Start Up Checklist for Roots of Empathy Instructors):

Dear "Instructor Name",

As your Mentor, one of my responsibilities is to contact you at four crucial points throughout the Roots of Empathy program year. I would like to schedule a time for us to connect by phone before you begin your Roots of Empathy program. To help you prepare for program start up, please find attached the *Program Start Up Checklist* which we will review during our phone call.

I am available on the following dates and times: _____. Please let me know which three of these times are most convenient for me to call you, and I will confirm. I look forward to speaking with you.

****Prior to this phone call, please complete, copy, and paste one of the following information tables for each Roots of Empathy program you are facilitating and send the completed information to me by e-mail:***

Best time to reach you:		School:		Parent(s):	
Your e-mail:		Grade:		Baby:	
Your Phone #:		Roots of Empathy Curriculum Level:		Baby DOB:	
Key Point Person:		Teacher Name:		Phone #s:	
Provincial/Program Manager:		Region/Province:		e-mail:	
Current Job Description (if applicable):					

Sample e-mail for 2nd mandatory contact (refer to Theme One Reflection for New Instructors):

Dear "Instructor Name",

It was great speaking with you at the beginning of your program. Now that your program is under way, we should connect and discuss your thoughts regarding Theme One.

Attached to this e-mail is a checklist designed to help you reflect on your program following the completion of your first theme.

I am available on the following dates and times: _____. Please let me know which three of these times are most convenient for me to call you, and I will confirm. I look forward to speaking with you.



Introductory E-mails prior to Mandatory Contacts with Instructors

Sample e-mail for 3rd mandatory contact (refer to Mid-Year Reflection, Self Reflection Questionnaire and Instructor Growth Plan):

Dear "Instructor Name",

As we approach the mid-year point of the Roots of Empathy program year, I would like to connect and discuss your thoughts regarding your program and any questions and/or concerns you might have (please see attached checklist of questions). We will also discuss the upcoming Mid-Year Training (you should receive your invitation from your KPP shortly) and scheduling the classroom visit.

Also attached to this e-mail is a *Self Reflection Questionnaire* designed to prepare you for our classroom visit. Please take a few moments to consider these questions carefully before we meet. Also attached is the *Instructor Growth Plan* which we will work on together after your classroom visit.

I look forward to hearing from you either by e-mail or by phone. If you would like to connect by phone I am available on the following dates and times: _____. Please let me know which three of these times are most convenient for me to call you, and I will confirm. I look forward to speaking with you.

Sample e-mail for 4th mandatory contact (refer to Program Wrap Up Checklist for Roots of Empathy Instructors):

***NOTE: The final e-mail will be sent to you from your Senior Mentor and it will provide your Instructor with information regarding program wrap up. Please see the sample *Program Wrap Up Checklist*.**

Please complete your e-mail with the following closing:

It was wonderful to connect with you in person and meet your Roots of Empathy class. Now that you have had some time to reflect and work on any areas of growth identified in your *Instructor Growth Plan*, I would like to debrief with you on how you feel things are going.

I am available on the following dates and times: _____. Please let me know which three of these times are most convenient for me to call you, and I will confirm. I look forward to speaking with you.

Introductory E-mails prior to Mandatory Contacts with Instructors

The sample e-mails below will guide you with organizing and planning the three mandatory contacts you will be making with your CERTIFIED Instructors.

Sample e-mail for 1st mandatory contact (refer to Program Start Up Checklist for Roots of Empathy Instructors):

Dear "Instructor Name",

As your Mentor, one of my responsibilities is to contact you at three crucial points throughout the Roots of Empathy program year. I would like to schedule a time for us to connect by phone before you begin your Roots of Empathy program. To help you prepare for program start up, please find attached the *Program Start Up Checklist* which we will review during our phone call.

I am available on the following dates and times: _____. Please let me know which three of these times are most convenient for me to call you, and I will confirm. I look forward to speaking with you.

****Prior to this phone call, please complete, copy, and paste one of the following information tables for each Roots of Empathy program you are facilitating and send the completed information to me by e-mail:***

Best time to reach you:		School:		Parent:	
Your e-mail:		Grade:		Baby:	
Your Phone #:		Roots of Empathy Curriculum Level:		Baby DOB:	
Key Point Person:		Teacher Name:		Phone #s:	
Provincial/Program Manager:		Region/Province:		e-mail:	
Current Job Description (if applicable):					

Sample e-mail for 2nd mandatory contact (refer to Mid-Year Reflection for Certified Instructors):

Dear "Instructor Name",

As we approach the mid-year point of the Roots of Empathy program year, I would like to connect and discuss your thoughts regarding your program, as well as any questions and/or concerns you might have (please see attached checklist of questions).

I am available on the following dates and times: _____. Please let me know which three of these times are most convenient for me to call you, and I will confirm. I look forward to speaking with you.

Sample e-mail for 3rd mandatory contact (Please refer to the Program Wrap Up Checklist for Roots of Empathy Instructors):

****NOTE: The final e-mail will be sent to you from your Senior Mentor and it will provide your Instructor with information regarding program wrap up. Please see the sample Program Wrap Up Checklist.***

Please complete your e-mail with the following closing:

I am available on the following dates and times: _____. Please let me know which three of these times are most convenient for me to call you, and I will confirm. I look forward to speaking with you.

Program Start Up Checklist for Roots of Empathy Instructors

This checklist was designed to help Instructors prepare for program start up. Please review prior to the phone call with your Mentor:

Program Start Up:	Yes	No
Have you received all materials to teach the Roots of Empathy program (Family Visit kit – toys, blanket, roll, doll, books, information booklets for parents/schools etc.)? If no, please contact your KPP.		
If you are teaching kindergarten, have you received the new Kindergarten curriculum? If no, please contact your KPP.		
Have you received the online link to the Classroom Information Form (CIF) ? If no, please contact your KPP.		
Will your Roots of Empathy baby* be 2-4 months at the first Family Visit? <i>*Reminder: The Roots of Empathy program does not use twins please see the FAQ section of the Program Information for Parents booklet for more details.</i>		
Do you have any questions concerning the Roots of Empathy child abuse protocol?		
Review the Meeting the Family Checklist in the Getting Ready section of the Curriculum Manual.		
Review the Meeting the Principal and Teacher Checklist in the Getting Ready section of the Curriculum Manual.		

Overview of 'Meeting the Family' visit:

- Give a brief description of the program and then show the video to the parent(s)
- Review the **Roots of Empathy Program Information for Parents** booklet
- Discuss the Family Visit and show the items from the Family Visit kit
- Discuss Roots of Empathy Never Shake a Baby leaflet and SIDS brochure
- Describe the class
- Show Volume 1 of the Roots of Empathy curriculum
- Have the parent read through and complete the **Photo Release Form**
- Collect the information needed to complete the parent(s) and baby section of the **Classroom Information Form** (e.g. parent email address, baby's date of birth etc.)

Overview of 'Meeting the Principal/Teacher' visit:

- Give a brief description of the program and show the video
- Review the **Roots of Empathy Program Information for Schools** booklet
- Show Volume 1 of the Roots of Empathy curriculum
- Explain the Roots of Empathy philosophy regarding creating an inclusive learning environment for children (refer to the **Freeing up Children to Learn** document in the Getting Ready section)
- Show the principal and teacher the **Sample Letter for School Newsletter** and **Photo/Video and Artwork/Writing Release Form**

Program Start Up Checklist for Roots of Empathy Instructors

Overview of 'Meeting the Principal/Teacher' visit (cont'd):

- Explain to the classroom teacher that we recommend rescheduling the Roots of Empathy class if the teacher is going to be absent
- Provide information about the Roots of Empathy Family and discuss how students will address you and the parent and ask for a classroom list and class photo, if available, to help you learn students' names
- Establish with the teacher the best way to communicate and review Roots of Empathy lessons
- Discuss the schedule for the delivery of the Roots of Empathy program (day of the week, time), the grade level and classroom management strategies
- Explain that the classroom teacher must be present and participate during each Roots of Empathy lesson
- Explain that the power of Roots of Empathy is strengthened by the classroom teacher's willingness to integrate the learnings from the Roots of Empathy classes into the regular classroom work
- Explain that Roots of Empathy encourages classroom teacher extensions between visits
- Review non-negotiables: no combining classes and a classroom teacher cannot teach Roots of Empathy in their own class (see FAQ section of the *Program Information for Schools* booklet for more details)
- Collect the information needed to complete the school section of the **Classroom Information Form** (school address, teacher and principal email address)

If applicable discuss the following:

- Is the classroom a split grade (e.g. 3/4)? If yes, decide which curriculum level will be taught
- Is the classroom a designated special needs class? Are you comfortable instructing this type of class? If yes, decide which curriculum level would be most appropriate. What assistance will you need?
- The Roots of Empathy early literacy tools, which are part of the new Kindergarten Curriculum (i.e. classroom baby Big Book, ROE bulletin board, the interactive learning boards)

Note: if you have any questions and/or concerns about the 'Meeting the Family' visit or the 'Meeting the Principal/Teacher' visit, please discuss them with your Mentor during your phone call

Theme One Reflection for New Instructors

This checklist is designed to help you reflect on the progress of your program following the completion of Theme One. As you review the checklist below, please consider any questions or comments you wish to discuss with your Mentor. The Roots of Empathy Mentor provides a wealth of experience, knowledge and information about every facet of the Roots of Empathy program and plays an integral role in supporting and guiding you through your first year. Open communication between you and your mentor is a key component to your success and growth as an Instructor.

- ✓ How comfortable were you teaching your first Roots of Empathy theme: Meeting the Baby?
- ✓ Are you able to make the connection between the aims of each lesson and the activities in the curriculum?
- ✓ Are the connections between the Pre, Family and Post visits clear within this theme:
 - Pre Visit - infant development, communication, students' preparation for the Family Visit
 - Family Visit - observations of development, labeling the baby's feelings
 - Post Visit - reflection, perspective taking, emotional literacy
- ✓ Are you comfortable using the Roots of Empathy materials (i.e. books, Roots of Empathy Family Visit kit)?
- ✓ Do you have any questions about the curriculum (activities, aims of the lessons, literature, etc.)?
- ✓ Are there any areas of the program that you find challenging (e.g. curriculum, teacher involvement, classroom management, the Roots of Empathy inclusive learning environment, engaging students)?
- ✓ What solutions have you tried to overcome these challenges?
- ✓ How comfortable was your Roots of Empathy family following their first classroom visit?

Theme One Reflection for New Instructors

The Classroom Teacher:

The power of the Roots of Empathy program is strengthened by the classroom teacher's participation and commitment. Please consider your classroom teacher's involvement in your Roots of Empathy program.

Is your teacher:	Yes	No
Available to meet with you to discuss the theme, materials, books, activities and review the aims of each visit?		
Providing space for a bulletin board in the classroom or hallway and helping to maintain it?		
Offering feedback following Roots of Empathy lessons?		
Assisting with classroom management?		
Participating during class visits by recording on the flip chart?		
Sitting around the blanket with the students?		

Theme One Reflection for New Instructors

Classroom Visit:

The classroom visit is a necessary element for new Instructors to move forward with confidence and support. In order to assist you with your classroom instruction, your Mentor will be visiting one of your Family Visit lessons. In preparation please consider the following:

- ✓ Have you provided your Mentor with a preferred date and time for them to observe a Family Visit?
**If you would prefer your classroom visit to be scheduled during a pre or post lesson please discuss this with your Mentor.*
- ✓ Your Mentor will provide you with the *Self-Reflection Questionnaire* in preparation for the Mentor visit; this will help you identify goals for your growth as an Instructor.

The Classroom Information Form:

The Classroom Information Form is critical to Roots of Empathy as it provides national yearly statistics [i.e. number of programs, grades involved, number of children (male/female)] for which Roots of Empathy is accountable to provide to funders and stakeholders.

	Yes	No
Have you completed and submitted your Classroom Information Form(s) ?		

Reminder: Please collect signed *Photo/Video and Artwork/Writing Release Form* from the classroom teacher.

Mid-Year Reflection for New Instructors

This checklist is designed to help you reflect on the progress of your program at the mid-year point. As you review the checklist below, please consider any questions or comments you wish to discuss with your Mentor.

- ✓ What are your thoughts regarding the delivery of your Roots of Empathy program(s)?
- ✓ Are there any areas of the program that you find challenging (e.g. curriculum, teacher involvement, classroom management, the Roots of Empathy inclusive learning environment, engaging students)?
- ✓ What solutions have you tried to overcome these challenges? Were they successful?
- ✓ Were any aspects of delivering the Roots of Empathy program unexpected or surprising?
- ✓ Have you observed an increase/change in student involvement and participation since the beginning of your program?
- ✓ Have you invited the principal to observe a Family Visit?
- ✓ Are you comfortable with the relationship with your Roots of Empathy Family?

Is your teacher:	Yes	No
Participating and contributing to classroom discussions?		
Allowing time for completion of Roots of Empathy art/writing activities?		
Taking photos during Family Visits?		
Extending the Roots of Empathy program through classroom teacher extensions between visits?		

Note: Are you aware of the details regarding the Mid-Year Training?

Mid-Year Reflection for Certified Instructors

This checklist is designed to help you reflect on the progress of your program at the mid-year point. As you review the checklist below, please consider any questions or comments you wish to discuss with your Mentor. The Roots of Empathy Mentor provides a wealth of experience, knowledge and information about every facet of the Roots of Empathy program and plays an integral role in supporting and guiding you through your first year. Open communication between you and your Mentor is a key component to your success and growth as an Instructor.

- ✓ What are your thoughts regarding the delivery of your Roots of Empathy program(s)?
- ✓ Are there any areas of the program that you find challenging (e.g. curriculum, teacher involvement, classroom management, the Roots of Empathy inclusive learning environment, engaging students)?
- ✓ What solutions have you tried to overcome these challenges? Were they successful?
- ✓ Were any aspects of delivering the Roots of Empathy program unexpected or surprising?
- ✓ Have you observed an increase/change in student involvement and participation since the beginning of your Roots of Empathy program?
- ✓ Have you invited the principal to observe a Family Visit?
- ✓ Are you comfortable with the relationship with your Roots of Empathy Family?

Mid-Year Reflection for Certified Instructors

The Classroom Teacher:

The power of the Roots of Empathy program is strengthened by the classroom teacher's participation and commitment. Please consider your classroom teacher's involvement in your Roots of Empathy program.

Is your teacher:	Yes	No
Available to meet with you to discuss the theme, materials, books, activities and review the aims of each visit?		
Providing space for a bulletin board in the classroom or hallway and helping to maintain it?		
Offering feedback following Roots of Empathy lessons?		
Assisting with classroom management?		
Participating during class visits by recording on the flip chart?		
Sitting around the blanket with the students?		
Contributing to class discussions?		
Allowing time for completion of Roots of Empathy art/writing?		
Taking photos during Family Visits?		
Extending the Roots of Empathy program through classroom teacher extensions between visits?		

Reminder: Please collect signed Photo/Video and Artwork/Writing Release Forms from the classroom teacher.

The Classroom Information Form:

The Classroom Information Form is a critical to Roots of Empathy as it provides national yearly statistics [i.e. number of programs, grades involved, number of children (male/female)] for which Roots of Empathy is accountable to provide to funders and stakeholders.

Have you completed and submitted your Classroom Information Form(s) to your KPP?		
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Instructor Program Wrap-Up Checklist

This checklist will guide you through the program wrap-up process and contains a lot of important information so please take the time to read carefully.

Part I: Theme 9: Goodbye and Good Wishes

Plan for the following items that will be presented during Theme 9: Family Visit.

- ☐ Photo Album
- ☐ Wishing Tree (created in the Pre-Family Visit)
- ☐ Baby/Family Certificate
- ☐ Classroom treat (please discuss with your teacher in advance)
- ☐ Speeches (Who will present the gifts above to the Roots of Empathy baby/family.)
- ☐ If teaching Kindergarten, decide if the Classroom Big Book should stay in the class or school library.
- ☐ Discuss with the teacher what is to be done with items on the Bulletin Board and students' artwork/writing (see pg. 2, part IV).

Part II: Feedback Forms

IMPORTANT TO NOTE: All adult and student (Gr. 3-8) forms have been revised and the current feedback forms should be completed by all program participants. **Do not use** feedback forms or links from previous years.

Adult Forms:

All adult feedback forms listed below are **ONLY** available online and can be completed using a computer, phone, tablet or other mobile device.

- ☐ Teacher Feedback Form
- ☐ Instructor Feedback Form
- ☐ Parent of the Roots of Empathy baby Feedback Form

NOTE: If a parent of the Roots of Empathy baby does not have access to the technology needed (a computer, phone, tablet or other mobile device with internet) to fill out their online form, Instructors can contact their Mentor.

Student Forms:

Student feedback forms must be completed using a hard copy with the exception of Grades 3-8 which can also be completed online. These feedback forms are available to download and print from your Instructor Dashboard (New Instructors: please inform your Mentor you have successfully downloaded these files).

- ☐ Student Kindergarten Flashback Form – hardcopy only
- ☐ Student (Gr. 1-2) Flashback Form – hardcopy only
- ☐ Student (Gr. 3-8) Flashback Form – hardcopy **or online**
- ☐ Fill out the top portion of the Gr. 3-8 student form and photocopy it with the completed information before giving it out to students
- ☐ Have students complete their Flashback Forms during the Theme 9 Post-Family Visit
- ☐ Student (Kindergarten or Gr. 1-2) Form can be scanned and emailed to artwork@rootsofempathy.org instead of mailing in hardcopies. Please scan at 300 DPI in colour if artwork is in colour; otherwise scan in black and white. Remember to also scan the accompanying classroom summary form. Note: When sending the email please put your province/state/region and country in the subject title and if there are multiple emails to send with attachments please number them (i.e. 1 of 3).

Instructor Program Wrap-Up Checklist

- ☐ Student (Gr. 3-8) Form can be scanned or photos can be taken of the completed forms emailed to feedback@rootsofempathy.org instead of mailing in hardcopies. If mailing is your only option, please send completed Student Flashback Forms to: Roots of Empathy International Office, 250 Ferrand Drive, Suite 1501, Toronto, Ontario, M3C 3G8, Canada. Note: When sending the email please put your province/state/region and country in the subject title and if there are multiple emails to send with attachments please number them (i.e. 1 of 3).

IMPORTANT: Please submit completed forms **within two weeks** of the completion of your program.

Part III Certificates

Download and print the most up-to-date Certificates from your Instructor Dashboard (New Instructors: please inform your Mentor you have successfully downloaded these certificates).

- ☐ Roots of Empathy Student Certificate
- ☐ Roots of Empathy Teacher Certificate
- ☐ Roots of Empathy Principal Certificate
- ☐ Roots of Empathy Vice Principal Certificate
- ☐ Roots of Empathy Education Assistant Certificate
- ☐ Roots of Empathy Early Childhood Educator Certificate
- ☐ Roots of Empathy Baby/Family Certificate
- ☐ Complete the Roots of Empathy Certificates
- ☐ Present the Roots of Empathy Baby/Family Certificate at the Theme 9 Family Visit
- ☐ Present the Roots of Empathy Student, Teacher, Principal, Vice Principal, Education Assistant and Early Childhood Educator Certificates at the Theme 9 Post-Family Visit

Part IV: Artwork / Writing

- ☐ Scan and email the artwork and permissions to artwork@rootsofempathy.org Please scan at 300 DPI in colour if artwork is in colour; otherwise scan in black and white. Remember to also scan the accompanying classroom summary form. If mailing is your only option, please send in a few original artwork/writing samples of students' work (either from Roots of Empathy visits or classroom teacher extensions) to the Roots of Empathy International Office, 250 Ferrand Drive, Suite 1501, Toronto, Ontario, M3C 3G8, Canada. Please attach the signed permission form to each corresponding piece of work by paper clip/binder clip only (no staples) so Roots of Empathy can share this work. Also send in the accompanying classroom summary form.

Part V: Next Roots of Empathy Year – Instructor Status

- ☐ Please advise the Roots of Empathy organization if you **are** continuing to teach the Roots of Empathy program next year and keep materials (i.e. books, doll, video and manuals) and the Family Visit kit until the start of program next year.
- ☐ Please advise the Roots of Empathy organization if you **are not** continuing to teach the Roots of Empathy program next year and return all materials (i.e. Family Visit kit (toys, blanket, infant roll), doll, books, Roots of Empathy Video, all curriculum and training/resource manuals) in Roots of Empathy nylon bag to your KPP as soon as possible.

IMPORTANT: Filling out information regarding your Instructor Status can be done through your Instructor Dashboard and can be updated at any time.

Part VI: One More Thing!

- ☐ Have fun and enjoy Theme 9!

Getting Ready

Instructor's Program Start-Up Checklist

This section offers a procedure for preparing for the program.

- ☐ 1. Attend the Instructor meeting, organized by the Key Point Person (KPP), and pick up:
 - *Roots of Empathy Program Information for Schools* Booklets (one for principal and one for classroom teacher)
 - *Roots of Empathy Program Information for Parents* Booklet
- ☐ 2. Inform KPP once ROE family has been found (make sure the baby will be 2-4 months on the first family visit)
- ☐ 3. Complete *Meeting the Family* - follow checklist (inform Mentor upon completion)
- ☐ 4. Complete *Meeting the Principal/Teacher* - follow checklist (inform Mentor upon completion)
- ☐ 5. (a) Complete *Classroom Information Sheet*
(b) Fax or email to KPP at _____
- ☐ 6. Before starting the ROE program, report to your Mentor any issues or irregularities that you believe may become a potential problem.
- ☐ 7. Start the ROE Program
- ☐ 8. Have fun and enjoy the year!!



Meeting the Family Checklist

Meeting the prospective Roots of Empathy family is one of the most enjoyable first steps of introducing the program to your school. There are many things to be shared with the parent(s) and what follows is a checklist of things to do before, during, and after you meet the family.

Aims of Meeting the Family

1. To introduce the Roots of Empathy (ROE) program to the potential family
2. To explain to the family their role in the program and to discuss the logistics, (for example, lines of communication, getting to the school, and what happens during the Family Visits)
3. To establish a rapport with the parent(s) and their baby
4. To answer any of the parents' questions
5. To determine whether or not the ROE parent(s) seems able to make the commitment needed to participate in the program

Preparation Before Visit

- ☐ Phone the parent(s) to tell them a little about the ROE program. Ask the age of the baby (needs to be 2 - 4 months on the first family visit). Should they wish to participate in the program, it is a voluntary commitment that will last the school year, 9 visits into the classroom, 30 minutes each, every three weeks. Is this something they are interested in?
- ☐ Set up a convenient time to visit. Some parents may not want the visit to take place in their home, in which case another location should be suggested (i.e. room in school). Ask if they/school have access to a media playback device (eg. DVD player, tablet, phone, computer etc.) to show the Introductory ROE video.
- ☐ Try to arrange a time to meet the parent when the baby is awake. This is your first chance to interact and start to build a relationship with the baby.
- ☐ Ask the parent(s) if they have a picture of their baby to post in the classroom. You will need to scan a printed photo, print one from a digital source, or take one when you're there.
- ☐ Fill out information form in the *Roots of Empathy Program Information for Parents* Booklet to give to the parent during your visit.



Meeting the Family Checklist

Materials Needed

- ◆ *ROE Program Information for Parents* Booklet
- ◆ *The Roots of Empathy Curriculum Manual (Volume 1)*
- ◆ Photo Release Form
- ◆ Classroom Information Form (ask your KPP for the latest version)
- ◆ Introductory ROE video or DVD
- ◆ Family Visit Kit: ROE blanket, ROE toys, infant roll (filled firmly with soft towels or blanket)
- ◆ Digital camera (if the parent doesn't have a recent photo of their baby for you to enlarge)

During the Visit

☐ Introduce yourself to the parent(s) and get to know the baby

Observe the parent-baby relationship and the baby's behaviour. The following are some sample things to say and ask:

- How old is she/he?
- Do you have any other children?
- What are their ages?
- Does the baby like to be sung to? What do you sing to your baby? Would you like to share the song with the children?
- Do you remember what your baby's height/weight was at birth? (Information for the *Height and Weight Chart*)

☐ Give a brief description of the program and then show the video to the parent(s)

Before viewing, explain, "Roots of Empathy is a national/international evidence-based classroom program that has shown dramatic effect in reducing levels of aggression and violence among school children while raising social/emotional competence and increasing empathy. The program reaches elementary school children from Kindergarten to Grade 8."

Points to highlight:

- Anti-bullying program across Canada and internationally
- Articulated with the provincial curriculum, recommended by Curriculum Services Canada (CSC).



Meeting the Family Checklist

- Curriculum is taught at four age ranges: Kindergarten, Primary (Grades 1-3), Junior (Grades 4-6) and Senior (Grades 7-8)
- Experiential learning where an infant is the lever to children's development of emotional literacy - from understanding the perspective of the baby and learning to label the baby's feelings the students become literate in describing their own feelings and understanding those of others (empathy).

Describe the mission statement and goals. There is a book by the founder, Mary Gordon called *Roots of Empathy: Changing The World Child by Child*, which celebrates the important role of parenting in the world.

While viewing the video, point out program elements like:

- we have dads who bring their babies to class
- the children like to be able to interact with the baby
- a lot of work is done with the students before and after your visits
- we love to hear about the baby's family life and traditions

After viewing, ask if the parent has any questions. Often they wonder about breastfeeding in front of the students, letting the students touch or hold the baby, the age of their students, the teacher's role, etc. These same issues will be covered below.

☐ **Go through the entire *Roots of Empathy Program Information for Parents Booklet***

When discussing *Overview of Classroom Visits*, use Volume 1 of the *Roots of Empathy Curriculum Manual* by showing a sample of a Theme and explain how the Curriculum is well organized and documented.

☐ **Have the parent read through and complete the Photo Release Form**

Further explain to them that photos will be taken each Family Visit and at the end of the year they will receive a photo album with the pictures taken from all nine visits. The photos will also be posted on a bulletin board for the rest of the school to see.

☐ **Discuss ROE Never Shake a Baby Leaflet and SIDS Brochure**

Show the parents the leaflet and brochure and mention that the children will be learning about these infant safety issues. In ROE, the children are taught that you never shake a baby, babies are put to sleep on their backs, babies in the womb can be harmed by alcohol or smoking, and babies can be harmed by second hand smoke. Children are wonderful advocates for babies.



Meeting the Family Checklist

☐ Describe the class

- Explain the level and age. Ask if they are familiar with any children this age? Use the appropriate Student Profile from the *Roots of Empathy Instructor's Resource Manual* to provide a brief profile to help the parent understand the age group.
- Ask the parent how she/he would like to be addressed by the students.
- Explain to the parent that each class begins and ends with a *Welcome Song* and *Goodbye Song* where the parent and baby walk around the green blanket and greet each child.
- Ask if the parent is nervous about the students touching the baby. Some parents don't want students touching the baby at all. Others are ok with students touching the clothes or feet. It's up to the parent.
- Ask the parent if the baby is bottle-fed or breast-fed? If the baby is breast-fed ask the mother if she is comfortable breastfeeding and diapering the baby in class. Tell her you will prepare the students in the event that she is.
- Tell the parent that the classroom teacher's role is to be present and involved, but not be responsible for the program.

☐ Show the items from the Family Visit Kit

- Talk to the parent about the green rectangular blanket. Explain that it defines the area for the parent and baby in the classroom. The children will be in a U shape around the blanket to give room for you and the family to interact at one end.
- Talk to the parent about the toys. They are open-ended, age-appropriate and safe (no sharp edges, small parts, long strings, easy to clean).
- Demonstrate how the infant roll will be used.

☐ Talk about the Family Visit

- Try to set the date and time for the Family Visits. Explain that you will be meeting with the teacher to find out his/her best times and will put together a schedule for the year that should suit everyone involved.
- Describe a typical Family Visit. The parent will be asked questions by the students and instructor about the baby's development, temperament, and family life, as well as what it is like being a parent and the emotional attachment they have for their baby. The parent will take part in demonstrations and may volunteer to sing or do rhymes with the baby. Reassure the parent that they will not be asked to do anything they don't feel comfortable doing or share anything



Meeting the Family Checklist

they would rather keep private. Ask the parent to please discuss with you any concerns they have about the program at any time.

- Ask if the baby has any developmental or physical conditions which they would like to share with the class. If so, you and the parent will have to decide how this information will be revealed to the class over the course of the year. Remember that the baby will be introduced to the class as a unique person who they will learn to know better over time.
- Tell the parent the theme for the first Family Visit is Meeting the Baby. The students will begin learning about the baby by observing the baby's activity and trying to paint a picture of the baby's temperament. (Share information about temperament from the *Roots of Empathy Instructor's Resource Manual*). Explain that students, especially in the younger grades, often overestimate the abilities of a young infant.

☐ **Fill out the Parent(s) and Baby section of the Classroom Information Form**

Please make sure to get the parent(s)' email address so they can receive the Roots of Empathy newsletter "Green Blanket".

☐ **Ask if the parent(s) have any questions**

- Establish with them the best way for the two of you to communicate (have your e-mail and phone number on the information form) and when is the best time to connect (during day/night).
- Tell them that you will be calling them before each Family Visit.
- Reassure the parent again that they will not be asked to share or do anything they don't feel comfortable with.
- Ask the parent to please discuss with you any questions they may have about the program at any time throughout the year.

After the Visit

☐ **Inform your Mentor upon completion**

If there were any concerns about the family being able to fulfill their commitment make sure to connect with your Mentor before accepting them as your ROE family.



Meeting the Principal and Teacher Checklist

Meeting the principal and teacher is one of the most enjoyable first steps of introducing Roots of Empathy to the school. There are many things to be shared with them and what follows is a checklist of things to do before, during, and after you meet them.

Aims for Meeting the Principal and Teacher

1. To introduce the Roots of Empathy (ROE) program to the principal and teacher.
2. To explain to the principal and teacher their role in the program (refer to *Roots of Empathy Program Information for Schools* Booklet under the section Program Commitment) and to discuss the logistics, for example, lines of communication.
3. To establish a rapport with the principal and teacher.
4. To answer any of the principal and teacher's questions.
5. To ensure that the principal and teacher understand the parameters of the Roots of Empathy program delivery.

Preparation Before Visit

- ☐ Set up a convenient time to visit. Ask if the principal or teacher has access to a media playback device (eg. DVD player, tablet, phone etc.) to show the ROE Introductory video.

- ♦ *ROE Program Information for Schools* Booklets - one for the teacher and one for the principal
- ♦ Sample of School Newsletter
- ♦ Classroom Information Form
- ♦ ROE video
- ♦ Media playback device (eg. DVD player, tablet, phone etc.)
- ♦ *The Roots of Empathy Curriculum Manual (Volume 1)*

Materials Needed During the Visit

- ☐ Introduce yourself.
- ☐ Give a brief description of the program.
Describe the mission statement and the goals. Describe why we bring a family with a newborn infant into the school. "Roots of Empathy is a national/international



Meeting the Principal and Teacher Checklist

evidence-based classroom program that has shown dramatic effect in reducing levels of aggression and violence among school children while raising social/emotional competence and increasing empathy. The program reaches elementary school children from Kindergarten to Grade 8.”

Points to highlight:

- Anti-bullying program across Canada and internationally.
- Articulated with the provincial curriculum, recommended by Curriculum Services Canada (CSC).
- Curriculum is taught at four age ranges: Kindergarten, Primary (Grades 1-3), Junior (Grades 4-6) and Senior (Grades 7-8).
- Experiential learning where an infant is the lever to children’s development of emotional literacy - from understanding the perspective of the baby and learning to label the baby’s feelings the students become literate in describing their own feelings and understanding those of others (empathy).

Describe the mission statement and goals. There is a book by the founder, Mary Gordon called *Roots of Empathy: Changing The World Child by Child*.

☐ **Show the video to the principal and teacher (if they have not seen it).**

Afterwards, ask if they have any questions and explain that you will now go into the details.

☐ **Go through the entire *ROE Program Information for Schools* Booklet:**

1. Program Commitment:

- Talk about the principal’s role and what he/she can do to support the program in the school (i.e. share “ROE moments” with the school and school community, announce baby’s milestones over PA, publish articles and students’ writing/artwork about ROE in the school/board newsletter).
- Talk about the teacher’s role and explain ways he/she can assist with the program (i.e. taking photographs, scribing students’ comments on a flip chart, handing out sheets, helping in art and writing activities, helping manage the class).
- Ask the teacher to occasionally allow additional class time for completion of ROE art/writing.
- Ask for space in the classroom for the Roots of Empathy Bulletin Board and decide who is going to be responsible for it.



Meeting the Principal and Teacher Checklist

- Discuss supplies that may be required (flip chart and marker, art paper, crayons, markers etc.). Explain that it is expected that the principal allows the instructor access to the photocopier, laminator and school supplies.
 - Ask if the school has a camera because part of the teacher's role is to take pictures during the class. If not, mutually agree on who will provide a camera and how the pictures will be developed. Explain that usually the school covers the cost of purchasing and developing film or digital printing.
 - Review the Non-Negotiables:
 - Baby must be 2-4 months old at the start of the program; no twins
 - No combining classes, and best with a group of students that are together all day, every day, with the same teacher
 - ROE needs to be placed in a school and classroom where the principal and the classroom teacher welcome and support the program
 - Classroom teachers can not teach ROE in their own class
 - Classroom teacher must be present in the room (and involved) during each ROE class
 - No changing or additions to the ROE Curriculum, including the books and toys; we welcome classroom teacher extensions between visits
2. Overview of Classroom Visits:
- Need a full 40 minutes to teach the pre/post visits.
 - 27 visits during the school year.
 - Establish a regular day/time for you to go in each week.
 - Set a date for your first ROE visit. In order to experience the full impact of the program, ROE usually starts 6 weeks after the start of the school year.
 - When discussing Overview of Classroom Visits, use Volume 1 of the *Roots of Empathy Curriculum Manual* by showing a sample of a Theme and explain how the Curriculum is well organized and documented.
3. Research - Effectiveness of the ROE Program:
- Highlight the importance of the teacher's involvement in the program and how it impacts the outcomes for the children.
- ☐ **Explain the philosophy behind how you, as an Instructor, will interact with the children - refer to *Freeing Children Up to Learn*.**
- Explain that we create an inclusive environment, where every child is part of the program. We do not want any child excluded from the lesson, unless safety to themselves and/or others is an issue.



Meeting the Principal and Teacher Checklist

- ☐ **Show the principal and teacher the Sample Letter for the School Newsletter.**
Explain that it can be used either for the newsletter or as a letter to the students' parents.

- ☐ **Establish with the classroom teacher that if the teacher is going to be absent from a ROE visit, it is recommended that the class be rescheduled.**
The teacher's role in the classroom and the carry-over into the rest of the week has a huge impact on the success of the program.

At this point the principal may leave if he/she wishes and you can continue the discussion with the teacher. Ask if the principal has any questions. Continue with the teacher and:

- ☐ **Discuss how students will address you and parent.**
- ☐ **Provide information about the parent and baby.**
- ☐ **Ask for a classroom list and class photo, if available, to help you learn students' names.**
Ask the teacher if you should be aware of any special needs students in the classroom or additional classroom information that might be helpful such as times when individual children might leave the class for other programs.
- ☐ **Ask the teacher for a convenient time to go over the lesson.**
Before each lesson, share with him/her the aims of the theme and visit, how the teacher can contribute to the lesson and what materials you will need . Please do not photocopy the visit from your curriculum manuals to share with the teacher (because of copyright restrictions).
- ☐ **Establish the best way for the two of you to communicate (e-mail, phone, in person) and the best time to connect (during day/night).**
- ☐ **Explain that at the end of the year, the teacher will be asked to complete a Roots of Empathy Feedback Form.**



Meeting the Principal and Teacher Checklist

☐ **Ask the teacher to fill out their section of the Classroom Information Form.**

Please make sure to get the principal and teacher's email addresses so they can receive the ROE newsletter, "Green Blanket". Include all contact information (including cell-phone, email addresses etc.) and share all of your contact information too.

☐ **Answer questions the teacher may have.**

☐ **The power of ROE lies in the classroom teacher's ability to integrate the learnings from the ROE classes into the regular classroom work.**

Teacher extensions are as unique as the teachers themselves and ROE welcomes any extensions the teacher creates with the students.

After the Visit

☐ **Inform Mentor upon completion.**

If there were any concerns expressed by the teacher or principal, make sure to connect with your Mentor before the program begins to ensure a smooth start-up.



Getting Ready

APPENDIX

Reproducible Handouts

(To be used for Roots of Empathy classes only)





Roots of Empathy
Racines de l'empathie

Photo Release Form for Baby's Parents

Dear Parent(s),

In the Roots of Empathy program, we like to take photographs and/or video of the babies as a record to show students the baby's growth and development. Sometimes the parent(s) also appears. We would also like to use some of these photos to share information about Roots of Empathy in training and promotional materials, and in the media, including a CD-ROM and the Roots of Empathy website. Please indicate below if photographs of you and your baby could be used in these ways.

BABY IN PHOTOS & VIDEO:

☐ "YES, I do give permission to Roots of Empathy to use my child's likeness in a photo or video."

Parent's Name

Parent's Signature

Date

By signing here, you agree to let us use your child's likeness in a still photograph or video in connection with Roots of Empathy in any medium (including, but not limited to, print, television, and internet) throughout the world in perpetuity.

☐ "NO, I do not give permission to Roots of Empathy to use my child's likeness in a photo or video."

PARENT IN PHOTOS AND VIDEO:

☐ "YES, I do give permission to Roots of Empathy to use my likeness in a photo or video."

Parent's Name

Parent's Signature

Date

By signing here, you agree to let us use your likeness in a still photograph or video in connection with Roots of Empathy in any medium (including, but not limited to, print, television, and internet) throughout the world in perpetuity.

☐ "NO, I do not give permission to Roots of Empathy to use my likeness in a photo or video."

PARENT IN PHOTOS AND VIDEO (second parent - optional):

☐ "YES, I do give permission to Roots of Empathy to use my likeness in a photo or video."

Parent's Name

Parent's Signature

Date

By signing here, you agree to let us use your likeness in a still photograph or video in connection with Roots of Empathy in any medium (including, but not limited to, print, television, and internet) throughout the world in perpetuity.

☐ "NO, I do not give permission to Roots of Empathy to use my likeness in a photo or video."

Baby's Name

Parent's Name

Home Address

Parent's Phone #

Parent's email

School Name and Address

City/Province or State/Country

Classroom Teacher's Name

Grade

Room #





Roots of Empathy
Racines de l'empathie

Photo/Video and Artwork/Writing Release Form for Children's Parents or Guardians

Dear Parents(s)/Guardian(s):

Your child is currently participating in a Roots of Empathy (ROE) program at school. In the ROE program, we like to take pictures of the children participating in the visits (i.e. during Family Visits with the ROE baby). These pictures may include your child. Sometimes we like to use some of these photos to share information about ROE in training, in promotional materials, and in the media. As part of the ROE visits, your child has done artwork and writing, and we sometimes like to use this work in the same way. Please indicate if ROE may use photographs of your child and your child's artwork/writing in these ways.

PHOTOS AND VIDEO:

☐ "YES, I do give permission to Roots of Empathy to use my child's likeness in a photo or video."

Parent's Name

Parent's Signature

Date

By signing here, you agree to let us use your child's likeness in a still photograph or video in connection with Roots of Empathy in any medium (including, but not limited to, print, television, and internet) throughout the world in perpetuity.

☐ "NO, I do not give permission to Roots of Empathy to use my child's likeness in a photo or video."

ARTWORK AND WRITING:

☐ "YES, I do give permission to Roots of Empathy to use my child's artwork/writing. In connection with such artwork/writing, my child will be identified by first name and grade."

Parent's Name

Parent's Signature

Date

By signing here, you agree to let us use your child's artwork and/or writing in connection with Roots of Empathy in any medium (including, but not limited to, print, television, and internet) throughout the world in perpetuity.

☐ "NO, I do not give permission to Roots of Empathy to use my child's artwork/writing."

Student's Name

Parent's Name

Home Address

Parent's Phone #

Parent's email

School Name and Address

City/Province or State/Country

Classroom Teacher's Name

Grade

Room #





Roots of Empathy
Racines de l'empathie

Sample Letter for School Newsletter

The sample letter below will help you write a letter informing the student's parents about the Roots of Empathy program.

Dear Parent(s)/Guardian(s),

This letter is to tell you some exciting news that will affect children in our classroom this year. We've been invited to participate in a program called Roots of Empathy (ROE). This program teaches children about feelings, their own feelings, and the feelings of others. Once every three weeks, baby _____ and his/her parent(s) will visit the classroom. A trained ROE Instructor will gather the children in the classroom around a green blanket and together they watch the baby grow.

The children predict and cheer when their ROE baby reaches the 'developmental milestones' of the first year: "She can roll over!" "He got his first tooth!" "He can sit up!" "She can crawl!!"

The ROE Instructor also coaches the children in observing the baby and reading the cues the baby gives as to how the baby is feeling: "Is the baby happy or sad?" "How can you tell?" And we use this discussion as a lever for the children to talk about their own emotions and to understand how their classmates feel: "Do you smile when you're happy?" "How can you tell if your friend is happy?" Being able to understand how other people are feeling is called *empathy*. The ROE Instructor also visits the classroom before and after each Family Visit to prepare and reinforce teachings using a specialized lesson plan for each visit.

For more than ten years across Canada and internationally, thousand of children are learning respect and care for one another with the lessons started through their Roots of Empathy baby.

We're excited that we've been chosen to participate in Roots of Empathy, and we hope you are, too. If you have any questions or would like more information, please let us know.

Sincerely,

Classroom Teacher/Principal

www.rootsofempathy.org mail@rootsofempathy.org





Roots of Empathy
Racines de l'empathie

Roots of Empathy Forms

The following forms used in Roots of Empathy change on an annual basis. You should ask your Key Point Person or Mentor for the latest versions of

Classroom Information Form - provides Roots of Empathy with the statistical and contact information details of your ROE program. This form is required at the beginning of the school year.

Instructor Self Reflection Questionnaire - provides an opportunity for first year Instructors to reflect on their practice and discuss issues with their Mentor. You will be asked to bring this form to the Mid-year training. The form is usually completed after the Instructor has finished Theme 3.

Teacher Feedback Form - invites classroom teachers to give feedback on the program. Teachers are asked to complete the form during Theme 9.

Student Flashback Forms - invites students to give feedback on the program. Students are asked to complete the form during Theme 9.

Instructor Feedback Form - provides an opportunity to reflect on your year and provides an opportunity to offer suggestions to improve the ROE program. Instructors are asked to complete the form at the conclusion of the school year.

Parent Feedback Form - invites parents of the ROE baby to give feedback on the program.





Roots of Empathy
Racines de l'empathie

Photo/Video Adult Release Form

In Roots of Empathy (ROE), we like to take photos and/or allow media to record video at times during the program year (i.e., Family Visits with the ROE baby), and these images may include you. Sometimes we like to use these images to share information about ROE in training, in promotional materials, on our website and social media channels, and in the media. Please indicate if these images of you can be used in these ways.

PHOTOS AND VIDEO:

☐

"YES, I do give permission to Roots of Empathy to use my likeness in a photo or video."

Full Name (Given and Surname)

Signature

Date

By signing here, you agree to let us use your likeness in a still photograph or video in connection with Roots of Empathy in any medium (including, but not limited to, print, television, and internet) throughout the world perpetually.

☐

"NO, I do not give permission to Roots of Empathy to use my likeness in a photo or video."

Full Name (Given and Surname)

Relationship to the ROE Program (i.e. Teacher, Instructor, Principal, Education Assistant etc.)

Street Address

Phone

Email

School Name and Address

City/Province or State/Country

Classroom Teacher's Name

Grade

Room #



ACTIVITY REPORTING

International Local Mentor Activity Timeline

Prior to Program Start-Up

Month	Activity	Action
	Mentor Training	New Mentors attend training to review roles, responsibilities, activities, and reporting
	Mentor Biography	Complete and forward to International Office for review and formatting
	3-Day Instructor Training	Mentors may attend last day of the 3-Day Training to introduce themselves, meet New Instructors, discuss roles and observe role-play lessons
	Principal/Teacher Presentation	Deliver Community Principal/Teacher Presentation, if requested

Program Start-Up

Month	Activity	Action
	Mentor Biography and Welcome Letter	Send electronically to New and Certified Instructors
	Contact #1 (New and Certified Instructors)	Mentors begin contacting New and Certified Instructors before programs begin. (please refer to 'Contact' tab of Mentor Manual)
	Mentor Conference Call #1	Manager, International Mentoring and Mentors review mentoring to date, plan for upcoming Classroom Visits, and discuss potential Professional Development workshops

Mid-Year

Month	Activity	Action
	Contact #2 (New Instructors)	Mentors contact New Instructors after Theme 1 and set-up Classroom Visits. (please refer to 'Contact' tab of Mentor Manual)
	Classroom Visits to New Instructors	Mentors begin Classroom Visits with New Instructors. Reminder: Mentors send the Instructor Self-Reflection Questionnaire to New Instructors prior to the scheduled Classroom Visit
	Contact #3 (New Instructors)	Mentors contact New Instructors before Mid-Year Training (please refer to 'Contact' tab of Mentor Manual)

International Local Mentor Activity Timeline

Mid-Year (cont'd)

Month	Activity	Action
	Mentor Conference Call #2	Manager, International Mentoring and Mentors review mentoring to date: discuss Mid-Year Training, Classroom Visits, and potential PD workshops
	Contact #2 (Certified Instructors)	Mentors contact Certified Instructors after delivery of Theme 3 or 4 (please refer to 'Contact' tab of Mentor Manual)
	Mid-Year Training	Mentors attend half-day of Mid-Year Training
	PD Workshop	Mentors deliver PD workshop to Certified Instructors
	Submit Instructor Growth Plans	Mentors submit Instructor Growth Plans, completed during Classroom Visits by New Instructors, to the Manager, International Mentoring
	Mentor Conference Call #3	Manager, International Mentoring and Mentors review mentoring to date: discuss the distribution and submission process of Student Flashbacks, Teacher, Parent and Instructor Feedback Forms and review steps to certification of New Instructors and attendance at end-of-year Baby Celebrations
	Contact #3 (Certified Instructors) Contact #4 (New Instructors)	Mentors contact New and Certified Instructors before delivery of Theme 8 (please refer to 'Contact' tab of Mentor Manual)

Program Wrap-Up

Month	Activity	Action
	Contact all Instructors (email or phone)	Communicate with New and Certified Instructors regarding program wrap up
	Mentor Conference Call #4	Manager, International Mentoring reviews and summarizes Mentor Year End Reports. Mentors offer feedback regarding the mentoring process and make recommendations specific to program delivery in their community

International Local Mentor Reporting Due Dates (Aug/Sep School Year Start-Up)

International Local Mentor Reporting Due Dates

Timeline	Report	Action
Nov 15	International Local Mentor Report 1 (ILMR1) Instructor Summary 1 (IS1)	Mentor submits ILMR1 to Lead Agency (LA) and Manager, International Mentoring Mentor submits IS1 on Mentor Dashboard
Feb 15	International Local Mentor Report 2 (ILMR2) Instructor Summary 2 (IS2)	Mentor submits ILMR2 to LA and Manager, International Mentoring Mentor submits IS2 on Mentor Dashboard
Mar/Apr	Instructor Status Report	Mentors complete and submit the Instructor Status Report
Apr 15	International Local Mentor Report 3 (ILMR3) Instructor Summary 3 (IS3)	Mentor submits ILMR3 to LA and Manager, International Mentoring Mentor submits IS3 on Mentor Dashboard
Apr 15	Instructor Certification Recommendation Report	Mentor completes the online Instructor Certification Recommendation Report
Jun 15	Mentor Year End Report (MYER)	Mentor submits Mentor Year End Report online
Jun 25	International Local Mentor Report 4 (ILMR4) Instructor Summary 4 (IS4)	Mentor submits ILMR4 to LA and Manager, International Mentoring Mentor submits IS4 on Mentor Dashboard

International Local Mentor Report (ILMR)

Filename Format: LastName FirstName ProgramYear ILMR# Location January 2018 FINAL

Mentor Name		Date Submitted: dd-mmm-yy		Report #	
Region/Country		From: dd-mmm-yy		To: dd-mmm-yy	
Lead Agency					

INSTRUCTOR INFORMATION		Activity Rate*	Hours
Number of New Instructors		5.75 ÷ 4	0.00
Number of Certified Instructors		4.25 ÷ 4	0.00
Total Instructor Hours			0.00

*5.75 hours per New Instructor and 4.25 hours per Certified Instructor is allocated annually;
one quarter of this is reported on each International Local Mentor Report.

ACTIVITIES DESCRIPTION	# Completed	Activity Rate	Hours
Community Principal/Teacher Presentation		2.50	0.00
Attendance at 3 Day Instructor Training		7.00	0.00
Attendance at Mid Year Training		3.00	0.00
Teleconference Call with Senior Mentor		1.00	0.00
Mentor Report Completion (+1 hr for MYER completion on ILMR4)		1.00	0.00
Classroom Visits		2.25	0.00
Approved PD Workshops		4.00	0.00
Baby Celebration		2.00	0.00
Special Approved Projects (include a description on the Detailed Activities tab)		n/a	
20 or More Instructors - additional 0.50 hours will be added		0.50	FALSE
Total Activity Hours			0.00

TOTAL HOURS	0.00
--------------------	-------------

Please submit this report by email to your Lead Agency and the Manager, International Mentoring	Mgr, Int'l Mentoring Approval (initials):

International Local Mentor Report (ILMR)

Reset Pages

Clicking on "Reset Pages" above will remove content from most cells that change from report to report on the ILMR and Detailed Activities pages.

The "Reset Pages" button will only work in "View - Normal" mode.

SAVE YOUR REPORT BEFORE RESETTING

International Local Mentor Report (ILMR)

Detailed Activities

Mentor Name:	0	Report #:	0
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Instructor Mandatory and Support calls made this reporting period *only*

Mandatory Phone Calls	# of Instructors Contacted		Additional Contacts made for Program Support			
	New	Certified	New		Certified	
			# Calls	# emails	# Calls	# emails
1st Mandatory contact						
2nd Mandatory contact						
3rd Mandatory contact						
4th Mandatory contact		n/a				

Meetings	Date dd-mmm-yy	Location
Principal/Teacher Orientation Meeting		
Attended Day 3 of Instructor Training		
Attended half of Mid-Year Training		

Classroom Visits for New Instructors

Date (dd-mmm-yy)	Instructor Name	School Name, City/Town

PD Workshops for Certified Instructors

Date (dd-mmm-yy)	# of Instructors Attended	Location	Workshop Topic

International Local Mentor Report (ILMR)

Special Approved Projects - detailed description

Roots of Empathy Instructor Summary - International Programs

(Progress Report submitted by Mentor)

Instructor Information

Instructor Name:	Instructor Email:	Instructor Phone:	Mentor Name:	Region:	KPP/PM Name:

Program 1	Name	Phone	Email	School:
Teacher:				Grade:
Parent(s):				Roots of Empathy Curriculum Level:
Baby:		Baby Birth Date:		

Program 2	Name	Phone	Email	School:
Teacher:				Grade:
Parent(s):				Roots of Empathy Curriculum Level:
Baby:		Baby Birth Date:		

****If Instructor has more than 2 programs, copy and paste above section here for additional Program Information**

New Instructor: please check (✓)	Certified Instructor: please check (✓)	Year Trained	Preferred Grade
Delivery History (# programs prior to current program year):	Kindergarten:	Senior:	Total:
Potential (mark with x):	Primary:	Other (please specify):	
PD Workshop Attendance (year):	VIP Visit:	Neuroscience:	Meet the Teacher:
Other (other PD workshops, Roots of Empathy conferences, Virtual Training Institute, etc.)	Mentor:		
Returning Next Program Year? (mark with an x)	Toys:		
	Yes	No	Pending Certification Requirements (please list):

Roots of Empathy Instructor Summary - International Programs

(Progress Report submitted by Mentor)

ILMR1 Instructor Contact Log

Date Contacted:	Indicate call type (x) and call number below:				Current Theme:	Follow-Up Date:
	Mandatory		Support			
	Call #:		Call #:			
	Mandatory		Support			
	Call #:		Call #:			
	Mandatory		Support			
	Call #:		Call #:			
	Mandatory		Support			
	Call #:		Call #:			
	Mandatory		Support			
	Call #:		Call #:			

ILMR1 Mentor Progress Report

Notes from Training/Interviewer (New) or Review of growth from last year (Certified):	Strengths/successes since starting program(s):	Areas for growth/challenges since starting program(s):
Instructor Plan of Action:	Mentor Plan of Action:	General Comments:

Roots of Empathy Instructor Summary - International Programs

(Progress Report submitted by Mentor)

ILMR2 Instructor Contact Log

Date Contacted:	Indicate call type (x) and call number below:				Current Theme:	Follow-Up Date:
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			

ILMR2 Mentor Progress Report

Update on discussion since last call:	Strengths/successes since starting program(s):	Areas for growth/challenges since starting program(s):
Instructor Plan of Action:	Mentor Plan of Action:	General Comments:

Roots of Empathy Instructor Summary - International Programs

(Progress Report submitted by Mentor)

ILMR3 Instructor Contact Log

Date Contacted:	Indicate call type (x) and call number below:				Current Theme:	Follow-Up Date:
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			

ILMR3 Mentor Progress Report

Update on discussion since last call:	Strengths/successes since starting program(s):	Areas for growth/challenges since starting program(s):
Instructor Plan of Action:	Mentor Plan of Action:	General Comments:

Roots of Empathy Instructor Summary - International Programs

(Progress Report submitted by Mentor)

ILMR4 Instructor Contact Log

Date Contacted:	Indicate call type (x) and call number below:				Current Theme:	Follow-Up Date:
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			
	Mandatory Call #:		Support Call #:			

ILMR4 Mentor Progress Report

Update on discussion since last call:	Strengths/successes since starting program(s):	Areas for growth/challenges since starting program(s):
Instructor Plan of Action:	Mentor Plan of Action:	General Comments:

Instructor Certification Process

In order to become a certified Roots of Empathy Instructor, you must complete the following steps:

1. Fill in an Roots of Empathy Instructor application form and be accepted for training
2. Attend a mandatory 4 day intensive Roots of Empathy training (3 days initial training and 1 day mid-year training) which includes your full attendance and participation
3. Successfully complete a written, open book, certification test (part I & II). A test result of 75% or greater is required
4. Sign a contractual agreement with Roots of Empathy
5. Consent and clear a Police Record & Position of Trust Disclosure check
6. Successfully deliver the curriculum over the course of a full school year

During your first year of instruction, if you are unable to complete any of the above mentioned steps your certification will be delayed. As a result, Roots of Empathy will be unable to place you in a classroom the following school year, until the above requirements have been met.

To ensure your commitment, we also ask that you:

- Communicate with and provide feedback to an assigned Roots of Empathy Mentor on a regular basis and schedule a classroom visit with the mentor to ensure that you are meeting the certified standard of programming
- Submit an Instructor Feedback Form which includes your reflections of your program


Because the cost of training and support for Roots of Empathy Instructors is a substantial investment, communities expect certified Instructors to commit to a minimum of 2 years of instruction. The Roots of Empathy Curriculum manuals are the property of Roots of Empathy, and are on loan to you, as the Roots of Empathy Instructor. When you decide to no longer deliver the Roots of Empathy program, manuals along with the Roots of Empathy learning materials (i.e. Roots of Empathy green blanket, books, doll, infant roll and toys) are to be returned to the Key Point Person (KPP).

Based on the successful completion of all the required steps for certification, Instructors will receive a certificate from Roots of Empathy within 6 – 8 weeks.

Instructor Certification Recommendation Report (ICRR)

Certification recommendations for new Instructors are completed through the online ICRR form before the end of the first year of program delivery.

Senior Mentors will notify Mentors of expected due dates, and any questions or concerns regarding certification should be reviewed with the Senior Mentor prior to submitting the ICRR.



Roots of Empathy
Racines de l'empathie

Roots of Empathy Instructor Dashboard

for Lisa McIntosh [Log Out](#)

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Please click on the green "Back to Main Mentor Page" button below to return to main Mentor page.
Please do NOT use the back button in your browser.

Kelly Ewert

[Back to Main Mentor Page](#)

Email: kelly.ewert@s

Primary Phone: 613-

Business Phone: 613-

Address:
Ottawa,

KPP Name: Kathy Kathy

Summary

Contact Log

ICRR

ICRR Information

Welcome to the online Instructor Certification Recommendation Report (ICRR). As a Roots of Empathy Mentor, your role is vital in ensuring best practice according to Roots of Empathy philosophy, principles and values. As the front-line coach, we rely on you to support Roots of Empathy Instructors. Your certification recommendation for each New Instructor is an integral aspect of maintaining program integrity and is key to finalizing each Instructor's status at the end of the program year.

Please record a certification recommendation for all New Instructors, based on your communication throughout the year, Classroom Visits and ongoing dialogue with your Senior Mentor, by choosing one of the following recommendations:

- **Yes Certify** - I recommend this individual to be certified as a Roots of Empathy Instructor and to continue delivering the Roots of Empathy program.
- **Do Not Certify** - I do not recommend this individual to be certified as a Roots of Empathy Instructor. They will not be eligible to deliver the Roots of Empathy program in the future.
- **Certification Pending Requirements** - While there are no significant program delivery concerns identified, there were some logistical requirements that were not met in this Instructor's first year. The Instructor will be certified in the coming year once the following requirements are met.

Edits can be made if necessary after the report has been submitted. Should you need assistance filling out or submitting the form, please contact MentorSupport@rootsofempathy.org

Recommendations

☐ Yes

☐ No

☐ Pending certain requirements

Comments

* **Important:** Please provide details for pending - certification or non-certification recommendations:

2015 Comments *(For review only)*

Save Changes

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Mentor Name:		Mentor's Region(s):		Current Program Year:	
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page 1 of 1

COACHING PROCESS

How to be a Good Listener

If we were supposed to talk more than we listen, we would have two mouths and one ear.

Mark Twain

Listening is a complex task and can take a lot of energy because a good listener remains earnestly interested in understanding the talker. Listening can be done at twice the rate of talking, so use the extra time to review what was said and to wonder what wasn't said.

It's not easy being a good listener. We must guard against prejudices, closed-minded opinions, and fears of being wrong which prevent us from hearing what is said. We should ask: How is the talker feeling and thinking about him/herself? How does he/she see the world? Finally, we must "listen to" the facial expression and body language as well as the words.

Common Barriers

1. **Comparing** yourself to the speaker
You're not smarter than me.
2. **Mind reading** what the talker really thinks
He probably thinks this is a stupid activity.
3. **Planning** what to say next
How will I introduce the next topic?
4. **Filtering** so that one hears only certain topics or doesn't hear critical remarks
Oh good, I heard her use the word 'temperament'.
5. **Judging** a statement before it is completed
Oh, there goes Katya again with another irrelevant story.
6. **Remembering** your own personal experiences instead of listening to the talker
Hey, I had something just like that happen to me.
7. **Offering advice** before the talker has finished telling the story
I know what you're going to say and here's what I think.
8. Believing you are **always right**
No, I'm sure the baby never said that.
9. **Placating** the other person
Yes, I'm sure that must have really hurt. Now can we move on?

Excerpted with permission from "Psychological Self-Help", Dr. Clayton E. Tucker-Ladd PhD, Mental Health Net, Springfield Illinois, 2000.

Empathic Questioning and Responding

Empathic Questioning

An empathic communicator asks questions honestly and sincerely with the intent to understand rather than advise, criticize, or evaluate. Empathic questions:

- Clarify meaning: *I hear you saying you are frustrated with your friend, is that right?*
- Learn about other's thoughts, feelings, and wants: *Can you tell me more about your ideas for your story?*
- Encourage elaboration (open questions): *What happened next? How did that make you feel?*
- Encourage discovery: *What do you think you're going to do now?*
- Gather more facts and details: *What happened before this fight took place?*

(Excerpted with permission from "Document FCS215", Daniel F. Perkins, Ph.D., assistant professor, Family, Youth, and Community Sciences, University of Florida, December 1999)

Empathic Responding

1. Attending, acknowledging	Providing verbal or non-verbal awareness of the other, i.e., eye contact
2. Restating, paraphrasing	Responding to person's basic verbal message
3. Reflecting	Reflecting feelings, experiences or content that has been heard or perceived through cues
4. Interpreting	Offering a tentative interpretation about the other's feelings, desires or meanings
5. Summarizing, synthesizing	Bringing together in some way feelings and experiences; providing a focus
6. Probing	Questioning in a supportive way that requests more information or that attempts to clear up confusions
7. Giving feedback	Sharing perceptions of the other's ideas or feelings; disclosing relevant personal information
8. Supporting	Showing warmth and caring in one's own individual way
9. Checking perceptions	Finding out if interpretations and perceptions are valid and accurate
10. Being quiet	Giving the other person time to think as well as to talk

(Excerpted with permission from Pickering, Marisue, "Communication" in *EXPLORATIONS, A Journal of Research of the University of Maine*, Vol. 3, No. 1, Fall 1986, pp 16-19)

Effective Coaching Process:

1. Listen to the problem
2. How does the Instructor feel?
3. What does the Instructor want? What are their goals?
4. Their ideas for improvement
 - a. past experiences
 - b. others they have seen
5. Mentor – your suggestions, building on strengths
 - a. share in a reciprocal way – show your struggles too
 - b. Use your own experience to propose ideas – “what I’ve found works...”When offering suggestions use reflective listening
6. Trial and Error – Baby Steps
7. Feedback/Follow up – celebrate success

CLASSROOM VISITS

Mentor Classroom Visit

How to Make Your Classroom Visits Work

In the document, "The Roots of Empathy Mentor", Mary Gordon states;

The Mentor has clear responsibilities to encourage and coach the best performance possible. Even though this role is related to the Instructor's certification, and therefore might feel like a power imbalance, it is our intent to jump hurdles with the instructor rather than disqualify them for any missteps... This is not about catching an Instructor off-guard or making them feel on-guard; it is about helping them feel unguarded and open to making mistakes that will be respectfully, gently and clearly addressed. A plan needs to be established with steps to deal with the issues that the Mentor and the Instructor identify. The plan needs to be respected and followed and progress noted and celebrated.

To prepare Instructors for your arrival, it's important that you have done everything you can to build a trusting relationship. Just the fact that you are also an Instructor will make a difference especially if you can recall how you felt the first time anyone came to see you in the classroom.

Here are the next steps to follow:

1. Choose a lesson.

Explain to the Instructors that it is ideal to arrange to see a Family Visit. This is a chance to use you as a resource to help build better strategies and to also find strengths the Instructor might not have realized.

2. Find a time.

Scheduling the visit will depend on a lot of factors including your commitment to visit other classrooms. Let Instructors know that they need to work out a time that suits everyone involved even if it means rescheduling the class. You will also have to build in one hour after the lesson for a discussion session during which time an Instructor Growth Plan will be completed by the Instructor and Mentor together.

3. Focus on the Instructor's goals.

Every Instructor will have certain areas they'd like to focus on. It could be anything from classroom management techniques to singing to engaging the teacher. Make sure to use these general goals as the starting point of your visit.

Mentor Classroom Visit

4. Have them self-reflect.

Provide the Instructor Self-Reflection Questionnaire prior to your visit so they have an opportunity to reflect on their performance before you arrive. This tool can be used after any lesson and shouldn't take more than 20 minutes to fill out. Explain that although their questionnaire is a different format than your Mentor Classroom Visit Worksheet, it contains the same core items.

5. Prepare your Mentor Classroom Visit Worksheet.

Fill out the top portion of the first page of the worksheet including the aims of the lesson that the Instructor has chosen. Copy them as they are written in the Curriculum Manual. Familiarize yourself with the rest of the sheet as much as possible.

6. Arrive early

Remember that you are focusing on everything that encompasses a Roots of Empathy lesson including the classroom set-up, teacher involvement and the overall attitude of the students. Arrive early to have enough time to check in at the office, introduce yourself to the principal (if possible), chat with your Instructor and find a good vantage point in the classroom where you will be filling out the Classroom Visit worksheet.

7. Explain the Classroom Visit Worksheet Process

Explain that you will be sitting at the back watching everything that is going on including student and teacher reactions. Review the Instructor's goals first and see if there is anything the Instructor would like to add. Explain that you will be recording actions and dialogue as they occur to give both of you an overall picture of what happened. This record will be the basis for your discussion after the class.

8. Using the Worksheet

The worksheet is a tool. Only you will see it unless the Instructor asks to look at it. It is designed to help you make objective and unprejudiced notes for the discussion session. It is organized in three sections: Overall Lesson, Curriculum and Communication.

The checkmarks are a simple acknowledgement that the item as described was done. The more checkmarks in one space, the more likely the Instructor feels confident with that area. In the 'Examples' column, list action and dialogue as you see them. Try to write in a descriptive manner. For example, instead of saying, "Didn't answer everyone's questions about diapering", say, "Smelly diaper discussion - five children's hands still up when moved onto next activity". This will allow the instructor to get a better understanding of the incident and then recount why she acted as she did. Also avoid judgmental language. For example, instead of saying "Doesn't know how to use the baby roll", say, "Baby tries to push forward on baby roll and lands on head."

Save the Aims until the end. Then you can look back on the whole lesson and check off whether each aim was met.

9. Growth Plan Discussion

Once the lesson is over, find a quiet spot for you and the Instructor to talk. Let them know how much you enjoyed seeing them in action and thank them for sharing this time with you. Give the blank Growth Plan sheet to the Instructor, read it over, fill in the top section and ask that she keep notes on anything from the discussion that will help her learn from this experience. This Growth Plan sheet needs to be completed right away, and is a joint effort between the Mentor and the Instructor. Explain that you will take a copy of their Growth Plan as reference for further mentoring and that you will also be sending a copy to Roots of Empathy International Office.

Let the Instructor lead the conversation, with you guiding her through different parts of the lesson. Start the discussion by asking her how she felt the lesson went: "How did it go?", "What did it feel like for you?" Be sure to always work with the positives first. Talk about the parts of the lesson that worked really well and why. Use your specific examples from your Classroom Visit worksheet. Comment on the areas that were checked off frequently.

When a problem area is raised, try to get the Instructor to work it through first: "What do you think happened?" "Why wasn't it working for you?" Again, use your specific examples. This is the time to do some strategizing. Sometimes the Instructors don't have all the right answers. Try asking, "What might you do differently if the same thing happened again?", "What's worked for you in the past?" If the Instructor is having a hard time finding a solution, that's the time to jump in with your ideas and brainstorm: "Did you think about...?", "Something that has worked for me is...", "Would it have been helpful if...?"

Review the Instructor Growth Plan to see if there is anything else to be added, and ensure you have both signed at the bottom. As a Mentor, you can suggest that the Instructor records things you have discussed which haven't been written down yet: "I think you might want to put in", "I think you might want to make a note of". End the discussion on a positive note and help the Instructor record her future goals. Make two copies. Send one into the Mentor Report, with a copy to your Senior Mentor and be sure to review the goals for future growth in your next conversation with the Instructor.

Mentor Classroom Visit

Mentor Classroom Visit Worksheet - Family Visit, p. 1

Instructor:	
Date:	
Lesson:	
Instructor Goals:	

Aims of lesson:	✓
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Comments:

--

Overall Lesson	✓✓✓✓	Examples
Preparation Material preparation and readiness of students		
Presentation of Content Lesson flow, use of toys, songs and rhymes, baby exercises, weighing and measuring		
Classroom Management Inclusive, non-threatening strategies, observant of whole class		
Teacher Involvement Teacher engagement, picture-taking, planning and debriefing		
Best practice: 3 Threes (3 seconds, 3 songs, 3 temperament traits) Baby has T-shirt on		

Mentor Classroom Visit

Mentor Classroom Visit Worksheet - Family Visit, p. 2

Curriculum	✓✓✓✓✓	Examples
Emotional literacy		
Engaging the parent		
Engaging the student		
Attachment/attunement		
Neuroscience		
Temperament		
Infant development		
Empathy		
Following baby's lead		
Reading baby's cues		

Communication	✓✓✓✓✓	Examples
Tone Non-judgmental, authentic, respectful		
Questioning Open-ended, inviting and responsive questioning techniques		
Responding Acknowledging but not praising, building on content of responses		

Mentor Classroom Visit

Mentor Classroom Visit Worksheet – Pre/Post Visit, p. 1

Instructor:	
Date:	
Lesson:	
Instructor Goals:	

Aims of lesson:	✓
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Comments:

Overview	✓✓✓✓✓	Examples
Preparation Material preparation and readiness of students		
Content Presentation Lesson flow, literature and art activities, grouping strategies, problem-solving opportunities, sticking to curriculum		
Classroom Management Inclusive, non-threatening strategies, observant of whole class		
Teacher Involvement Teacher engagement, planning and debriefing, bulletin board		

Mentor Classroom Visit

Mentor Classroom Visit Worksheet – Pre/Post Visit, p. 2

Communication	✓✓✓✓✓	Examples
Tone Non-judgmental, authentic, respectful comments and responses		
Questioning Open-ended, inviting and responsive questioning techniques		
Responding Acknowledging but not praising, building on content of responses		

Core Values	✓✓✓✓✓	Examples
Empathy Perspective-taking, care for and about others		
Emotional Literacy Acknowledgement, identification and discussion of feelings		
Inclusion Celebrating diversity, respectful of individual differences including temperament, culture, learning styles		
Attunement Response to emotions, circumstances and moods of students, use of student names, personalized conversations		

Roots of Empathy Instructor Growth Plan

Instructor Name:	Instructor Email:	Instructor Phone:	Mentor Name:	Region:	KPP/PM Name:

Program	Name	Phone	Email	School:
Teacher:				Grade:
Parent(s):				Roots of Empathy Curriculum Level:
Baby:		Baby Birth Date:		

Date:	Theme:	Visit:
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Instructor Strengths	
Instructor Insights	Mentor Feedback

Instructor Areas for Growth / Challenges	
Instructor Insights	Mentor Feedback

Roots of Empathy Instructor Growth Plan

Instructor's Short Term Goals/Plan of Action Reflecting on the above strengths and challenges, the Mentor and Instructor have identified the following short term goals and plan of action	
Instructor Insight	Mentor Feedback
Instructor's Long Term Goals	
Instructor Insight	Mentor Feedback
Ways for Mentor to Support Instructor Growth/Follow Up The Mentor and Instructor have identified the following ways the Mentor will support the Instructor in meeting their goals (short and long term)	
<div> <div>Instructor Signature:</div> <div>Mentor Signature:</div> <div>Date:</div> </div>	

Instructor Self-Reflection Questionnaire

Please take 20 minutes immediately after you have taught a Roots of Empathy class to use this Self-Reflection Questionnaire. This is a self assessment tool to help you reflect on specific examples of how you are meeting Roots of Empathy goals and also to help you prepare for your Mentor Classroom Visit. You will not be handing it into your Mentor.

DATE:

CLASS:

THEME:

LESSON:

Preparation

What strategies did I use to ensure all my teaching materials, handouts, camera etc. were ready?

How did I prepare the students, teacher and parent for the visit?

Content Presentation

How did I make connections to and follow up on the previous visit?

How effectively was I able to flow from one activity to another? Did I stick to the lesson plan?

If I used a book, how effective was I in introducing and reading it, and in using the book as a springboard for the theme?

How effectively did I give directions for activities?

Class Management

What kinds of inclusive and non-threatening strategies did I use that were successful in managing the class?

Teacher Involvement

What strategies were successful in engaging the teacher?

Was I able to talk with the teacher both before and after class about details of the lesson and any challenges? How do I handle challenges with teacher when they arise?

Instructor Self-Reflection Questionnaire

Communication

How did I create opportunities for the students to formulate their own questions and offer observations/comments? Were my questions and comments open-ended and inviting?

Did I respond to students who want to contribute in a non-judgmental (without praise) manner? How often was I able to personalize a conversation and build on their responses to further the discussion?

Core Values

EMPATHY – How did I encourage perspective-taking and caring for others?

EMOTIONAL LITERACY – When did I help students to acknowledge, identify and discuss feelings?

INCLUSION – Was I able to celebrate the diversity in the classroom including culture, temperament, and learning styles?

Family Visit

How did I use infant exercises, toys, songs, rhymes and games to demonstrate infant development, temperament, and neuroscience?

In what ways did I get the parent involved to capitalize on interactions between parent and baby?

How was I able to read the baby's cues and follow the baby's lead?

Goals

What is one goal I am working on for future lessons? How can the mentor help me achieve this goal?

Roots of Empathy

Family Visit Updates and Reminders

When delivering a family visit please remember to keep these key points in mind:

- **Singing The Roots of Empathy Welcome/Goodbye Songs (Our International Anthem)** – The importance of beginning and ending each visit with the familiar routine of singing sets the stage for the students, baby and the Roots of Empathy program, and encourages the children's participation and connection to the baby. Singing the Roots of Empathy Welcome and Goodbye songs is also recommended when delivering the pre & post visits in the kindergarten and primary grades to begin and end the sessions. It is important to let students know that when they sing to the baby, neurons are firing and wiring, and repetition strengthens these connections. This experience of singing activates neural structures in the children's brains and builds feelings of connection and belonging. In addition to the Welcome and Goodbye songs, please sing 3 songs of your choice during each family visit. This will support the engagement and focused attention (an executive functioning skill) of the children, build solidarity and for children who have difficulties down regulating their emotions, it is a natural calming strategy for them and the baby.
- **Students Stand Up** - Have students stand when singing the Roots of Empathy Welcome and Goodbye songs as the parent and baby (wearing the Roots of Empathy "Teacher" t-shirt) walk around the blanket to greet/say goodbye to each child. We have come to the conclusion that babies need at least 3 seconds to focus on each child in front of them. Having an opportunity to make eye contact and touch the baby has an impact on both the baby and the children, and therefore, it is important that children have the opportunity to look directly at the baby, engage in eye-to-eye contact and some form of touch. Having the opportunity to make eye contact with, and physically touch the baby engages the students' emotions and deepens their learning and memory. Even those children who may be reluctant at the beginning of the program look forward to the one-on-one connection with the baby. This is just as strong a connection for the baby, and instructors will find that as the baby becomes comfortable with the routine, they also make sure to look at every single child as they move around the blanket. We know that the children cherish this intimacy and remember it for a long time. The baby looking at them makes them feel special.
- **Always Ask Roots of Empathy Baby** - Before holding, exercising, or playing with the baby ask, "Can I hold, exercise or play with you?" This sends the message to children that they have rights and their bodies are their own. It is a clear message of respect for the baby and in turn themselves.
- **Using Roots of Empathy Infant Toys** – You have the option to use any of the Roots of Empathy infant toys at each family visit to help demonstrate infant development, temperament, neuroscience and attachment. The toys are a way for children to observe the baby's growing competence. Instructors are asked to try out certain toys before the baby is able to respond to them. For example, in the first family visit, when putting on the wrist rattle and foot finder, the baby registers no awareness. Whereas, at subsequent family visits, the baby may actively work at removing the wrist rattle but not be able to coordinate taking off the foot finder. The toys provide a vehicle for infant observation skills. When introducing a toy, ask the students, "What is the baby's reaction?" or "How does the baby feel?" or "What do you notice?" or "Remember when the baby was not yet able to grab the clutch cube and now the baby can shake it?"
- **One Roots of Empathy Infant Toy At A Time** - Once again, you have the option to use any of the Roots of Empathy infant toys at each family visit but be sure to use only one at a time. Students themselves are drawn to the colourful toys and frequently reach for them and are distracted by them. Also, the baby will be distracted and may become over stimulated if there are many toys on the blanket. Your aim is to engage the baby with one toy. Roots of Empathy has chosen these toys because they are safe, easy to clean, developmentally appropriate for younger and older babies, open-ended in use and help to highlight a baby's problem-solving abilities. By using the same Roots of Empathy toys throughout the program, the students will have the opportunity to notice changes in the baby's development and skill level as the toys are explored during each family visit. For this reason, no other toys are to be introduced or substituted and Roots of Empathy parent(s) are asked not to bring toys from home.



Roots of Empathy

Family Visit Updates and Reminders

- **Talking Temperament** – Temperament is the way we react to people and situations. There are nine traits. During each family visit, look for opportunities to highlight at least 3 temperament traits in the baby. This presents an opening to ask the children about their own experience of these temperament traits. This experiential questioning bridging from the baby to the students' temperament traits supports the development of empathy as the children hear and understand how their classmates experience the world.
- **Instructor On The Green Blanket** – There are many reasons why the Roots of Empathy instructor should be on the blanket with the parents and baby during the family visit. Being close to the baby and parent allows the instructor to demonstrate the attachment relationship and to take advantage of opportunities presented by the very wise 'teacher' on the green blanket. The instructor can point out many of the curriculum connections of temperament, neuroscience and attachment/attunement when sitting beside the parent and baby, and take advantage of the baby's cues and subtle forms of communication through facial expressions and body language. When on the blanket, instructors also have a direct view of all the students, notice any children not focused or inattentive and can encourage participation by asking direct questions and drawing out the quieter, less engaged students. This strategy is also useful in supporting those students who are more distractible and challenging during a family visit. Having them sit beside the instructor gives us the opportunity to keep an eye on them and ensure they are actively engaged throughout the class.
- **Keep The Family Visit Bag Beside Or Behind Instructor** – Having the family visit kit on the floor beside or behind the instructor keeps the visit moving along and allows all learning materials including toys to be accessible and within easy reach of the instructor. Having to get up to access the toys interrupts the flow of the visit and we 'lose the moment' to follow up with the baby's cues.
- **Parent(s) On The Green Blanket With The Baby** – The parent(s) as well as the baby should be on the blanket during the visit. It is easier to highlight attachment and attunement of the parent and baby when they are in close proximity to each other. The baby will often look at the parent, lean back on mom's leg, touch dad's body for security or bury his or her face into the parent's lap. This physical contact shows the need for the baby to feel secure before being able to engage with the toys or students during the visit. These subtle moments of interaction between the parent and baby, like the number of times the baby will make eye-contact with the parent, are lost with too much distance between them, and the importance and impact that this relationship has on the developing brain are part of the neuroscience lessons within the curriculum.
- **Children Sit Around the Green Blanket In A U-shape** – Having the baby and parent at one end of the blanket allows all children a direct view and encourages active participation during the visit. Younger children, with shorter attention spans can become distracted during a family visit, and classroom management is easier when all students are engaged. Children's perspectives and observations of the baby's growth and development are more specific and detailed when they are close and have an unobstructed view.
- **Teacher Close-By** - Have the teacher sit in the U shape around the blanket with the students. When they are not taking photos, have them sit either around the blanket with the children or directly behind them.
- **Teacher Involvement** - Invite the teacher to join the conversation but only if (s)he feels comfortable sharing. For example, in theme 3, family visit, if the classroom teacher is a parent (s)he can share how (s)he felt as a parent when his/her children lost their teeth, what (s)he put in the diaper bag to take care of them or what type of diaper(s) (s)he used. If the teacher is not a parent (s)he could reflect back to a time when (s)he lost his/her first tooth and share how (s)he felt. Remember to please ask the classroom teacher ahead of time if (s)he is comfortable sharing his/her experiences.
- **Debrief With Roots of Empathy Parent(s)** – It is important to debrief with the Roots of Empathy parent(s) immediately following every family visit by simply asking them how they felt the family visit went.

Emotional Literacy

Engaging the Parent

Engaging the Students

Attachment and Attunement

Neuroscience

Temperament

Infant Development

Empathy

Following Baby's Lead

Reading Baby's Cues



Roots of Empathy
Racines de l'empathie

Roots of Empathy: Freeing up Children to Learn

The Instructor models Roots of Empathy program values and creates an optimal learning environment in the classroom through:

Communication

- Practicing authentic communication - asking questions that lead to exploration with the child rather than questions the adult knows the answer to or that prompts a yes/no answer
- Promoting a climate of respect - showing children that their thoughts, feelings and opinions will be listened to and have equal weighting with the thoughts, feelings and opinions of any adult. All speakers in the ROE classroom are honored as equal contributors and there is no single “right” answer
- Valuing discussion where adults share their honest feelings with children thereby creating a safety net of trust in the classroom and fostering meaningful communication
- Acknowledging and validating a child’s questions and answers with thanks rather than praise - a child learns to respect and trust his own intuitive feeling when an adult does not rate its value through praise

Risk-Free Learning

- Building a trusting, civil community in the classroom
- Creating an agreement that no one’s opinions or contributions will be laughed at - exploring the perspective of hurt experienced by a child who is disrespected in this way
- Preparing children to honor the Roots of Empathy baby and parent and be respectful of activities such as breastfeeding

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Roots of Empathy
Racines de l'empathie

Roots of Empathy: Freeing up Children to Learn

Intrinsic Motivation

- Intrinsic motivation is fostered in the ROE classroom. We acknowledge children's contributions through their questions, comments, writings, and art without judgment. Praise is positive judgment. Criticism is negative judgment. In a group setting, insecure children may be demotivated or fearful to speak up in the group if other children have been praised as they may worry they won't be praised. A "thank you" or acknowledgement is sufficient and praise is often manipulative.

Attunement

- Promoting music as a vehicle for knitting the classroom together in solidarity, to gain and maintain children's attention
- Showing how music can encourage sensitivity and responsiveness to the mood of the baby and, in turn, to the mood of an individual or group
- Demonstrating how a parent uses the power of singing to the baby to encourage and stimulate the baby's responses and brain development
- Sharing a repertoire of songs with the parents of tomorrow
- Highlighting a parent's understanding of a baby's mood and needs is the best example of one person being attuned to another.

A Force for Fairness

- Teaching children to recognize unfairness and to find ways to challenge bullying
- Presenting the classroom as a community, the concept of being part of something bigger than oneself
- Building a climate of civility and creating situations where friendships are nurtured

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Roots of Empathy
Racines de l'empathie

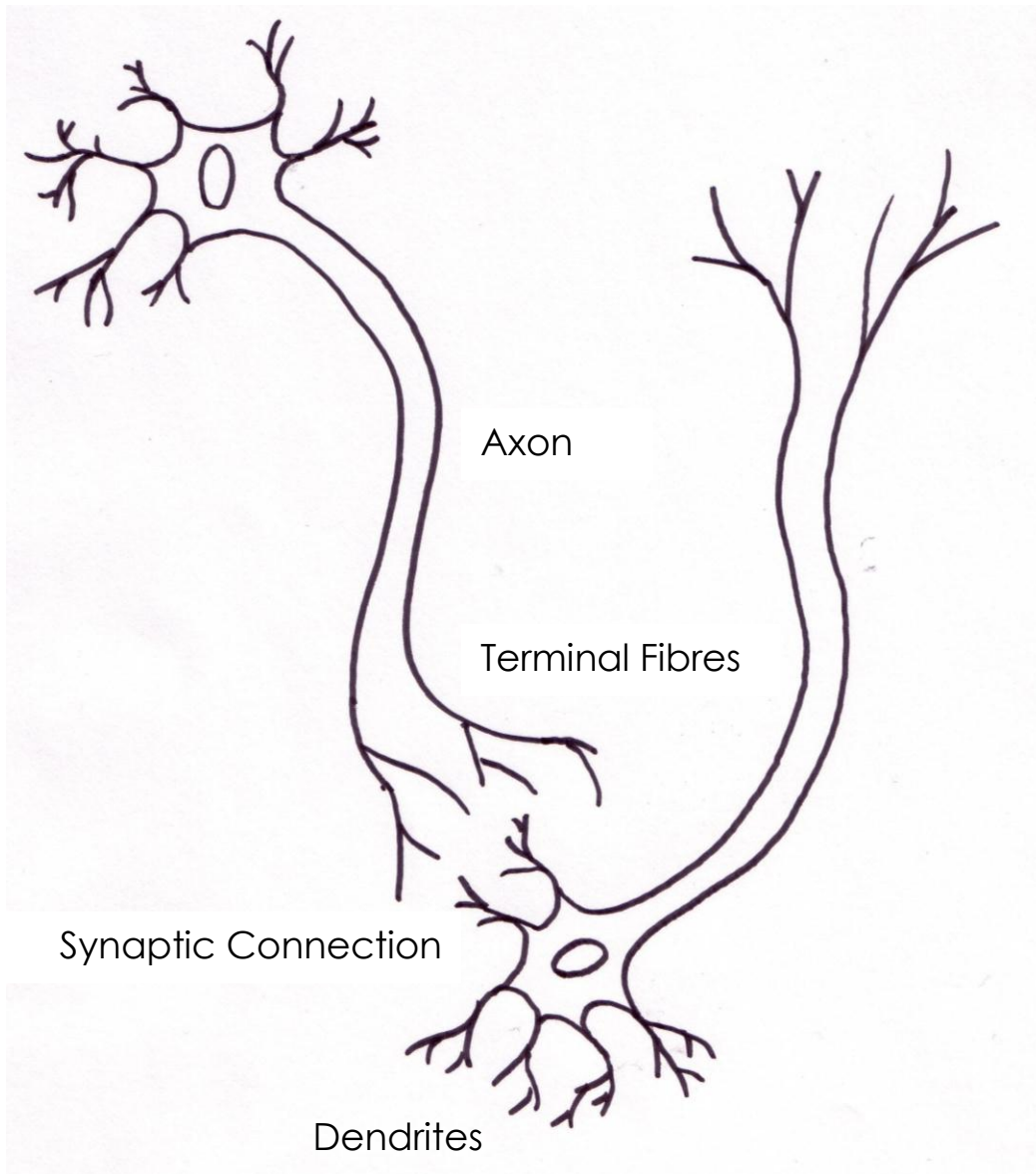
Roots of Empathy: Freeing up Children to Learn

Inclusion

- In the Roots of Empathy program, celebration of our differences and recognition of the common ground that binds us together as human beings are used to teach the value of social inclusion. We talk about “setting a place at the table for everybody.” Whether a person’s seat at the table is in a wheelchair, a rocking chair or a high chair.
- All children need to feel a sense of belonging in their classroom. In ROE, children are sensitized to other children’s feelings and they are encouraged to be inclusive of others and not hurtful.
- Establishing the validity of all voices and focusing on consensus-building
- Removing barriers and divisions that are used to separate people by age, role, fluency, ability, temperament, allowing the principle of equity to shine through.
- Raising levels of awareness to those who may be feeling left out

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Two Neurons Connecting

Social and Emotional Learning Video Points

Emotional Literacy and Authentic Dialogue

The real interaction of the Family Visit and the authentic stories of the children build emotional literacy.

Educating the Heart as well as the Mind

The children are able to identify the emotional cues in the body language of the children in the illustrations. They have learned this language and the observation skills from the Family Visits.

Connecting Through the Sharing of Emotions

The children have reached different levels of depth in their understanding of genuine, intrinsic pride vs. pride dependant on other people's valuing of their performances or achievements.

Literacy Builds Emotional Understanding

Roots of Empathy uses literature to help children take the perspective of the characters in the book. Perspective-taking is the cognitive aspect of empathy.

Art Expresses Authentic Feelings

In Roots of Empathy classes we value art as authentic expressions of children's feelings. We don't praise or evaluate. The little girl was freed up to tell the story of how she coped with fear.

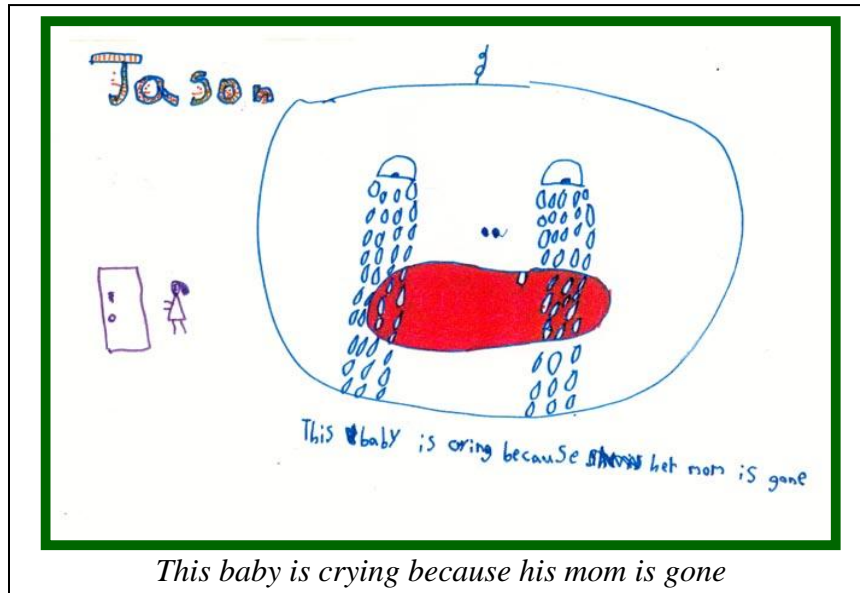
Discussion Validates Emotions

The tone of the classroom becomes safer in Roots of Empathy classes where students work in small groups and hear from one another what they think and feel. Some of the genuine feelings that students offer as a result of this activity give us a window on the developmentally and culturally typical concerns of students.

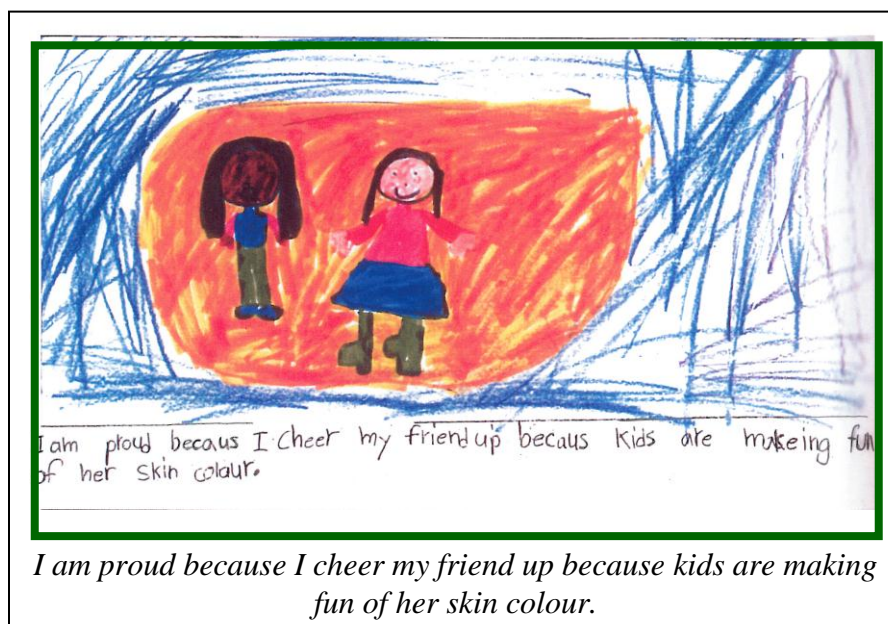
Emotional Literacy

Emotional Literacy is the ability to identify and name one's own emotions and be able to express them.

Step 1 – Observation and labelling of baby's emotions

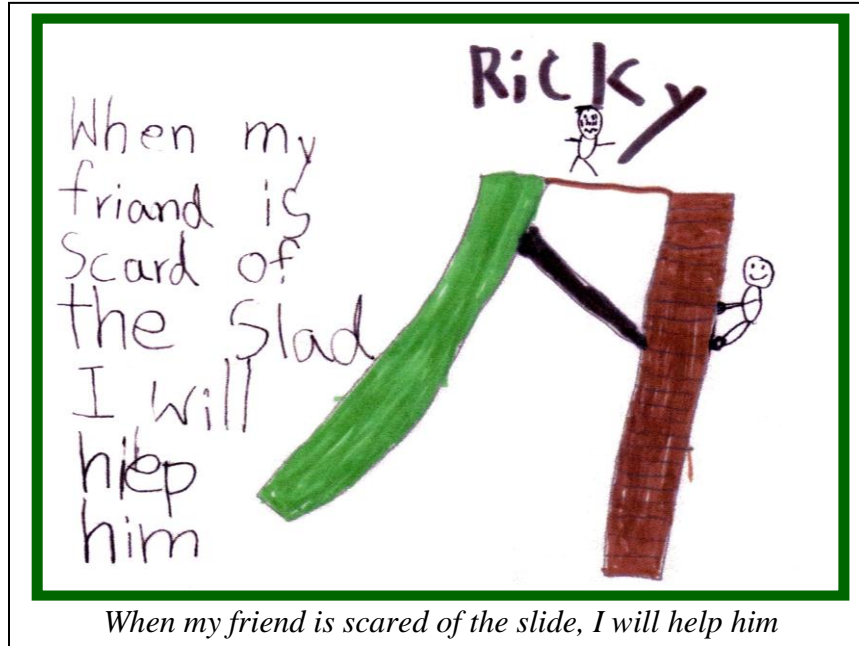


Step 2 – Reflecting and identifying own emotions

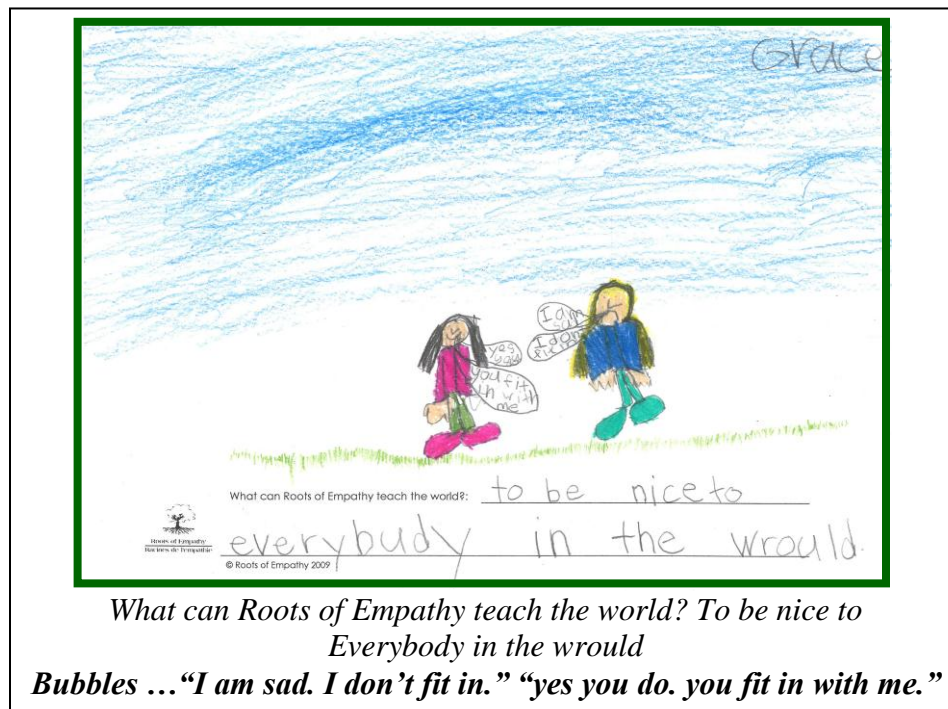


Emotional Literacy

Step 3 - Understanding the emotions of others (empathy)



Step 4 - Comfort in discussing emotions



Roots of Empathy Photo Guide

Photos are an important part of the Roots of Empathy program. Placed on a bulletin board in a classroom for everyone to see, they remind all involved in the Roots of Empathy program just how far they've come on their year-long journey with your Roots of Empathy family. But the process of photographing your class can be tricky. Here are a few tips to help you make the most of the fantastic photo-ops in your classroom.



Getting a great shot

Family visits give children the opportunity to explore their fascination with the baby by close observation and interaction. You can use the camera to document the little moments that make family visits so worthwhile.

Resist the temptation to capture the whole class in every photo. In the tightly focused (professional) shots above and below, note how close the photographer is to the subjects. They capture expression and emotion in a way that would be impossible if the photographer was worried about getting *everyone* in the shot. Also, the details of the baby stand out – how much hair he has, how alert he is, can he sit up? etc. These are characteristics that will change over the course of the year, and are valuable to look back on. To capture this type of shot, you'll need to be on the ground, at eye level with the children, a foot or two away from the action.

Often, planned activities (like measuring the baby) provide the perfect opportunity for an action shot. Invariably, they are more exciting and impart more information than 'posed' shots, spontaneously capturing the reactions of both the baby and the children. People interacting and reacting make the most interesting photos. Again, don't miss the details – get in close!

Pass these tips on to your classroom teacher. As a Roots of Empathy Instructor, you'll be too busy to take the photos yourself – ask the teacher, a student, or classroom helper to shoot instead.

Roots of Empathy Photo Guide

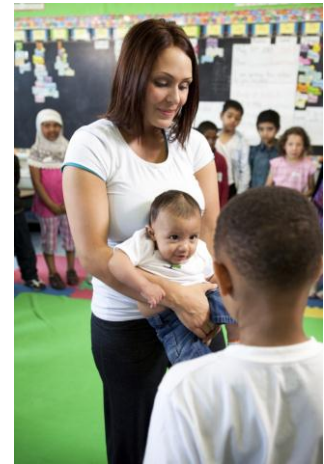
Snap often, print often

You'll likely be taking photos digitally with your phone or a camera. Print your photos after your family visit to bring with you to the next family visit, where you can post them on your Roots of Empathy display. If you can't print them at home or at the school, you can take your phone or camera memory card to a photofinishing shop to have the photos printed.

If you don't have access to a camera, ask the teacher or parent if they could bring theirs to the visit or if the school has one you can use. Offer to look after any processing you might need, and submit your receipts to the school.

Please refer to the Roots of Empathy Communications Guidelines for important information on permissions and how to safely share your classroom images on social media.

Have fun and snap away!



The Roots of Empathy Bulletin Board


Kindergarten Bulletin Board

Curriculum Concepts

Roots of Empathy Logo

Student's Work

Roots of Empathy Poster



Roots of Empathy Baby's Picture and Name

Height Chart

Family Visit Pictures

Songs and Action Rhymes

The trick with singing songs for primary children, and especially any songs sung to babies, is to sing slowly enough and with a high enough pitch that children can catch your phrasing.

Welcome and Goodbye Songs

Greeting Song to Students (Hello Everybody) (Track 19)

Sing the Roots of Empathy greeting song to both the class as a whole as well as to the baby each time she visits. The mom, dad, teacher, special guests - anyone can be named in these songs.

Hello Everybody and how are you?

How are you?

How are you?

Hello everybody and how are you?

How are you today?

Greeting Song to Baby

While singing, have the students stand and you or the parent carry the baby around the entire circle of children. This is so the baby has the opportunity to make eye contact with each child and the children feel a moment of intimacy or connection between their baby and themselves. Encourage them to touch the baby's legs or feet, ideally not the hands or the face because parents are worried about germs.

Hello (Baby's Name) and how are you?

How are you?

How are you?

Hello (Baby's Name) and how are you?

How are you today?



Goodbye Song to Baby (Goodbye Sarah) (Track 20)

The Roots of Empathy goodbye song is sung at the end of the Family Visit to say goodbye to the baby and to express sadness that he has to go. Again, carry the baby around the circle to say goodbye. Verses can be added to say goodbye to all family members. An alternate last line expresses hope that they will meet again.

Goodbye Sarah

Goodbye Sarah

Goodbye Sarah

We're sad to see you go

(See you again next time)

(Hope to see you soon)

Goodbye Song to Students (Track 21)

The same goodbye song can also be song to the students.

Goodbye Andy

Goodbye Clara

Goodbye Dave

It's time for us to go

Goodbye Henry

Goodbye Susie

Goodbye Christine

It's time for us to go

Goodbye Song (alternate) (Track 49)

The tune for this version is the same as the greeting song.

Goodbye (Baby's Name), see you soon

See you soon

See you soon

Goodbye (Baby's Name), see you soon

See you very soon



Rocking Songs and Lullabies

For thousands of years every culture has used rocking songs to soothe babies. The universal appeal of the motion and the rhythmic sounds of the lullaby work magic to provide the comfort and security that all babies need. If the baby is showing signs of being sleepy or is cranky and crying and the class has determined he needs help falling asleep, here are a series of songs to choose from. If the parent permits, choose one child to sit cross-legged and place the baby gently in the child's lap. Watch the magic happen as the class sings the lullaby and the baby falls asleep.

Sweet-A-Little Baby (Track 33)

Here is one that's short and swift. The children won't be able to sing it immediately but it is lovely for you to sing maybe when you're bringing the baby around to all of children at end of session or when rocking baby and trying to calm her down.

*Sweet-a-little baby
Sweet-a-little baby
Sweet-a-little baby belongs to everybody
Sweet-a-little baby
Sweet-a-little baby mine*

Rock-A-Bye Baby (Track 38)

Rock-a-bye Baby song is a very soothing song and there's an optional ending we have added here that children seem to like.

*Rock-a-bye baby, on the tree top
When the wind blows, the cradle will rock
When the bow breaks, the cradle will fall
And Mom/Dad will catch baby, cradle and all*

Hush-A-Bye (Track 46)

This lullaby is a song about horses. Because it's so slow, and there are other verses, you're better off just singing this one verse and repeating if necessary.

*Hush-a-bye, don't you cry
Go to sleep my little baby
When you wake, you shall have
All the pretty little horses
Pintos and bays, ponies and brays
All the pretty little horses*



Hush Little Baby (Track 39)

This song works well after reading the book *Hush* from the Sleep theme. You might want to ask either momma or pop if they want to try singing this song to their baby.

*Hush little baby, don't say a word
Mama/Papa's gonna buy you a mocking bird
If the mocking bird don't sing
Mama/Papa's gonna buy you a diamond ring
If that diamond ring is brass
Mama/Papa's gonna buy you a looking glass
If that looking glass gets broke
Mama/Papa's gonna buy you a billy goat
If that billy goat won't pull
Mama/Papa's gonna buy you a cart and bull
If that cart and bull falls down
You'll still be the sweetest little baby in town*

Japanese Lullaby (Track 40)

With nursery rhymes, English is fine but with a lullaby it's particularly powerful when the parent sings in her mother tongue to the baby. It's additional music to the baby's ear.

*Nem, Nem
Go-lo-lee-oh
Bo-ko-lo-lee-oh*

Twinkle, Twinkle Little Star (Track 32)

Twinkle, Twinkle Little Star is a song known to nearly all children and it is easy to learn for those who are new to it. The rhyme and tune are simple and should be song very high. The children love to make the shape of a star and rock it in the sky as the baby is rocked.

*Twinkle, Twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, Twinkle little star
How I wonder what you are*



Foot Rhymes

When the baby is on a roll or lying down and there isn't too much happening, work with baby's feet. We know that development starts from head down and feet are quite often ignored.

Shoe the Old Horse (Track 22)

For this rhyme, tap one foot with the palm of your hand and see if the baby likes it. Then try it with both feet and pat the two feet together rubbing against one another.

Shoe the old horse (foot rhyme, baby on roll or lying down)
Shoe the old mare
Let the little colt go bare, bare, bare

Tic Tac Two (Track 23 and 24)

The first time doing this foot rhyme use a very slow measured beat. Then, for fun, try and see if the baby likes it at a very fast beat. But caution the children to watch the baby's expression to see if he likes it or if it might be too fast for him.

Tic tac two (foot rhyme in double-time variation)
Mend the baby's shoe
A white shoe, a white shoe
Tic tac two

Tickling Rhymes

Like the foot rhymes, tickling rhymes are a good way to test what baby likes or doesn't like. Tickling rhymes work really well when combined with the raising and lowering of your voice. The baby's body and eyes will respond to the modulation of your voice.

Round and Round the Garden (Track 25)

Round and round the garden
Like a teddy bear
One step, two step
Tickle under there



Slowly, Slowly Garden Snail (Track 35)

A good rhyme for tickling a baby when changing or for a contemplative mood is a creeping song. Very slowly march fingers on baby's arm. Children can do it on their own arms. The contrast of fast and slow delights the students as well as the baby.

*Slowly, slowly, very slowly
Creeps the garden snail
Slowly, slowly, very slowly
Up the garden rail*

*Quickly, quickly, very quickly runs the garden mouse
Quickly, quickly, very quickly to his little house*

Songs for Finger-Play and Hands

Eensy Weensy Spider or Itsy Bitsy Spider (Track 27)

Primary children love this song and many children grow up with some version of it. A good action song, the students can show the baby what to do and the mother or Instructor can do the finger play on the baby or using the baby's hands. If the baby and children like the normal version, then you can all do The Great Big Spider with low voices and great dramatic gestures.

*The eensy, weensy spider went up the water spout
Down came the rain, and washed the spider out
Out came the sun and dried up all the rain
And the eensy, weensy spider went up the spout again*

Row, Row, Row Your Boat (Track 30)

Row, Row, Row your boat is another song that most children know and if baby is sitting up in between the mother's legs, she can help her row. Very often the baby will sway to the song on her own. As an alternative, have the children think up other boats and actions.

*Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.*



Two Little Blackbirds

This finger rhyme is also a peek-a-boo game. It is intriguing to babies and also instructional. Through these kinds of games, babies learn about the permanence of people and things.

Two little blackbirds (both hands behind back)
Sitting on a wall

One named Pete (bring out one hand with index finger up)
One named Paul (bring out other hand with index finger up)

Fly away Peter! (hide hand behind back)
Fly away Paul! (hide other hand behind back)

Come back, Peter! (bring back one finger)
Come back, Paul! (bring back the other finger)

Pat-a-Cake (Track 26)

When a baby is able to bring her hands together in front of her body, you are ready for the fun of clapping games. This milestone marks the beginning of being able to coordinate the two sides of the body. This usually falls into place somewhere after six months. The students get very excited when they see the baby clap for the first time.

Pat-a-cake, pat-a-cake (clap your hands or baby's hands)
Baker's man

Bake me a cake

As fast as you can.

Roll it and pat it, (roll baby's hands gently, pat tummy)

And mark it with a "B" (draw letter on baby - use baby's initial)

And put it in the oven

For baby and me.



Peas Porridge Hot (Track 43)

Pea Porridge Hot is an example of a nursery rhyme that's very strong rhythmically and when you combine it with clapping, children will have great fun with it.

Peas porridge hot (clap baby's hands together)

Peas porridge cold

Peas porridge in the pot

Nine days old

Some like it hot (repeat actions)

Some like it cold

Some like it in the pot

Nine days old

Lifting

There are different positions for playing lifting games with a baby. Lifting games offer an element of surprise. Babies of six months and older often delight in the thrill of lifts and pretend falls in the security of the parent's arms. Babies learn to anticipate the lift or drop and squeal in advance.

Doctor Foster

Doctor Foster went to Gloucester (balance baby on both knees)

In a shower of rain.

He stepped in a puddle (let baby drop through your legs)

Right up to his middle

And never went there

Again!

The Grand Old Duke of York

The grand old Duke of York

He had ten thousand men.

He marched them up to the top of the hill

And he marched them down again.

(sitting on floor, pull your knees up
and hold baby on your knees)

(lift baby)

(lower baby)

And when they were up, they were up

And when they were down, they were down

And when they were only halfway up,

They were neither up nor down.

(lift)

(lower)

(lift halfway)

(lift up and lower)



Pop Goes the Weasel (Track 36)

This is a good song for having the baby on your lap and then surprising her by dropping her through your legs. Soon the baby learns to predict and expect the drop and will react either with giggles (which gets the children laughing) or with fear (which motivates the children to stop you).

<i>All around the mulberry bush</i>	(while sitting on chair, cross your
<i>The monkey chased the weasel</i>	legs and balance baby on one leg)
<i>The monkey thought 'twas all in fun</i>	
<i>Pop! Goes the weasel!</i>	(lift the baby at "Pop!" as high as baby likes)
<i>A penny for a pool of thread</i>	(repeat actions)
<i>A penny for a needle</i>	
<i>That's the way the money goes</i>	
<i>Pop! Goes the weasel!</i>	

Humpty Dumpty

<i>Humpty Dumpty sat on a wall</i>	(have baby sit on your knees)
<i>Humpty Dumpty had a great fall</i>	(drop baby between knees)
<i>All the king's horses and all the king's men</i>	
<i>Couldn't put Humpty together again.</i>	

Jack and Jill (Track 37)

Jack and Jill is another well loved rhyme. The children will probably be intrigued with the second verse if they haven't heard it before. They might choose to make up additional verses.

Jack and Jill went up the hill to fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after

Up got Jack and home did trot
As fast as he could caper
He went to bed to mend his head
With vinegar and brown paper



Bouncing

Restless babies may be soothed by soft bouncing. Babies under six months usually prefer a gentle approach. Babies over six months often enjoy vigorous bouncing games as they experience gravity and enjoy moving in space.

Ride a Cock Horse

Ride a cock horse to Banbury Cross (bounce baby on your knee)
To see a fine lady upon a white horse
With rings on her fingers and bells on her toes
She shall make music wherever she goes

She Didn't Dance (Track 34)

This song is Irish in origin and a wonderful one for showing children how you can gently bring a baby up into air without frightening it. Make sure you ask the children to watch the baby's expression when you do it. He'll either hate it or love it but you will get some kind of reaction.

She didn't dance, dance, dance (bounce baby on your knee)
She didn't dance at all today
She didn't dance, dance, dance
Today or yesterday

Dance her up and up and up and up (hold baby up in the air and bring down)
And up and in the sky
Dance her up and up and up and up (hold baby up again)
And then she'll go bye bye

She was such a lady (repeat actions)
She was such a queen
She was such a lady
Off to the fields of green
Dance her up and up and up and up
And up and in the sky
Dance her up and up and up and up
And then she'll go bye bye



To Market, To Market

*To market, to market, to buy a fat pig
Home again, home again, jiggety jig*

(bounce baby on your knee)

*To market, to market, to buy a fat hog
Home again, home again, jiggety jog*

Little Red Wagon (Track 31)

Another one that's very popular. With this one, bump the baby on your lap and the children bump up and down on their bottoms. You can ask the children for other suggestions for movement.

*Bumpin' up and down in my little red wagon
Bumpin' up and down in my little red wagon
Bumpin' up and down in my little red wagon
Won't you be my darlin'*

Songs from Curriculum

Theme 2: Crying

Sometimes Harry Cries (Track 47)

This song works well in the Pre-Visit of the Crying theme. The students are multi-wiring their brains to think of the social and emotional reasons for why a baby might cry instead of the physical reasons which are easier to understand. Replace your baby's name for Harry and bring in the ways your baby communicates his feelings of loneliness, sad, scared, mad etc.

*Sometimes Harry cries because he's sad
Sometimes Harry cries because he's sad
Sometimes Harry cries
The tears roll from his eyes
Sometimes Harry cries because he's sad*

*Sometimes Harry cries because he's lonely
Sometimes Harry cries because he's lonely
Sometimes Harry cries
The tears roll from his eyes
Sometimes Harry cries because he's lonely*



Sometimes I Cry (Track 48)

In the Post-Visit of the Crying theme, we change the focus from the baby crying to why the child is crying. This time you want to get the children to reflect on their negative feelings and to eventually reach out and have empathy and understanding for the feelings of others.

*Sometimes I cry because I'm mad
Sometimes I cry because I'm mad
Sometimes I cry
The tears roll from my eyes
Sometimes I cry because I'm mad*

Theme 5: Sleep

Sleeping Bunnies (Track 44)

In the kindergarten curriculum, Sleeping Bunnies is a wonderful way to help the children pretend. They love waiting to do the "hop hop hop" so give them three chances to really get into it. To insure success, mention to the children that they are a bunny and they have to keep their fur off all the other bunnies. That way they will keep their own space and you will avoid altercations.

*See the bunnies sleeping until it's nearly noon
Come let us wake them with a merry tune
Oh so still
Are they ill?
Wake up little bunnies
Hop, hop, hop
Wake up little bunnies
Hop, hop, hop
Wake up little bunnies hop and stop*



Songs for Students

Two Fat Sausages (Track 45)

This little rhyme is a good way to focus children's attention rather than telling them to listen up, pay attention or look this way. If you do this you will absolutely engage their attention. The idea is to repeat it twice and the third time everyone will be in with you for the pop and the bang.

Two fat sausages (hold up two fingers)
Sizzling in the pan
One went POP! (clap hands on "POP" and "BAM")
And one went BAM!

Open Them, Shut Them (Track 28)

This rhyme is good for gathering the children's attention back if they start to drift. It works well if you go through it once and then the second time through, used hushed tones on the last verse which will really encourage the children to attend and follow your hand movements.

Open them, shut them (hold up hands and do actions)
Open them, shut them
Open them, shut them, give a little clap

Open them, shut them
Open them, shut them
Open them, shut them, put them in your lap

Miss Mary Mack (Track 41)

Clapping rhymes present a wonderful way for engaging children from Grade 4 and up in a collaboration of two. It's absolutely captivating for the baby to hear the rhyme and the contagious grins and giggles from the children. Start by having them practice the rhythms in their laps and then with a partner. To make sure no child is left out, you can be the partner of the extra child. It's really fun to start off slowly and gradually build up speed. It's a wonderful way for a pair of youngsters to learn to be in sync. The children come together and it becomes a dance.

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
Has silver buttons, buttons, buttons
All down her back, back, back



*She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephant, elephant, elephant
Climb the fence, fence, fence*

Humpty Dumpty Rap (Track 42)

Children in the older grades love writing singing raps for their baby. This is a way to teach them nursery rhymes they can use when they baby-sit or with their baby brothers and sisters or with their own children later on in life. What we're trying to do is lay down a repertoire of skills for building language and relationships with babies. This is a compilation using Humpty Dumpty as the chorus and various other rhymes as the verses. You can go on as long as the children like and ideally they will make up their own verses and the language teacher will be ecstatic.

*Hump-ty dum, Hum-hump-ty dumpty dumpty
Hump-ty dum, Hum-hump-ty dumpty dumpty*

*Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after*

*Hump-ty dum, Hum-hump-ty dumpty dumpty
Hump-ty dum, Hum-hump-ty dumpty dumpty*

*Mary had a little lamb
Whose fleece was white as snow
And everywhere that Mary went
The lamb was sure to go*

*Hump-ty dum, Hum-hump-ty dumpty dumpty
Hump-ty dum, Hum-hump-ty dumpty dumpty*



Research and the Effectiveness of Roots of Empathy

Research on Roots of Empathy

Since 2000, the Roots of Empathy program has been evaluated in both comparative and randomized controlled studies designed to measure changes in the behaviour of participating students. Independent research has been conducted on three continents.

Consistently Positive Results

Key research findings show that children perceived a more positive classroom environment by the end of the program (e.g. increased sense of classroom belonging and peer acceptance). Children also exhibit:

- An *increase* in prosocial behaviour (e.g. sharing, helping and including)
- A *decrease* in aggression, which is particularly significant given that children in the comparison classrooms showed *increases* in aggression across the school year
- An *increase* in social and emotional understanding
- An increase in empathy
- An *increase* in knowledge of parenting

Studies conducted by researchers at the University of British Columbia looked at specific types of aggression (i.e. proactive (bullying), physical, relational and reactive). All of these studies showed a significant decrease in aggression in the program groups.

Lasting Results

In 2001, the Government of Manitoba commissioned a three-year follow-up study of Roots of Empathy, measuring prosocial behaviour, physical aggression, and indirect aggression. The three target grade levels were Kindergarten, grade four, and grade eight. The results of the follow-up study also indicate that the changes in behaviour are maintained with some behaviour continuing to improve over the years.¹

Within a Roots of Empathy classroom, these changes in student behaviour translate into a community where helping, sharing, perspective-taking and peer inclusion are the norm.

Looking ahead, new national and international studies will expand our understanding of the impact of Roots of Empathy.

Other Program Evaluations

A University of Missouri report by Dr. Marvin Berkowitz titled *What Works in Character Education: A Report for Policy Makers and Opinion Leaders* reviewed character education programs and concluded that there was scientific evidence of the effectiveness of Roots of Empathy, and particularly strong evidence for its potential to reduce aggression and violence.²

¹ Santos, R. G., Chartier, M. G., Whalen, J. C., Chateau, D., & Boyd, L. (2011) Effectiveness of school-based violence prevention for children and youth: Cluster randomized field trial of the Roots of Empathy program with replication and three-year follow-up. *Healthcare Quarterly*, 14, 80-91.

² Berkowitz, M., and Bier, M. (2005) *What Works in Character Education: A Report for Policy Makers and Opinion Leaders*. Character Education Partnership.

Research and the Effectiveness of Roots of Empathy

"Roots of Empathy is an effective school-based curriculum for fostering the development of student character."
(Berkowitz & Bier, 2005)

Researchers at the Ontario Institute for Studies in Education at the University of Toronto evaluated the degree to which the methods and approaches support social and emotional development.³ They concluded that Roots of Empathy is an effective program for developing social and emotional learning, based on scientific research on child development and professional experience of leading educators and health practitioners.

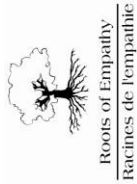
"By providing many opportunities to see skills modeled, to apply these same skills in real-life situations, and to reflect on their learning, the program increases the chances that students will develop competencies that will guide their future behaviours and shape their dispositions." (Rolheiser & Wallace, 2005)

Dr. Michael Fullan, Professor Emeritus at the Ontario Institute for Studies in Education, at the University of Toronto, writes that the program is solidly based on scientific knowledge of the human condition.

"ROE is a simple, brilliant and powerful example of how developing children's empathy can be a priority, and can be accomplished with amazing results. The heart is the way to the mind, but they have to be explicitly linked. Roots of Empathy is a model of social and academic inclusion."

³ Rolheiser, C., and Wallace, D. (2005) *The Roots of Empathy Program as a Strategy for Increasing Social and Emotional Learning*. Report prepared for Roots of Empathy. Ontario Institute for Studies in Education, University of Toronto.

LITERATURE



Roots of Empathy Curriculum Booklist and Questions

Kindergarten

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Theme	Lesson	Book	How to Use Book
1	PRE	No Book Required	n/a
1	POST	On Mother's Lap 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>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?"
1	POST	Guess How Much I Love You?	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>Guess How Much I Love You</i> by saying, "This book is about a little rabbit and his Daddy who both have feelings." As you read, please give students enough time to view the illustrations. After reading the book, talk about the feelings that the rabbit and his Daddy showed (love, caring, happy, and sleepy). Ask, "When have you felt love/happy/sleepy? Show me how you feel with your face/with your body when you are feeling love/happy/sleepy."
2	PRE	No Book Required	n/a

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2	POST	Lost and Found 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>Lost and Found</i> by sharing with the children, "This is a story about a little boy who one day finds a sad penguin on his doorstep, and what he does to try and make the penguin feel happy again." As you read, please give students enough time to view the illustrations. After reading the book, talk to the students about why they think the boy thought the penguin was sad at the beginning of the story. Ask, "What did the little boy do to help the penguin?" As the students identify the situations, open the book to the page they are discussing. Explain that when anyone feels sad like the penguin did, we should all try to help him/her feel better. Ask, "What did the little boy discover towards the end of the story about why the penguin was so sad? What was the penguin feeling?" Invite the students to share a time when they felt lonely. Ask, "Who helped you? What can you do to help someone who is lonely?"
2	POST	When I Feel Sad	Introduce the book <i>When I Feel Sad</i> by showing students the cover of the book, and introducing its title, author and illustrator. As you read, please give students enough time to view the illustrations. After reading the book have them share with you times when they have felt sad and what their parents or friends did to make them feel better. Prompt with these questions, "Did you ever feel sad because you could not go out to play or go to a party? Because someone was sick? Because a friend was mean to you? Because your friend did not want to play with you? Because your friend moved away? Who helped you feel better? What did they do to make you feel better?"
3	PRE	No Book Required	n/a

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3	POST	Mom and Me 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>Mom and Me</i> by sharing with the children, "This book has photographs of real families from all over the world and shows the many ways moms care for their babies and children." As you read, please give students enough time to view the photos. The pictures give beautiful messages of diversity and love in different contexts and every picture shows how children are being cared for. After reading the book, discuss with the students the many ways moms care for their babies and children, as well as how they show they love them (e.g. making food, washing, comforting, smiles and kisses, teaching them new things). As the children identify the different ways, open the book to the page they are discussing.
3	POST	Babies on the Move	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>Babies on the Move!</i> by sharing with the children, "This book has photographs of real babies and families from all over the world and shows the many different ways of transporting babies". As you read, please give students enough time to view the photos. In every photograph, the baby is with a loving sibling, parent, or grandparent. The pictures give beautiful messages of diversity and love in different contexts and every picture shows that the baby is being cared for and his/her safety is being planned for. After reading the book, discuss with the students some of the different ways of transporting babies. This discussion will allow them to take the perspective of other people (e.g. the contrast of the babies in the baskets in the rainforest compared to the baby in the back seat of an automobile).

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Theme	Lesson	Book	How to Use Book
4	PRE	How I Feel	<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 I Feel!</i> by sharing with the children, "This is a story about feelings." As you read, please give students enough time to view the illustrations. After reading the book, ask, "What do you do when you feel scared?"</p> <p>Invite the students to pretend they are a scared animal. Ask, "What animal would you be? Is this animal big or little, loud or quiet, fast or slow?" Have them act out what they would do if they were this scared animal (i.e., curl up on the floor).</p> <p>Reread the book and have the students repeat the emotion aloud as a group (e.g. excited, angry, sad, proud), and ask them to look closely at the illustrations, pointing out the body language of the children and animals. Then have them act out each of the emotions in the way they are illustrated*. For example, have the students stomp around and act angry like the drawing of the elephant. Have them pretend they are proud like an eagle and spread their wings, or excited like the kangaroo jumping around. Reiterate, "Feelings are your friends. We all have them; every single person in the world including babies, children and adults."</p> <p><i>*When acting out emotions, depending on the size of your group and the students' behavior during this visit, you might want to have small groups of children volunteer to come up in front of the class to demonstrate the emotions.</i></p>

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Theme	Lesson	Book	How to Use Book
4	PRE	How I Feel (cont'd) OR	<p>Singing: Teach the children the following song to the tune of Frère Jacques:</p> <p>If I was a kangaroo If I was a kangaroo I'd show you how I feel I'd show you how I feel I'd jump around excited I'd jump around excited That's how I'd feel That's how I'd feel</p> <p>If I was an elephant If I was an elephant I'd show you how I feel I'd show you how I feel I'd stomp around so angry I'd stomp around so angry That's how I'd feel That's how I'd feel</p> <p>If I was a little dog If I was a little dog I'd show you how I feel I'd show you how I feel I'd hang my head so sadly I'd hang my head so sadly That's how I'd feel That's how I'd feel</p>

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Theme	Lesson	Book	How to Use Book
4	PRE	Cleversticks OR Sometimes I Feel Like a Mouse	<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 Cleversticks by sharing with them, "This story is about a boy in kindergarten who experiences many feelings, including frustration." As you read, please give students enough time to view the illustrations. After reading the book, go back and review a few of the scenes that show the different emotions that the boy feels.</p> <p>Have the children show the emotion with their faces and bodies. Ask, "How did Ling's friends make him feel better?" Sing, "If You're Happy and You Know It," substituting the word 'happy' with other words and actions, such as: "If you're sad and you know it say Boo-Hoo, If you're angry and you know it stamp your feet," etc.</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 Sometimes I Feel Like a Mouse by sharing with the children, "This is a story about feelings." As you read, please give students enough time to view the illustrations. After reading the book, ask, "What do you do when you feel scared?" Invite the students to pretend they are a scared animal. Ask, "What animal would you be? Is this animal big or little, loud or quiet, fast or slow?" Have them act out what they would do if they were this scared animal (e.g. curl up on the floor).</p> <p>Reread the book and have the students repeat the emotion aloud as a group (e.g. excited, mad, sad, proud), and ask them to look closely at the illustrations, pointing out the body language of the children and animals. Then have them act out each of the emotions in the ways they are illustrated. For example, have the students stomp around and act bold like the drawing of the elephant. Have them pretend they are brave like a galloping horse, or excited like the squirrel skittering around. Reiterate, "Feelings are your friends. We all have them; every single person in the world including babies, children, and adults."</p>

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4	POST	Recess Queen	<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 Recess Queen by sharing with the children, "This is a story about a girl who is mean to other people in her class. There is a word for someone who is mean all the time (i.e., a bully)." As you read, please give students enough time to view the illustrations. After reading the book, discuss with the students some of the ways meanness was shown in the book (e.g. name-calling, being left out).</p> <p>As the students identify the situations, open the book to the page they are discussing. Ask, "How does it make you feel when you or a friend is treated in a mean way?" Reiterate that sometimes children are mean and this can make others feel upset. Ask, "When someone is mean to you or a friend, what might you do* (e.g. stand up for yourself/friend, tell the person to stop, ask for help, share your feelings, include them in what you are playing)?"</p> <p><i>*It is important to allow your students to come up with their own solutions or strategies for dealing with meanness. This gives them the opportunity to use their problem solving skills and empowers them to deal with situations when they arise. You can say to them, "The next time someone is mean to you or a friend you might want to try out some of the things we talked about."</i></p>

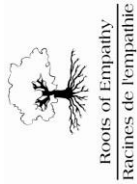
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4	POST	Recess Queen (cont'd) OR	<p>Singing: Teach the children the following clapping song from <i>The Recess Queen</i> Book: <i>I like cookies</i> <i>I like tea</i> <i>I want you to clap with me.</i></p> <p><i>I like cookies</i> <i>I like tea</i> <i>I want you to play with me.</i></p> <p>Sing the rhyme through once and then have the children repeat the rhyme with a partner or as a group.</p> <p>Partners—partner them up. If there is an odd number of children have the teacher or yourself be that child's partner. Ask the classroom teacher to demonstrate this clapping rhyme with you (clap your hands together and then clap your partner's hands and repeat for the entire rhyme).</p> <p>Group—help the children sit in a circle, front to back. Have them repeat the rhyme, clap their hands together and then gently tap the back of the person in front.</p> <p>Remind the children when working in pairs or as a group to treat each other in a gentle manner as their Roots of Empathy parent does with their baby.</p>



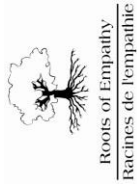
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4	POST	When I Feel Scared	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>When I Feel Scared</i> by explaining, "This is a book about someone who is scared." Before reading, remind the students that everybody in the world, young and old, feels scared sometimes. As you read, please give students enough time to view the illustrations. After reading the book, ask the children to share with you a time when they were afraid and what they did to help themselves feel less scared.
5	PRE	Hush 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>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 adults say "hush" when babies are trying to sleep, whether the babies are sleeping in the jungle and animals are making noises or they're in a city and cars and people are making noises. 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.
5	PRE	Hula Lullaby	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>Hula Lullaby</i> by sharing with the children, "This is a story about a mother and baby who live in Hawaii (where it is warm and has palm trees), and the ways the mom used rhythm and gentle movement to soothe her baby to sleep." As you read, please give students enough time to view the illustrations. After reading the book, ask, "What else helped to soothe the baby to sleep (e.g. drummers chant, leaf skirts, ocean breeze, dancers with their pu'ili, scent of tropic blooms)?" As the students identify the situations, open the book to the page they are discussing.



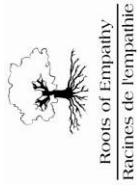
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5	POST	Llama, Llama, Red Pajama OR	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Llama, Llama, Red Pajama</i> by sharing with the children, "This is a story about a Baby Llama who gets lonely, and then feels scared at bedtime." Say, "As I am reading this book, I'd like you to look at Baby Llama's face to see how he is feeling." As you read, please give students enough time to view the illustrations. After reading the book, discuss with the students the feelings that Baby Llama experienced and point out his facial expressions and body language. As the students identify the feelings, open the book to the page they are discussing. Ask, "What transitional object did Baby Llama have to help him sleep? At the end of the story, what made him feel better?"
5	POST	Franklin's Blanket	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	No Book Required	n/a



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Theme	Lesson	Book	How to Use Book
7	PRE	Dear Juno 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>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, "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, open the book to the page they are discussing. Ask, "How would you communicate with others if you do not 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 by repeating his/her sounds back to him/her, singing, reading, playing peek-a-boo, touch and communicating through facial expressions (e.g. laughing, smiling, making eye contact).

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Theme	Lesson	Book	How to Use Book
7	PRE	Baby Talk	<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're 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"> □ "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	No Book Required	n/a

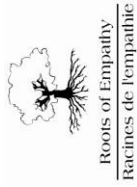
Roots of Empathy Curriculum Booklist and Questions

Kindergarten

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Theme	Lesson	Book	How to Use Book
8	PRE	Another Important Book	<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 <i>important</i> 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; 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"> • I love to read • I'm a good friend • I help my family", etc... <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. Alternately, pass the book around at the mirror page, and invite the children to say one important thing about themselves.</p> <p><i>*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.</i></p>



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8	POST	Whoever You Are	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, "We have discussed how everyone is special or unique, but now we're 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, "In what ways are we the same (e.g. feelings, smiles, hearts, laughter)?" As the students are sharing, open the book to the page they are discussing. Invite students to share other ways that they are alike.
9	PRE	No Book required	n/a
9	POST	No Book Required	n/a

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Primary

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1	PRE	On Mother's Lap 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>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?"
1	PRE	Hi New Baby 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 can't 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.

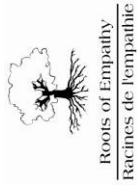
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1	PRE	Talk Baby!	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Talk Baby!</i> by sharing with children, "This is a story about a new baby and his family." As you 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 can't 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 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	POST	How are You Peeling: Foods with Moods	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.
2	PRE	No Book Required	n/a



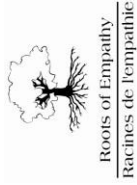
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2	POST	Jamaica Tag-Along	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Jamaica Tag-Along!</i> by sharing with the children, "This is a story about a girl who feels 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 students in talking about acts of empathy in the story.



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3	PRE	Sasha and the Wiggly Tooth	<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> <p>*Before you begin reading, please notice that there is a reference in the story about the Tooth Fairy and Santa Claus. "The tooth fairy is just a story. She's not real, like Santa Claus [is]." Please do not omit or change this part of the story. IF the students bring this up for discussion at the end, we suggest you address it by reminding students that every family has its own beliefs. Sometimes we share the same beliefs and sometimes we have different beliefs, but we need to always be respectful of what someone else believes in. Children have a remarkable ability to suspend belief for beautiful ideas, like a tooth fairy. This is not science, but fiction.</p>

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3	POST	Suki's Kimono 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>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) who 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?"
3	POST	I Can Do it Too! 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>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's 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?"
3	POST	Proud	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>Proud</i> 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.

Roots of Empathy Curriculum Booklist and Questions

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Theme	Lesson	Book	How to Use Book
4	PRE	Maria's Shoes 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>Maria's Shoes</i> , by explaining that it is a true story that happened to students in a <i>Roots of Empathy</i> 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. 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 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>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." * 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?"

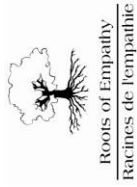
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4	PRE	Give Maggie a Chance OR	<p>* Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book Give Maggie a Chance by sharing with the children, "This is a story about Maggie who 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><i>*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?"</i></p>



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4	PRE	Jess Was the Brave One	<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>
4	POST	No Book Required	n/a

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Theme	Lesson	Book	How to Use Book
5	PRE	Hush	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 hush 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.
5	POST	Daniel's Day 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>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 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, breathing).

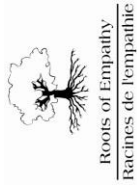
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5	POST	Franklin's Blanket	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Franklin's Blanket</i> by sharing with the students that, "This is a book about transitional 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	<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>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 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>* 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.</p>



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7	PRE	Dear Juno 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>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 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).

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Primary

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Theme	Lesson	Book	How to Use Book
7	PRE	Baby Talk	<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're 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"> • "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), and 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	No Book Required	n/a

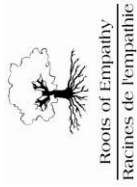
Roots of Empathy Curriculum Booklist and Questions

Primary

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8	PRE	Another Important Book	<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"> • I am learning to do new things • I love and help people • I have special dreams" <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 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><i>*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.</i></p>



Roots of Empathy Curriculum Booklist and Questions

Primary

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Theme	Lesson	Book	How to Use Book
8	POST	Whoever You Are	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're 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.
9	PRE	No Book Required	n/a
9	POST	No Book Required	n/a



Roots of Empathy Curriculum Booklist and Questions

Junior

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1	PRE	No Book Required	n/a
1	POST	How are You Peeling: Foods with Moods	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.
2	PRE	No Book Required	n/a
2	POST	Jamaica Tag-along	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



Roots of Empathy
Racines de l'empathie

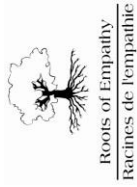
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4	PRE	Willie Wins OR	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Willie Wins</i> by sharing with the students that, "This is a story for younger children about 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 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	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 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?"



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4	PRE	Jess Was the Brave One	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 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

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Junior

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5	PRE	Daniel's Day 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>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 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 scared or stressed out. Then ask what helps 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	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?"



Roots of Empathy
Racines de l'empathie

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5	POST	The Lotus Seed	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	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, "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.

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8	PRE	The Three Questions OR	<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 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.</p> <p>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.</p>



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8	PRE	Welcoming Babies 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>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?"
8	PRE	The Red Blanket	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. <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>

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Theme	Lesson	Book	How to Use Book
8	POST	Whoever You Are	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



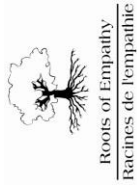
Roots of Empathy Curriculum Booklist and Questions

Senior

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1	PRE	No Book Required	n/a
1	POST	No Book Required	n/a
2	PRE	No Book Required	n/a
2	POST	Jamaica Tag-along	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 showing students the cover and pointing out Ossie, who is their age and the big brother to Jamaica. Explain that he does not want her tagging along with his friends and that in the book, his little sister breaks the cycle of being exclusive by having empathy (i.e., understanding for how another young child feels). Say, "Although this is a book for younger children, it is useful for everybody as a demonstration of understanding feelings (empathy)." As you read, please give students enough time to view the illustrations. After reading the book, invite the students to discuss times when they have excluded others or been excluded by others. Explain, "There are three different age ranges in this book: Berto, who is a preschooler; Jamaica, who is about 8 years old; and Ossie, who is about 12. Even so, they all share the same feelings of sadness over being left out or excluded." Ask them, "How did the children feel? Have any of you had an experience like the older brother in the book? Have any of you felt the way the younger one felt? How might you include others in school settings, such as the lunchroom or the playground?" 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



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4	PRE	Willie Wins 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>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, embarrassed)? Willie had 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	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?"

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Theme	Lesson	Book	How to Use Book
4	PRE	Jess Was the Brave One	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 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	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 (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)?

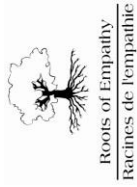
Roots of Empathy Curriculum Booklist and Questions

Senior

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Theme	Lesson	Book	How to Use Book
5	PRE	Franklin's Blanket	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?"
5	POST	The Lotus Seed	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.
6	PRE	No book required	n/a
6	POST	No book required	n/a



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Theme	Lesson	Book	How to Use Book
7	PRE	Dear Juno 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>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, 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).

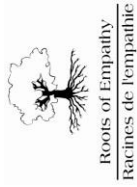
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Theme	Lesson	Book	How to Use Book
7	PRE	Baby Talk	<p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Baby Talk</i> by saying that you are going to read a story about 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"> • "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."



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Theme	Lesson	Book	How to Use Book
7	POST	A Screaming Kind of Day	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 share. Discuss how empathy can make people feel included and happy.



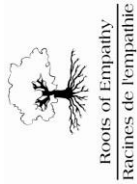
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Theme	Lesson	Book	How to Use Book
8	PRE	The Three Questions OR	<p>Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>The Three Questions</i> by saying it is an adaptation 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 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.</p> <p>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.</p>



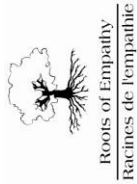
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Theme	Lesson	Book	How to Use Book
8	PRE	Welcoming Babies OR	Show the children the cover of the book and read the title. Tell them the names of the author and illustrator. Introduce the book <i>Welcoming Babies</i> by sharing with the students that 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	*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. *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.



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Theme	Lesson	Book	How to Use Book
8	POST	The Walking Stick OR	<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> <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>*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 there something special that you took to remind you of it, or some tradition that you started to comfort yourself?"</p> <p>* 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.</p>
9	PRE	No book required	n/a
9	POST	No book required	n/a

Roots of Empathy Complete Booklist by Theme – Titles Only

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Theme/ Lesson	Grade Level	Book
Theme 1 Pre	Kinder.	<i>No Books Required</i>
	Primary	On Mother's Lap OR Hi New Baby OR Talk Baby!
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>
Theme 1 Post	Kinder	On Mother's Lap OR Guess How Much I Love You?
	Primary	How are You Peeling; Foods with Moods
	Junior	How are You Peeling; Foods with Moods
	Senior	<i>No Books Required</i>
Theme 2 Pre	Kinder	<i>No Books Required</i>
	Primary	<i>No Books Required</i>
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>
Theme 2 Post	Kinder	Lost and Found OR When I Feel Sad
	Primary	Jamaica Tag-Along
	Junior	Jamaica Tag-Along
	Senior	Jamaica Tag-Along
Theme 3 Pre	Kinder	<i>No Books Required</i>
	Primary	Sasha and the Wiggly Tooth
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>
Theme 3 Post	Kinder	Mom and Me OR Babies on the Move
	Primary	Suki's Kimono OR I Can Do It Too! OR Proud
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>
Theme 4 Pre	Kinder	How I Feel! OR Cleversticks OR Sometimes I Feel Like a Mouse
	Primary	Maria's Shoes OR Jamaica and Brianna OR Give Maggie a Chance OR Jess Was the Brave One
	Junior	Willie Wins OR The Moccasin Goalie OR Jess Was the Brave One
	Senior	Willie Wins OR The Moccasin Goalie OR Jess Was the Brave One
Theme 4 Post	Kinder	Recess Queen OR When I Feel Scared
	Primary	<i>No Books Required</i>
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>
Theme 5 Pre	Kinder	Hush OR Hula Lullaby
	Primary	Hush
	Junior	Daniel's Day OR Franklin's Blanket
	Senior	Daniel's Day OR Franklin's Blanket

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Theme 5 Post	Kinder	Llama, Llama, Red Pajama OR Franklin's Blanket
	Primary	Daniel's Day OR Franklin's Blanket
	Junior	The Lotus Seed
	Senior	The Lotus Seed
Theme 6 Pre	Kinder	<i>No Books Required</i>
	Primary	<i>No Books Required</i>
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>
Theme 6 Post	Kinder	<i>No Books Required</i>
	Primary	Double Dip Feelings
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>
Theme 7 Pre	Kinder	Dear Juno OR Baby Talk
	Primary	Dear Juno OR Baby Talk
	Junior	<i>No Book Required</i>
	Senior	Dear Juno OR Baby Talk
Theme 7 Post	Kinder	<i>No Books Required</i>
	Primary	<i>No Books Required</i>
	Junior	A Screaming Kind of Day
	Senior	A Screaming Kind of Day
Theme 8 Pre	Kinder	Another Important Book
	Primary	Another Important Book
	Junior	The Three Questions OR Welcoming Babies OR The Red Blanket
	Senior	The Three Questions OR Welcoming Babies OR The Red Blanket
Theme 8 Post	Kinder	Whoever You Are
	Primary	Whoever You Are
	Junior	Whoever You Are
	Senior	The Walking Stick OR Naomi's Tree
Theme 9 Pre	Kinder	<i>No Books Required</i>
	Primary	<i>No Books Required</i>
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>
Theme 9 Post	Kinder	<i>No Books Required</i>
	Primary	<i>No Books Required</i>
	Junior	<i>No Books Required</i>
	Senior	<i>No Books Required</i>

MEDIA/VIP



Instructor Media Guidelines

There may be times when you, as an Instructor, are approached by media. Or, you may have a media contact who is interested in covering the program. The Roots of Empathy program, and particularly the Family Visit, are very appealing to print and broadcast media. You can play a role in promoting Roots of Empathy in your community by hosting a media or VIP visit in your classroom.

Roots of Empathy has media guidelines in place for Mentors, KPPS, and staff.

If you are contacted by the media, either directly or through the school where you teach the Roots of Empathy curriculum, contact your Mentor as quickly as possible – preferably within 24 hours.

The Mentor will walk you through a checklist to make sure you are prepared and supported in dealing with the media. The Mentor will also provide you with an information sheet to give to the media containing key facts about Roots of Empathy.

After the media has visited, please send your Mentor and Roots of Empathy International Office (mail@rootsofempathy.org) a copy of the print article or information on the date/time of the radio or TV coverage, plus station/program.

Mentor/Instructor Media/VIP Visit Checklist

Instructor Coaching

Mentors: Use this part of the checklist to coach Instructors prior to a media/VIP visit.

Instructor Tasks Before the Visit

- ☐ Confirm that all photo release forms are signed (for students and parent of Roots of Empathy baby).
- ☐ Ensure you have a Roots of Empathy baby “Teacher” t-shirt for baby for the Family Visit
- ☐ Ensure the Roots of Empathy bulletin board is up-to-date (i.e., Roots of Empathy sign is posted, as well as a picture of baby with name, height and weight chart).
- ☐ Review **Family Visits Updates/Reminders**.
- ☐ Review **Roots of Empathy Key Information**; ensure Instructor has a copy for reporter.
- ☐ Go over key information about the program with the Roots of Empathy parent, classroom teacher, and the principal, if they wish (refer to **Roots of Empathy Key Information**).
- ☐ Ask the classroom teacher to let students know a reporter or guest will be visiting.
- ☐ Review the theme being covered during the Family Visit.
- ☐ Talk to the reporter/VIP about the structure of the Family Visit, the theme being covered, and how it fits with the other themes.
- ☐ Call the parent of the Roots of Empathy baby the day before to confirm the date and time of the visit.

Tasks During and After the Visit

Note: These tasks will be performed by the Instructor if no other Roots of Empathy representative is attending. Otherwise, they should be shared by the KPP/Mentor and any Roots of Empathy staff present. Negotiate beforehand who will do what.

- ☐ Remind the teacher that any student for whom we do not have a photo release will be asked to sit at one end of the Green Blanket, outside of camera range.
- ☐ Meet the reporter/VIPs and make introductions to the parent and baby, classroom teacher, and principal.
- ☐ Give the reporter a copy of **Roots of Empathy Key Information**.
- ☐ Advise the reporter/VIP which children may not be photographed.
- ☐ Make sure your Roots of Empathy baby is wearing their ‘school uniform’ – Roots of Empathy baby “Teacher” t-shirt – before the Family Visit starts
- ☐ Thank participants – teacher, principal, parent, reporter – in person or by phone/email.
- ☐ Please forward a copy of the resulting media coverage to your Mentor and Roots of Empathy International Office at mail@rootsofempathy.org



Roots of Empathy Key Information

What is Roots of Empathy?

Roots of Empathy is an award-winning charitable organization that offers empathy-based programming for children. Our vision is to change the world – child by child.

Roots of Empathy is considered a model of social innovation and has two programs: a flagship program of the same name for children in elementary school (Roots of Empathy) and Seeds of Empathy, its "younger sibling" – a program for children ages three to five in childcare settings. Both programs have shown significant effect in reducing levels of aggression among children while raising their social and emotional competence and increasing empathy.

Mission

Roots of Empathy's mission is to build caring, peaceful, and civil societies through the development of empathy in children and adults.

History and Reach

In 1996, Mary Gordon created the Roots of Empathy program in Toronto, Canada. Roots of Empathy became a charitable not-for-profit organization in 2000. To date, Roots of Empathy programs have reached an astounding 600,000 children worldwide.

The Roots of Empathy program is delivered to schoolchildren from Kindergarten to Grade 8 across Canada, in English and French, and in rural, urban, and remote communities. It also reaches children in the United States, New Zealand, the Isle of Man, Northern Ireland, the Republic of Ireland, Scotland, England, Wales, Germany and Switzerland. A number of other countries are working to launch it in subsequent years. The program has been called "Canada's olive branch to the world."

In 2008, the Assembly of First Nations passed a resolution to endorse Roots of Empathy and Seeds of Empathy, calling both programs "compatible with traditional First Nations teachings and worldviews." Both programs are offered in a growing number of First Nations communities and to urban and rural Aboriginal children across Canada, and the organization works in partnership with Indigenous people globally.

Roots of Empathy was one of three winners of an international Changemakers award from the Ashoka organization.

Roots of Empathy in Action

In the Roots of Empathy program, a parent and baby (who is two to four months old at the start of the program) from the community visit a classroom nine times over the course of a school year. A trained Roots of Empathy instructor visits with the family to guide children as they observe the relationship between the baby and its parent. The instructor also visits before and after each family visit to reinforce teachings. There are 27 classroom visits in total in a Roots of Empathy program.

Roots of Empathy Key Information

In the program, the baby is the “Teacher.” With each family visit, the instructor leads the children in noticing how the baby is growing and changing over the course of his or her first year of life. The children also watch the loving relationship between the parent and baby and see how the parent responds to the baby’s emotions and meets the baby’s needs. The attachment relationship between a baby and a parent is an ideal model of empathy.

Children learn to understand the perspective of the baby and label the baby’s feelings, and then are guided in extending this learning outwards so they have a better understanding of their own feelings and the feelings of others. This emotional literacy lays the foundation for more safe and caring classrooms, where children are “Changers.” They are more socially and emotionally competent and much more likely to challenge cruelty and injustice.

Research on Roots of Empathy

A decade of independent academic research across several countries has consistently shown that the program dramatically reduces aggression and increases social and emotional understanding among children who receive it. Children who have participated in Roots of Empathy programs are kinder, more cooperative, and more inclusive of others, and are less aggressive and less likely to bully others compared to children who do not participate in the program. These positive effects have been shown to last years.

About Mary Gordon

Internationally recognized social entrepreneur, educator, author and child advocate Mary Gordon has created innovative programs informed by the power of empathy: she founded Roots of Empathy in 1996, created Seeds of Empathy in 2005, and in 1981 she initiated Canada’s first school-based Parenting and Family Literacy Centres, which today serve as a best-practice model, and are public policy in Ontario.

Gordon speaks internationally and consults to organizations such as The World Health Organization, the United Nations and the Nelson Mandela Foundation. She has had several dialogues with His Holiness the Dalai Lama. She is a member of the Order of Canada, the Order of Newfoundland and Labrador, and was a recipient of both the Queen’s Silver and Diamond Jubilee Awards. Gordon was elected an Ashoka Fellow in 2002 and an Ashoka Globalizer in 2011, the same year she was named Canada’s Top Social Innovator, honoured with the national Manning Innovation Award’s David E. Mitchell Award of Distinction.

For more information, visit www.rootsofempathy.org

Roots of Empathy

Family Visit Updates and Reminders

When delivering a family visit please remember to keep these key points in mind:

- **Singing The Roots of Empathy Welcome/Goodbye Songs (Our International Anthem)** – The importance of beginning and ending each visit with the familiar routine of singing sets the stage for the students, baby and the Roots of Empathy program, and encourages the children's participation and connection to the baby. Singing the Roots of Empathy Welcome and Goodbye songs is also recommended when delivering the pre & post visits in the kindergarten and primary grades to begin and end the sessions. It is important to let students know that when they sing to the baby, neurons are firing and wiring, and repetition strengthens these connections. This experience of singing activates neural structures in the children's brains and builds feelings of connection and belonging. In addition to the Welcome and Goodbye songs, please sing 3 songs of your choice during each family visit. This will support the engagement and focused attention (an executive functioning skill) of the children, build solidarity and for children who have difficulties down regulating their emotions, it is a natural calming strategy for them and the baby.
- **Students Stand Up** - Have students stand when singing the Roots of Empathy Welcome and Goodbye songs as the parent and baby (wearing the Roots of Empathy "Teacher" t-shirt) walk around the blanket to greet/say goodbye to each child. We have come to the conclusion that babies need at least 3 seconds to focus on each child in front of them. Having an opportunity to make eye contact and touch the baby has an impact on both the baby and the children, and therefore, it is important that children have the opportunity to look directly at the baby, engage in eye-to-eye contact and some form of touch. Having the opportunity to make eye contact with, and physically touch the baby engages the students' emotions and deepens their learning and memory. Even those children who may be reluctant at the beginning of the program look forward to the one-on-one connection with the baby. This is just as strong a connection for the baby, and instructors will find that as the baby becomes comfortable with the routine, they also make sure to look at every single child as they move around the blanket. We know that the children cherish this intimacy and remember it for a long time. The baby looking at them makes them feel special.
- **Always Ask Roots of Empathy Baby** - Before holding, exercising, or playing with the baby ask, "Can I hold, exercise or play with you?" This sends the message to children that they have rights and their bodies are their own. It is a clear message of respect for the baby and in turn themselves.
- **Using Roots of Empathy Infant Toys** – You have the option to use any of the Roots of Empathy infant toys at each family visit to help demonstrate infant development, temperament, neuroscience and attachment. The toys are a way for children to observe the baby's growing competence. Instructors are asked to try out certain toys before the baby is able to respond to them. For example, in the first family visit, when putting on the wrist rattle and foot finder, the baby registers no awareness. Whereas, at subsequent family visits, the baby may actively work at removing the wrist rattle but not be able to coordinate taking off the foot finder. The toys provide a vehicle for infant observation skills. When introducing a toy, ask the students, "What is the baby's reaction?" or "How does the baby feel?" or "What do you notice?", or "Remember when the baby was not yet able to grab the clutch cube and now the baby can shake it?"
- **One Roots of Empathy Infant Toy At A Time** - Once again, you have the option to use any of the Roots of Empathy infant toys at each family visit but be sure to use only one at a time. Students themselves are drawn to the colourful toys and frequently reach for them and are distracted by them. Also, the baby will be distracted and may become over stimulated if there are many toys on the blanket. Your aim is to engage the baby with one toy. Roots of Empathy has chosen these toys because they are safe, easy to clean, developmentally appropriate for younger and older babies, open-ended in use and help to highlight a baby's problem-solving abilities. By using the same Roots of Empathy toys throughout the program, the students will have the opportunity to notice changes in the baby's development and skill level as the toys are explored during each family visit. For this reason, no other toys are to be introduced or substituted and Roots of Empathy parent(s) are asked not to bring toys from home.

Roots of Empathy

Family Visit Updates and Reminders

- **Talking Temperament** – Temperament is the way we react to people and situations. There are nine traits. During each family visit, look for opportunities to highlight at least 3 temperament traits in the baby. This presents an opening to ask the children about their own experience of these temperament traits. This experiential questioning bridging from the baby to the students' temperament traits supports the development of empathy as the children hear and understand how their classmates experience the world.
- **Instructor On The Green Blanket** – There are many reasons why the Roots of Empathy instructor should be on the blanket with the parents and baby during the family visit. Being close to the baby and parent allows the instructor to demonstrate the attachment relationship and to take advantage of opportunities presented by the very wise 'teacher' on the green blanket. The instructor can point out many of the curriculum connections of temperament, neuroscience and attachment/attunement when sitting beside the parent and baby, and take advantage of the baby's cues and subtle forms of communication through facial expressions and body language. When on the blanket, instructors also have a direct view of all the students, notice any children not focused or inattentive and can encourage participation by asking direct questions and drawing out the quieter, less engaged students. This strategy is also useful in supporting those students who are more distractible and challenging during a family visit. Having them sit beside the instructor gives us the opportunity to keep an eye on them and ensure they are actively engaged throughout the class.
- **Keep The Family Visit Bag Beside Or Behind Instructor** – Having the family visit kit on the floor beside or behind the instructor keeps the visit moving along and allows all learning materials including toys to be accessible and within easy reach of the instructor. Having to get up to access the toys interrupts the flow of the visit and we 'lose the moment' to follow up with the baby's cues.
- **Parent(s) On The Green Blanket With The Baby** – The parent(s) as well as the baby should be on the blanket during the visit. It is easier to highlight attachment and attunement of the parent and baby when they are in close proximity to each other. The baby will often look at the parent, lean back on mom's leg, touch dad's body for security or bury his or her face into the parent's lap. This physical contact shows the need for the baby to feel secure before being able to engage with the toys or students during the visit. These subtle moments of interaction between the parent and baby, like the number of times the baby will make eye-contact with the parent, are lost with too much distance between them, and the importance and impact that this relationship has on the developing brain are part of the neuroscience lessons within the curriculum.
- **Children Sit Around the Green Blanket In A U-shape** – Having the baby and parent at one end of the blanket allows all children a direct view and encourages active participation during the visit. Younger children, with shorter attention spans can become distracted during a family visit, and classroom management is easier when all students are engaged. Children's perspectives and observations of the baby's growth and development are more specific and detailed when they are close and have an unobstructed view.
- **Teacher Close-By** - Have the teacher sit in the U shape around the blanket with the students. When they are not taking photos, have them sit either around the blanket with the children or directly behind them.
- **Teacher Involvement** - Invite the teacher to join the conversation but only if (s)he feels comfortable sharing. For example, in theme 3, family visit, if the classroom teacher is a parent (s)he can share how (s)he felt as a parent when his/her children lost their teeth, what (s)he put in the diaper bag to take care of them or what type of diaper(s) (s)he used. If the teacher is not a parent (s)he could reflect back to a time when (s)he lost his/her first tooth and share how (s)he felt. Remember to please ask the classroom teacher ahead of time if (s)he is comfortable sharing his/her experiences.
- **Debrief With Roots of Empathy Parent(s)** – It is important to debrief with the Roots of Empathy parent(s) immediately following every family visit by simply asking them how they felt the family visit went.

Media Request Form

For Mentors, KPPs and Provincial Managers

Please complete this form when you receive a request from a member of the media – fill out as much information as you know at each stage. It will help everyone to keep track of the request and make the most of the opportunity. In the end it will be helpful for ROE's records and future media strategy.

PART 1: Request Details (Mentor, KPP or Provincial Manager to fill out, depending on who receives initial request)

Person filling out Part 1	
Are you a...(please put an X after the appropriate response)	Mentor KPP Provincial Manager
Your region/community	
Date reporter first contacted us	
Reporter's name	
Reporter's title (if known)	
Reporter's phone number and email:	
Name of newspaper, radio station, or TV station	
Newspaper column or radio/TV program (if known)	
Describe media outlet (e.g., weekly paper, national news)	
Describe the request: (e.g., photo of family visit, story about program in classroom, etc.)	
If the reporter has requested to visit a specific class, what are the details?	Instructor's Name: Classroom Teacher's Name: Grade Level: School Name: Type of visit requested: Pre, Post, Family
What is the reporter's deadline: (e.g., wants picture tomorrow, asks to schedule visit within two weeks, etc.). Give specific date (and time if applicable – e.g., "by end of day" "by 2 p.m.," etc.)	
Do you know if the reporter has covered ROE before?	
This story should be handled (check one):	Locally Centrally

Once Part 1 is complete, please do this as soon as possible:

If you are a **Mentor** or **KPP**:

- Email form to the other party. Then phone that person to discuss – for locally handled stories.
- Email form to PM and communications@rootsofempathy.org – for centrally handled stories.

If you are a **Provincial Manager**:

- Email form to the KPP and Mentor for follow-up – for locally handled stories.
- Email form to Manager of Communications. Then phone that person to discuss – for centrally handled stories.

PART 2: Fulfilling the Request (Media Contact to fill out)

ROE Media Contact:

Are you a Mentor, KPP, or PM? Please specify:

If a classroom visit is required, please fill out the following as you determine the details.		
Instructor's Name and experience level:		
Instructor contact info:		
Date of Visit to Class:		Time:
ROE Theme Covered:		Type of Visit (pre, family, post):
School Name:		Grade:
Principal's Name:		
Principal contact info:		
Classroom Teacher's Name:		
Classroom teacher contact info:		
Parent's Name:		
Parent contact info:		
Baby's Name:		Baby's Gender:
Reason program chosen for visit:		

Checklist for a classroom visit (put an X beside items as they are taken care of)

Preparing:

- I have given reporter background and statistics on ROE.
- I have given reporter necessary details for the visit (school address and parking, who will meet them at the school and where to go, name of Instructor and other participants, who is available for interviews, what to expect in a family visit, etc.)
- Instructor has reviewed Family Visit Updates/Reminders and ROE Key Information
- Instructor has confirmed photo releases signed
- ROE bulletin board up to date
- Instructor has gone over theme, asked teacher to tell students a reporter is coming, and called the parent the day before to confirm attendance.
- Instructor has gone over ROE Key Information with the parent, classroom teacher, and the principal, if they wish.
- I have ensured baby will have an ROE Teacher t-shirt to wear

Who is attending the visit on behalf of ROE? (Instructor/Mentor/KPP/PM). Please specify:

During the Visit (tasks to be done by Instructor or Media Contact):

- Remind teacher that any student for whom we do not have a photo release will be asked to sit at one end of the Green Blanket.
- Meet the reporter and make necessary introductions.
- Advise the reporter about which children may not be photographed.
- Urge the reporter/camera operators to observe the reactions of the children, not just the baby.
- Mentor, PM or Instructor to help the reporter understand visit theme, purpose and outcomes in relation to the curriculum.

After the Visit:

- Thank Instructor, parent, principal and anyone else who participated.
- Contact reporter to thank her for the visit and ask if anything else is required.
- Email this form to **communications@rootsofempathy.org**
- Thank the reporter again once story is out.

Communication Guidelines

Introduction

Roots of Empathy has built a strong international brand presence in print, broadcast, and increasingly via social media. Organizational and program integrity are key elements of the Roots of Empathy brand, as are the protection of the children and adults in our programs. These guidelines are intended to support you as ambassadors of the Roots of Empathy organization. Your adherence will contribute to the ongoing success of Roots of Empathy.

Permissions

It is crucial that we have obtained signed permission forms before we use images of any children or adults in our programs in any way, including in the classroom, in media and social media, on the Roots of Empathy website, in promotional materials and in organizational proposals and reports. This protects the children and adults, as well as the Roots of Empathy organization. The permission forms are the **Roots of Empathy Photo/Video and Artwork/Writing Release Form for Children's Parent or Guardian**, and the **Roots of Empathy Photo/Video Release Form for Baby's Parent/Guardian** which are available on the Instructor Dashboard. If you do not have signed permission for anyone in the class, then you cannot take or share their photo.

- Permission forms must be submitted to Roots of Empathy as soon as you receive them, and definitely before you submit any photos or videos from that classroom.
- Permission forms should be submitted via the photo upload link available on the Instructor Dashboard, or as digital files to communications@rootsofempathy.org. You will receive confirmation that we have received them.
- You can either scan and send the permission forms, or simply take a photo of each one with your phone and send those images.
- If you choose to email the permission forms, please ensure the words 'Secure' and "Permission forms" are in your subject line and add information in your email to help us organize and use them well, including date, location, school, grade, Instructor name, and baby and parent name if applicable.
- Once you have sent the permission forms via the upload link on the dashboard or by email, please keep the permission forms in a safe place, as they contain sensitive data. At the end of the program year, shred the permission forms and delete the images from your phone.
- Roots of Empathy permission forms allow for the sharing of photos, videos and artwork only by the Roots of Empathy organization and the Roots of Empathy Instructor who has agreed to these guidelines. The permission does not extend to the personal social media channels of the classroom teachers, the volunteer family, or others who may be observing the class.

Social Media

Social media is a popular way to celebrate participation in our program and we encourage safe sharing of images and comments on Facebook, Twitter and Instagram. As mentioned above, our first priority is always

Communication Guidelines

the protection of students, infant and parent, classroom teacher and Roots of Empathy Instructor. The impact of a Roots of Empathy program in a classroom and its efficacy in developing empathy in the students germinates from the safe environment created through the design of the program.

In agreeing to be a volunteer Roots of Empathy Instructor:

- (a) you agree that you will not take, use or share any photos or videos for which Roots of Empathy has not obtained permissions; and
- (b) if you take photos or videos for which Roots of Empathy has obtained permissions, you agree to these guidelines and wholly assign any copyright in all photographs and videos you take at a Roots of Empathy program to Roots of Empathy. Roots of Empathy hereby gives you permission to use such photographs and/or videos taken by you (unless such permission is revoked by Roots of Empathy, which it can do in its sole discretion at any time) on social media. In using photographs and/or videos, please refrain from including personal or identifying details (such as names or specific comments) about anyone in the photographs or videos, as it may inadvertently subject participating students to unwanted attention, destroying the trust and security so important to the success of the program.

Photo/video/artwork sharing guidelines for social media

- There must be signed permission from each person before their image, in a photo or video, is shared on social media, both from Roots of Empathy and from the school. This includes students, parent and infant, classroom teacher and Instructor. If you do not have permission for any individual, you should not take their photo.
- Please only take photos of the family visit and not during the pre and post visits when children may be sharing thoughts and feelings. Do not share any images or comments from the pre or post classroom visits. This could jeopardize the safe environment the children need to share their thoughts and feelings and could compromise program integrity by revealing our curriculum.
- Please only take videos during the family visit and keep the videos short, no more than one minute.
- If you share artwork, please ensure the child's name or school is not identified, and once again, make sure you have signed permission both from Roots of Empathy and from the school.
- Please do not share any text that references Roots of Empathy intellectual property, such as describing the curriculum, content of the themes, purpose of toys, etc. This is to protect organizational and programmatic integrity.
- Please ensure there are no personal or identifying details, such as names or specific comments from the children. We may think no one will know who has made a particular comment, but someone might. We want the children to feel safe in their Roots of Empathy classroom.
- Please follow best practices, including:
 - ensuring the baby is wearing the Teacher t-shirt and that it fits snugly so the logo can be seen
 - having only one toy at a time on the blanket
 - parent and baby are sitting on the edge of the green blanket with no children sitting behind them

Communication Guidelines

For guidelines on taking classroom photos and what we are looking for, please see the **Taking Classroom Photos** document and video on the Instructor Dashboard.

Children in the media

Media requests involving children must be passed directly to the Roots of Empathy Communications Department at communications@rootsofempathy.org. Children should be interviewed only after written consent specifically for that interview has been provided, and Roots of Empathy has approved the request. The permissions obtained through the program are for the use of Roots of Empathy and do not allow Roots of Empathy Instructors or outside organizations, including but not limited to, schools, boards of education, support agencies, or lead agencies, to use photographs and videos taken at Roots of Empathy programs without prior consent from Roots of Empathy. This includes digital, print and broadcasting applications. Please forward any requests for the use of Roots of Empathy photos or videos to the Communications Department at communications@rootsofempathy.org. For guidelines on using photographs and videos in social media, please see above.

Media Relations

Roots of Empathy relies on the expertise and experience of its local representatives to facilitate and assist in dealing with media relations; however, all requests from the media, as well as all materials supplied to the media on behalf of Roots of Empathy, are to be forwarded to the Communications Department at the International Office at communications@rootsofempathy.org.

- Only a spokesperson designated by Roots of Empathy for that specific media request/event should speak to any media on behalf of Roots of Empathy.
- Anyone speaking to the media will be briefed and supported through updated speaker notes and backgrounders provided by the Communications Department in a timely manner, as required.
- Both Roots of Empathy and local representatives will monitor media coverage in digital, print and broadcast after any media event, to ensure all coverage is collated and filed. Significant local coverage should be forwarded to the Communications Team for further distribution and inclusion in media summaries, reports, etc.

Definition of Relationship

Roots of Empathy is internationally respected and recognized, and its brand integrity given the highest priority. All entities partnering with Roots of Empathy in any way are to clearly define the relationship between the two organizations, establishing agreed terms of reference within marketing and communications, including, but not limited to:

- print materials (including stationery, marketing, promotional and instructional materials, including T- shirts)

Communication Guidelines

- digital coverage: websites, social media and all digital channels
- media: print, broadcast and digital, appearing anywhere, worldwide

All public reference to Roots of Empathy in word, speech or graphic (through logos, photos, images, etc.) must first be approved in writing by Roots of Empathy International Office.

Use of Roots of Empathy Logo

The Roots of Empathy Logo is a registered trademark and is used for both the not-for-profit organization and its flagship program, also entitled Roots of Empathy. The logo's use must adhere to "Roots of Empathy Logo Use Guidelines," a separate document available from International Office. The Roots of Empathy branding includes the following components:

- Signature (made up of symbol and name)
- Tagline 1: "Changing the world, child by child."
- Mission statement: "Building caring, peaceful and civil societies through the development of empathy in children and adults."

All applications of the Roots of Empathy logo, or any of its components, must be approved by the Roots of Empathy International Office.

Promotional Materials

Any and all materials promoting the Roots of Empathy program should include the Roots of Empathy logo, and must be approved in writing by Roots of Empathy International Office.

It should be noted that many of the documents provided by Roots of Empathy in support of program implementation are either directly related to curriculum or standardized to apply in all instances of use (and in any country offering the program), facilitating consistency in branding, organizational integrity and production efficiencies. For this reason, co-branding is not always possible for all materials provided.

Events and Publicity

All events and publicity involving Roots of Empathy should be planned and managed in cooperation with the Communications Department of Roots of Empathy, to ensure support from this office is optimized.

If you have any questions, please contact:

Cheryl Jackson

Director, Communications and Marketing

cjackson@rootsofempathy.org

647-339-0766

TRAINING/PD

Trainer and Mentor Roles Comparison

Trainer and Mentor Roles Comparison

Trainer	Mentor
Leads 3-day training	Meets new Instructors at training, if possible
Leads Principal & Teacher Presentation	Attend/deliver Principal & Teacher Presentation
Marks Test (See Certification Test document)	Communicates test results to New Instructors
Collect Roots of Empathy Instructor Agreement Forms	Not involved with Roots of Empathy Instructor Agreement Forms
No further contact with Instructors until Mid-Year Training (4 th mandatory day)	Contacts Instructors at four critical points of program implementation Coaches and assists with problem-solving and ensure quality assurance of Program Delivery Classroom Visits
Not involved in PD workshops (excludes North America)	Leads PD workshops for Instructors (excludes North America)
Leads Mid-Year Training	Attends Mid-Year Training, if possible
Forwards Mid-Year Training attendance sheet to Roots of Empathy International Office	Follow up re: Mid-Year Training make-up assignments
No further contact with Instructors	Final contact with Instructors before year-end

How Differs from KPP Role

Key Point Person	Mentor
Responsible for the logistics, organization and administration Matching Instructors to schools	Responsible for quality assurance of program delivery

Role and Responsibilities of Roots of Empathy Trainer

Brief Summary of Position

The Roots of Empathy Trainer is certified through the Roots of Empathy Organization to deliver a four day mandatory training according to his or her contract, which outlines the Trainer's responsibility for delivering the training curriculum and for following through on all aspects of communication with the Training Department at Roots of Empathy International Office.

Roots of Empathy has the exclusive right to approve the application of every instructor candidate.

Roots of Empathy has the exclusive right to grant certification and recertification of trained Instructors. The Trainer's report is part of the information considered when granting the certification of a new Instructor.

Roots of Empathy has the exclusive right to approve all Roots of Empathy trainings. The Roots of Empathy Trainer may not deliver any trainings without the approval of the Director of Training.

Key Responsibilities of Position

Training

- Reports to the Director of Training at Roots of Empathy International Office.
- Liaises with Lead Agency (LA)/Provincial Manager (PM)/KPP after training dates have been established on planning and scheduling of the Initial Training:
 - Communicates pre-training preparations that have been completed by LA/PM/KPP (i.e. date, location, agenda, room set up/all audio visual needs, invites family with infant for demonstration, refreshments, etc.).
 - Confirms Instructor Acceptance Letter has been completed and sent to Instructors by LA/PM/KPP.
- Sets date for Mid-Year Training with LA/PM/KPP, following the Roots of Empathy schedule guidelines. Contacts Roots of Empathy International Office once date is confirmed. Works with LA/PM/KPP to fill out and distribute Mid-Year Training invitations to Instructors.
 - Communicates Mid-Year Training preparations that have been completed by LA/PM/KPP (i.e. date, location, agenda, room set up/all audio visual needs, invites family with older infant for demonstration, refreshments etc.).
- Delivers Roots of Empathy training, primarily within a particular country; this involves an Initial Training (before Roots of Empathy year begins) and a Mid-Year Training (in the middle of the Roots of Empathy year).
- Roots of Empathy reserves the right to approve the number of Roots of Empathy Instructors to be trained in any training according to Roots of Empathy guidelines.

Certification Process for Instructors

- Assists in administration of certification process for Instructors including:
 - Ensuring signed Roots of Empathy Instructor Agreement forms are submitted,
 - Distributing, collecting, marking, returning and reviewing written Certification Tests,
 - Completing and submitting Trainer's Report to Roots of Empathy International Office, and
 - Providing the Training Department at Roots of Empathy International Office with a list of Instructor(s) who didn't attend the Mid-Year Training day.

Role and Responsibilities of Roots of Empathy Trainer

Administration

- At the completion of the Initial Training the following forms are required to be submitted to the Training Department at Roots of Empathy International Office:
 - Instructor Sign In Sheet,
 - Signed Roots of Empathy Instructor Agreement,
 - Trainer's Report, and
 - Instructor/Trainer Feedback Forms.
- At the completion of the Mid-Year Training the following forms are required to be submitted to the Training Department at Roots of Empathy International Office:
 - Instructor Sign-In Sheet,
 - Completed Heartfelt Moments and Challenges and Solutions,
 - Outstanding Roots of Empathy Instructor Agreements, and
 - Instructor/Trainer Feedback Forms.

Reporting and Accountability

- Submits all required forms from Initial Training and Mid-Year Training to the Training Department at Roots of Empathy International Office.
- At the beginning of any Roots of Empathy training if an Instructor has not shown up, or a person has shown up who is not on the list contacts Director of Training at Roots of Empathy International Office immediately.
- Contacts LA/PM/KPP if any training materials have not arrived or are missing.
- During the training, immediately reports to and consult with Director of Training at Roots of Empathy International Office any issues or concerns that believed to be hindering the delivery of the training (i.e. Instructor resistance – disruptive behaviour, challenging the delivery process and content of training; time management). The Director of Training at Roots of Empathy International Office will problem solve with the Trainer and will then inform the LA/PM/KPP.
- Confers with Director of Training at Roots of Empathy International Office about any issues or concerns regarding Instructors, the delivery of training or regional relations.
- Submits Instructor/Trainer feedback forms from the Initial Training and Mid-Year Training to Training Department at Roots of Empathy International Office.
- Communicates with Senior Mentor/Mentor(s) following the trainings if necessary.
- Submits invoices and expenses in a timely fashion to Roots of Empathy International Office.

Recertification of Trainers

- Roots of Empathy Trainers undergo an annual recertification process whereby they participate in a professional development session and receive updated Training Curriculum materials and/or methodologies. Roots of Empathy Trainers cannot offer training sessions independent of the Organization. Roots of Empathy Training Curriculum content and materials cannot be used outside of an approved Roots of Empathy training. All Roots of Empathy Trainers must obtain clearance from the Director of Training at International Office prior to delivering a training session, and are required to write reports which accurately summarize the training session.

Trainer's Responsibilities in Relation to Roots of Empathy Partners

Key Point Person (KPP)

- Follow up with KPP after training dates have been established – Initial Training
 - Discuss pre-training preparations (i.e. date, location, agenda, room set up/all audio visual needs, invite family with infant (2-4 months) for demonstration, refreshments etc.).
- Set date for Mid-Year Training with KPP, following the Roots of Empathy schedule guidelines. Contact Roots of Empathy International Office once date is set. Work with KPP to fill out and distribute Mid-Year Training invitations to Instructors.
 - Discuss Mid-Year Training preparations (i.e. date, location, agenda, room set up/all audio visual needs, invite family with older infant (8-10 months or crawling) for demonstration, refreshments etc.).

Provincial/Program Manager (PM)/Senior Mentor (SM)

- Ask SM to find out if Mentor(s) will be showing up during the training and when.
- Contact PM immediately if, at the beginning of your training, any participant has not shown up or someone has shown up who is not on your list. If you cannot reach the PM inform Roots of Empathy International Office.
- Submit a Trainer Report to the Training Department at Roots of Empathy International Office. Based on Trainer feedback, the SM will make a decision about what Mentor follow up is required for individual Instructors.

Roots of Empathy International Office

1. Conduct Roots of Empathy training. This involves an Initial Training before the Roots of Empathy year begins and Mid-Year Training in the middle of the Roots of Empathy year – with a minimum of two training sessions per year.
2. During the training, immediately report to and consult with the Director of Training at Roots of Empathy International Office any issues or concerns that you believe may hinder the delivery of your training (i.e. participant resistance, disruptive behavior, challenging the delivery process or content of training, time management).
3. At the end of the Initial Training include the submission of all required forms
 - Sign-in Sheet
 - Signed Roots of Empathy Instructor Agreement Forms
 - Police Checks (if applicable)
 - Instructor/Trainer Feedback Forms
4. Submit Trainer's Report electronically to the Training Department at Roots of Empathy International Office
5. At the end of the Mid-Year Training include the submission of all required forms
 - Sign-In Sheet
 - Heartfelt Moments, and Challenge and Solutions,
 - Outstanding Instructor Classroom Information Forms/Instructor Agreements
 - Instructor and Trainer Feedback Forms
6. Confer with Roots of Empathy International Office about any issues or concerns regarding Instructors, the delivery of training or regional relations for both the Initial and the Mid-Year Training
7. Submit invoices and expenses in a timely fashion

Mentor

- Introduce the Mentor at the Initial Training/Mid-Year Trainings if they are able to make it.
- Respond to calls from the Senior Mentor concerning your Trainer's report.

Roots of Empathy Instructor Role, Responsibilities, and Commitment

What is Roots of Empathy?

Roots of Empathy is an evidence-based program that has shown significant effect in reducing levels of aggression and bullying among school children while raising social and emotional competence and increasing empathy. The program reaches elementary children from Kindergarten to Grade 8. In Canada, the program is delivered in English and French and reaches rural, urban, and remote communities including Indigenous communities. Roots of Empathy is also delivered internationally in New Zealand, the United States, the Republic of Ireland, Northern Ireland, Scotland, Wales, England, Switzerland, Germany, the Netherlands and Costa Rica.

Roots of Empathy's mission is to build caring, peaceful, and civil societies through the development of empathy in children and adults. The focus of Roots of Empathy in the long term is to build capacity of the next generation for responsible citizenship and responsive parenting. In the short term, Roots of Empathy focuses on raising levels of empathy, resulting in more respectful and caring relationships and reduced levels of bullying and aggression. Since 2000, there have been many independent evaluations of the effectiveness of Roots of Empathy. Results have shown a significant decrease in aggression and increase in pro-social behaviour in Roots of Empathy classes compared to classes of children who have not participated in Roots of Empathy, and that these improvements in behaviour are maintained, or continue to improve, at least three years after program completion.

What does the Roots of Empathy program look like?

At the heart of the program is a neighbourhood infant and parent who visit the class every three weeks, for the family visit, over the school year. The Roots of Empathy Instructor also visits the week before and the week after each family visit (pre and post visits) to prepare and reinforce teachings using a specialized lesson plan for each visit.

The Roots of Empathy Curriculum consists of:

- a copyrighted curriculum specifically designed for four age ranges: Kindergarten, Primary (Grades 1-3), Junior (Grades 4-6) and Senior (Grades 7-8) and includes Roots of Empathy knowledge base and philosophy, reference materials, lesson plans and handouts
- lessons which are divided into nine themes with three classroom visits per theme: a pre-visit, a family visit and a post-visit

During the training, Instructors are given all Roots of Empathy learning materials necessary to deliver the program. Throughout the first year, Instructors are supported by a Mentor through phone calls, email messages and a classroom visit.

Who can become a Roots of Empathy Instructor?

Roots of Empathy Instructors are community volunteers who have an openness to understand and embrace the mission, goals, philosophy, and values of Roots of Empathy and an enthusiasm and ability to work in an interactive way with children in the program. Expertise and knowledge in the following areas is an asset:

- Experience with children in a classroom setting/Kindergarten to Grade 8
- Infant development/child development
- Parenting education/support
- Community development and/or cultural sensitivity

Roots of Empathy Instructor Role, Responsibilities, and Commitment

Instructors often have backgrounds or experience in the some of the fields listed below.

school guidance counsellors/ school psychologists	education assistants	domestic violence counsellors
recently retired teachers	early childhood educators	family support workers
principals/social workers	recreation counsellors	youth and child welfare workers
school & public health nurses	speech/language specialists	police & firefighters

Note: Educators not assigned full time to a classroom of students, such as guidance counselors, special needs workers, speech/language specialists, etc. may deliver the Roots of Empathy program in their schools. Educators/classroom teachers who have responsibility for a classroom of children will not be trained and may not deliver the Roots of Empathy program to their own students or other classrooms.

What is the role of the Roots of Empathy Instructor?

Instructors are trained to deliver all aspects of the Roots of Empathy program to children in the classroom. Using the curriculum and philosophies of Roots of Empathy, Instructors guide the children in the experiential learning that happens around the green blanket, helping the children to observe and reflect on the baby's feelings, then their own, and those of their classmates, friends and family. Instructors set the tone in a Roots of Empathy classroom, creating a risk-free learning environment where children can share their thoughts and feelings without judgment. This begins by building respectful relationships with the participating family, classroom teacher and of course, the students.

What are the responsibilities of the Roots of Empathy Instructor?

- Using the Roots of Empathy Curriculum manuals as specified without introducing additional materials or concepts
- Delivering 27 classroom visits over the course of a school year (30-40 minutes per class)
- Preparing lesson plans and teaching materials as required including, but not limited to photocopying, laminating, cutting and pasting (30 – 60 minutes per lesson)
- Scheduling an information session with school principal and classroom teacher to introduce and outline the program concepts and secure their commitment
- Establishing ongoing communications and scheduling visits with the classroom teacher
- Establishing ongoing communications with the Roots of Empathy family and preparing the parent for their visits over the course of the year
- Engaging in ongoing communications with assigned Roots of Empathy Mentor, scheduling a classroom visit observation or arranging to record video of a classroom visit as requested
- Completing and submitting annual program information forms and facilitating the completion of year-end feedback forms from students, teachers and participating parents

Roots of Empathy Instructor Role, Responsibilities, and Commitment

Instructor certification and commitment

To become a certified Roots of Empathy Instructor you agree to:

- Complete the online Roots of Empathy Instructor application form, participate in a telephone interview, and be accepted for training
- Attend a mandatory intensive Roots of Empathy training (Initial Training and a one-day Mid-Year Training) which includes full attendance and participation
- Successfully complete a written, open book certification test (part I & II). A test result of 75% or greater is required.
- Provide a current and clear Police Screening in advance of the Initial Training
- Sign the Instructor Agreement and commit to delivering the program for a minimum of two years
- Successfully deliver the curriculum over the course of a full school year
- Participate in professional development opportunities as a certified Instructor

The cost of training and support for Roots of Empathy Instructors is a substantial investment, and therefore communities expect certified Instructors to **commit to a minimum of two consecutive years of instruction**. Instructors deliver one program in their first year, but may deliver more than one in their second and subsequent years.

Please visit our Roots of Empathy website for further information: www.rootsofempathy.org

Roots of Empathy Instructor Application

Please complete the following section in BLOCK LETTERS and note that application forms submitted electronically must still include a signature (electronic signatures will be accepted).

PERSONAL INFORMATION				
First Name	Last Name	Home Address	City, Province/State	Postal/Zip Code
*Primary Phone	*Business Phone	*Alternative Phone	Country	
*Primary email		*Business email		
Present Employer		Position		

*Please also provide summer contact information above (including email and phone numbers.)

If accepted into the Roots of Empathy program, my present employer is giving me the time to deliver the program as a part of my current position:

Yes		No	
-----	--	----	--

If you will be delivering Roots of Empathy in a specific school, due to your affiliation with that school, please share this information below:

School Name		Location of School	
-------------	--	--------------------	--

Roots of Empathy Instructors must have access to email and internet, as this is our preferred method of communication. Do you have both email and internet access?

Yes		No	
-----	--	----	--

Did you attend a Roots of Empathy orientation presentation?

Yes		No	
-----	--	----	--

School/University / College	Name of Degree/Diploma/Course

WORK OR VOLUNTEER EXPERIENCE (please list your relevant work/volunteer experience)		
Organization	Position	Year(s)

For Office Use Only					
Date received:					
Approved:	Yes		No		Date
Contacted:	Yes		No		Date
Withdrew Application	Yes				Date

Roots of Empathy Instructor Application

The Roots of Empathy Instructor requires huge resources of patience, empathy, flexibility and energy. The Instructor must be able to effectively teach a group of children in their usual classroom setting, and also teach those same children with the added dynamic of a parent and infant. Key skills include:

- The ability to feel comfortable in a school environment communicating with teachers and principals
- The ability to interact warmly with a baby and parent
- The ability to engage children through a number of techniques (e.g. open-ended discussion, music, reading books, art) and demonstrate strong classroom management skills (gaining and maintaining the children's interest and attention)
- Strong organizational and planning skills including implementing lesson plans

Why do you want to become a Roots of Empathy Instructor?

To what extent have you worked/volunteered in a school environment?

Describe your experiences working with parents and infants? If you haven't had such experiences, are you comfortable working with a parent and an infant (2-4 months up to a year old)?

Roots of Empathy Instructor Application

Tell us about your experiences engaging a classroom or a group of children:

All new Roots of Empathy Instructors need to do about 1 hour of preparation prior to teaching each class. Does your schedule allow for this preparation, in addition to teaching the classes?

Yes ☐ No ☐

Roots of Empathy Instructors need to communicate with and provide information to the Key Point Person (Local Roots of Empathy Coordinator), their Roots of Empathy Mentor, their Roots of Empathy family and classroom teacher on an ongoing basis. Are you willing to commit to this requirement?

Yes ☐ No ☐

What Roots of Empathy curriculum grade levels are you comfortable delivering? (check all that apply)

Kindergarten ☐ Grades 1-3 ☐ Grades 4-6 ☐ Grades 7-8 ☐

I am interested in delivering the Roots of Empathy Program in: (check all that apply)

English ☐ French ☐ German ☐

Please share what other languages in which you are fluent:

The Roots of Empathy Organization is committed to working alongside Indigenous Peoples. The following optional questions allow us to have a greater understanding of our Indigenous Instructors. Are you of Indigenous Ancestry?

Yes ☐ No ☐

If YES, please share your ancestry (e.g. First Nations, Métis, Aboriginal, Inuit, Maori, Pacific Islander, Native American):

Please share with us how you learned of Roots of Empathy (check all that apply):

Media ☐ Roots of Empathy presentation/conference ☐ Participated in a Roots of Empathy program (e.g. Roots of Empathy family) ☐ *Other ☐

**If you selected "Other", please specify:*

Roots of Empathy Instructor Application

PROFESSIONAL REFERENCES					
Name		*Business Phone		*Primary Phone	
*Business email		Primary email			
Relationship					
Name		*Business Phone		*Primary Phone	
*Business email		Primary email			
Relationship					

**Please also provide summer contact information above (including email and phone numbers).*

Consent

By providing us with personal information, we will assume that you consent to our collection, use and disclosure of such information for the purposes identified, if applicable, or otherwise at the time of collection. If you provide us with the personal information about a third party, we will assume that you have the consent of that third party.

You may withdraw your consent to our collection, use and disclosure of personal information at any time, subject to contractual and legal restrictions and reasonable notice. Note that if you withdraw your consent to certain uses of your personal information, we may no longer be able to process your instructor application.

Roots of Empathy respects your privacy and uses your personal information collected only for the purpose it was intended for. You can view our full privacy policy on our website:

<http://www.rootsofempathy.org/en/privacy-policy.html>

BEFORE YOU SIGN

Becoming a Roots of Empathy Instructor requires:

- a willingness to deliver the program as designed and a commitment to deliver 27 consecutive classroom lessons over a school year;
- working collaboratively and cooperatively with school and classroom staff;
- participation in four days of training during the first year of delivery;
- preparing lesson plans and teaching materials as specified including photocopying, laminating, cutting and pasting. Time varies by theme and grade level and from lesson to lesson (average of one hour per lesson);
- communicating with and providing feedback to an assigned Roots of Empathy Mentor on a regular basis;
- attendance in Professional Development opportunities in second and subsequent years of delivery;
- an openness to understand and embrace the mission, goals, philosophy, and values of Roots of Empathy (e.g. intrinsic motivation, creating a risk-free learning environment) as well as the program delivery components (e.g. reading children's literature); and
- an enthusiasm and ability to work in an interactive way with children in the program (including sitting on the floor while delivering Family Visits and interacting with and holding the baby.)

Instructor Certification and Commitment

Before you can become a certified Roots of Empathy Instructor, it will be necessary for you to:

- Complete this Roots of Empathy Instructor application form, participate in a telephone interview, and be accepted for training
- Attend a mandatory 4 day intensive Roots of Empathy training (3 days initial training and 1 day mid-year training) which includes your full attendance and participation
- Successfully complete a written, open book, certification test (part I & II). A test result of 75% or greater is required
- Sign a contractual agreement as a volunteer with Roots of Empathy
- Consent to and clear a Police Record & Position of Trust Disclosure check
- Successfully deliver the curriculum over the course of a full school year

The cost of training and support for Roots of Empathy Instructors is a substantial investment; communities expect certified Instructors to **commit to a minimum of two consecutive years of instruction.** Instructors deliver one program in their first year.

Acknowledgement

- ☐ **Yes, I have read and understood the first three pages of the Roots of Empathy Instructor Application, which outline the Roots of Empathy Instructor's commitment, responsibilities and certification requirements.**

Applicant
(electronic signatures will be accepted)

Roots of Empathy Instructor Application

Date

page 5 of 6

Roots of Empathy Instructor Application

Thank you for your interest in becoming a Roots of Empathy Instructor. If your application is successful, you will be contacted for an interview. Successful interview and reference checks are required before you will receive an invitation to attend the Roots of Empathy Instructor Training.

KEY POINT PERSON/PROGRAM MANAGER INFORMATION (If known, please fill out)		
Name	Business Email	Business Phone
	Primary Email*	Primary Phone*

**Please also provide summer contact information above (including email and phone numbers).*

For Office Use Only:
<p>KPP/PM: Please include any additional background information about the applicant that may be helpful when reviewing this application</p> <div style="height: 150px; border: 1px solid black;"></div>

Roots of Empathy 3-Day Instructor Training

Day 1	Day 2	Day 3
<p>9:00 Welcome Welcome Song Introductions</p> <p>9:15 Ice Breaker Getting to Know You What does "Roots of Empathy" mean? What is Empathy? Roots of Empathy Instructor</p> <p>9:45 Overview of Training Agenda</p> <p>10:00 The Roots of Empathy Story Video - This is Roots of Empathy History, Mission and Goals Video - Philosophy Why Use a Parent and Baby?</p>	<p>9:00 Collect Instructor Agreement Form Sing-a-long Videos – Family Visits – Primary and Junior Theme 1: Meeting Baby Aims, Activities Family Visit Checklist and Update/Reminders</p> <p>10:05 Billions and Billions Video – The Brain Synapses and Snaps Links to the curriculum</p>	<p>9:00 Sing-a-long Social & Emotional Learning Emotional Literacy and Artwork Video – Social Emotional Learning Key Learning Points Class Books and Student Work</p> <p>Prep for Presentations Set-up Final Directions</p> <p>9:45 Group 1 Meeting the Baby Kindergarten - Post Visit</p>
10:45 Break	10:45 Break	10:30 Break
<p>10:55 Song-a-long Classroom Visit Overview</p> <p>11:10 Meet Manuals Training Manual – Table of Contents Theme 1 – step-by-step</p> <p>11:40 Research Roots of Empathy Research Annual Evaluation Video – Overview of Research Curriculum Correlations</p> <p>12:10 Roots of Empathy Child Safety Policies Roots of Empathy Disclosure Policy</p>	<p>10:55 Family Visit Demo Demonstration of Family Visit</p> <p>11:35 Family Visit Follow-up Review Checklist and 3 Threes Family Visit Checklist and Updates/Reminders Baby Exercises Weighing and Measuring</p> <p>12:05 Toys, Toys, Toys Exploring Roots of Empathy Toys</p>	<p>10:45 Group 2 Meeting the Baby Grade 4 - Pre Family Visit</p> <p>11:30 Group 3 Meeting the Baby Grade 4 - Family Visit</p>
12:30 Lunch	12:30 Lunch	12:15 Lunch
<p>1:15 Sing-a-long Videos – Pre-Family Visits – Primary and Junior Theme 1: Meeting Baby Aims, Activities, Teaching Style</p>	<p>1:10 Sing-a-long Taking Pictures Shooting and Printing Tips</p> <p>1:25 Literature in Roots of Empathy Why Use Literature? Modelling Good Reading Kindergarten Big Book</p>	<p>1:00 Group 4 Meeting the Baby Grade 4 – Post Visit</p> <p>1:45 Group 5 Crying Grade 7 – Pre Visit</p>
2:20 Break	2:05 Break	2:30 Break
<p>2:30 Sing-a-long Temperament Trait Definitions Observing Infant Reactions</p> <p>3:15 Partner #1 - The Family Video – Meeting the Family Choosing a Family Challenges and Solutions</p> <p>4:00 Complete Certification Test 1</p> <p>4:45 Collect Certification Test 1 for marking Instructor Agreement Form Homework: Read Getting Ready Section including Visits and Freeing Up Children to Learn Feedback Form (Day1) / Goodbye</p>	<p>2:15 Sing-a-long Partner #2 – The School School Culture Meet the Principal/Teacher Role-play Building Relationships Engaging Students Freeing Up Children to Learn</p> <p>3:30 Review Certification Test 1 and Complete Certification Test 2</p> <p>4:00 Collect Certification Test 2 for marking Role-play Preparation Group Selection Guidelines</p> <p>4:45 Feedback Form (Day 2) / Goodbye</p>	<p>2:45 Certification Certification Process Mentoring Communication Guidelines</p> <p>3:15 Next Steps Getting Ready Section in Manual Preparation & Time Management Books, Dolls, Toys Class Data</p> <p>3:45 Review Certification Test 2</p> <p>4:30 Feedback Form (Day 3) Thank-you & Goodbye</p>



Mid-Year Training Agenda

9:00 am	Welcome
9:15	Highlights/Heartfelt Moments
10:00	Challenges and Solutions – Part 1
10:30	BREAK
10:45	Challenges and Solutions – Part 2
12:00 noon	LUNCH
1:00 pm	Temperament Review
1:45	Family Visit with Older Baby
2:30	BREAK
2:45	Program Pillars
3:30	Certification/Year-End Feedback
3:45	Updates
4:00	Reflection and Feedback
4:15	Goodbye



Certification Test: Part I

Name: _____

Date: _____

Region: _____

1. Define empathy and give the Roots of Empathy mission statement. (2pts)

2. Give a description of the Roots of Empathy program. (4pts)

3. What are the goals of the Roots of Empathy program? (5pts)



Certification Test: Part I

4. Roots of Empathy is an evidence based program. What are some of the main results of the research on aggression associated with bullying and social and emotional competence? (5pts)

5. Identify two of the nine temperament traits in the context of crying. For each trait identified, give an example of "high" and "low" on the continuum. (4pts)

6. Name and explain 5 features of Meeting the Family (located in the Getting Ready section of your Roots of Empathy Curriculum Manuals (Volumes 1 & 2)). (5pts)



Certification Test: Part II

Name: _____

Date: _____

Region: _____

1. Discuss 4 items from the Family Visit checklist and how you would demonstrate them.
(8pts)

2. What is the purpose of discussing brain development in Roots of Empathy? (3pts)

Certification Test: Part II

3. How does play with toys differ between a 3 month old and a 6 month old baby?
(2pts)

4. Why do we use children's literature in the Roots of Empathy program? (2pts)

5. In order to ensure successful classroom visits, what issues would you discuss with the teacher? (6pts)

Certification Test: Part II

6. Describe 2 strategies for gaining and maintaining classroom control in a primary class. (2pts)

7. Why do we not praise children in Roots of Empathy? (2pts)

Certification Test Answers

Certification Test: Part 1

1. **Define Empathy - Mark out of 1-point**

- Empathy is the ability to identify with another person's feelings -The ability to see and feel things as others see and feel them -To see from another person's perspective

Roots of Empathy Mission Statement - Mark out of 1-point

- Roots of Empathy's mission is to build caring, peaceful, and civil societies through the development of empathy in children and adults

2. **Give a description of the Roots of Empathy program. Mark out of 4-points**

- Roots of Empathy is a classroom-based program for elementary school children, kindergarten to 8
- The class "adopts" a baby between 2-4 months of age
- Nine times throughout the school year a Roots of Empathy instructor brings the parent(s) and baby into the classroom for the family visit
- During the family visits, students learn to read the baby's cues, and observe the baby's development while witnessing the responsive relationship between the parent and baby
- A Pre-family visit before each family visit prepares students for what to expect in the family visit
- A Post-family visit after each family visit allows for follow-up discussion, relating learnings about the baby to learnings about the students themselves
- Learning to identify and understand a baby's feelings leads to the students ability to understand their own feelings and the feelings of others

3. **What are the goals of the Roots of Empathy program? Mark out of 5-points**

- To foster the development of empathy
- To develop emotional literacy
- To reduce levels of bullying, aggression and violence, and promote children's pro-social behaviors
- To increase knowledge of human development, learning, and infant safety
- To prepare students for responsible and responsive parenting

4. ***Roots of Empathy is an evidence based program. What are some of the main results of the research on aggression associated with bullying and social and emotional competence? Mark out of 5-points (There are seven key findings points, as long as the trainee put down any 5 of the 7 listed below please give full marks)***

- Increase in prosocial behaviour
- Decrease in aggression
- Increase in social emotional competence
- Increase in empathy
- Increase peer acceptance
- Increase social skills
- Increase in knowledge of parenting

Certification Test Answers

- 5. Identify two of the nine temperament traits in the context of “crying”. For each trait identified, give an example of “high” and “low” on the continuum. Mark each temperament trait out of 2-points: one point for identifying the trait and one point for describing a high and/or low examples of the trait. (4-points in total for this question)**

Example: Intensity – The degree of energy with which a person responds to a situation High: Babies tend to cry very loud or howl Low: Babies whimper and fuss

Example: Sensitivity – The level of sensory stimulation required to get a reaction High: Babies cry frequently because they are keenly aware of their surroundings and will cry at the slightest change in noise level, temperature, light or handling Low: Babies cry less because they are not disturbed by environmental factors

- 6. Name and explain 5 features of the Meeting the Family. Mark out of 5-points**

- Introduce parent to Roots of Empathy program: mission, goals, values, visits
- Provide information about the themes and topics that will be discussed
- Discuss logistics: lines of communications, transportation to school, scheduling around illness, vacation or work
- Discuss family life and baby’s development, i.e.; likes, dislikes, sleep patterns, temperament
- Explain role of family in program
- Show program materials; blanket, toys
- View Roots of Empathy promotional videotape, look through parent folder -Discuss best times for visits and mom’s plans to return to work
- Discuss parent’s comfort around germs, breastfeeding, students holding baby
- Respond to any family concerns and start to build trust and comfortable relationship with parents and baby
- Get a sense of what the family will be bringing into the classroom in the way of socioeconomic situation, culture and home ambience -Sign permission form and ask for a picture of baby

Certification Test: Part 2

- 1. Discuss 4 items from the family visit checklist and how you would demonstrate them. Mark each item out of 2 points: one point for identifying the item and one point for describing how to demonstrate it. (8-points in total for this question)**

Emotional Literacy

- use feeling words when describing baby’s reactions
- ask students, “What is the baby feeling, how do you know?”
- encourage students to talk about times they have felt the same way as the baby

Engaging the Parent

- have parent play and sing with the baby
- ask questions and encourage the students to ask questions of the baby
- ask parents to provide information that isn’t obvious during visit

Certification Test Answers

Engaging the Students

- direct students to observe and comment on baby behavior
- use observations to ask questions about students feelings and experiences
- ask students to interact with baby; sing, read, play with toys, present work
- use eye contact, watch for opportunities to include individual students
- have students stand up for Hello and Good-bye songs -use student names

Attachment and Attunement

- comment when parent helps baby in distress
- comment when baby looks to parent for security/help
- ask parent how he/she knows what baby wants
- watch baby's reaction when parent talks to or sings to baby
- comment on love bond during breast-feeding
- demonstrate attunement with students by commenting on their reactions
- comment on students' attachment to baby when the baby smiles at child or students sense the baby's mood or feelings

Neuroscience

- talk about the brain growing/synaptic connections being made when baby uses senses; i.e. play with toy, listens to song, watches faces, touches mom's skin, puts hands in mouth etc.
- have students use finger snaps or claps when stimulation is happening

Temperament

- refer to temperament traits as the baby demonstrates them ie; discuss how baby reacts to loud sounds (sensitivity), how easily and loudly the baby cries (intensity), how long the baby plays focuses on same toy (persistence or distractibility)
- ask students how they react to same situation as baby

Infant Development

- use baby exercises to test changes in baby's strength, coordination, flexibility
- note changes in what baby can do from last visit
- try communicating with baby to see reactions
- see how baby's use of toys becomes more sophisticated over time

Empathy

- ask students to give names to the baby's feelings, ask how they know the baby is feeling that way
- ask students to find ways to help the baby if he/she is unhappy
- if students reveal their feelings, ask other students if they have felt the same way and what they can do to help the other person feel better

Following Baby's Lead

- redirect the lesson when the baby changes the course of action, e.g.; chooses a new toy to play with, vocalizes, crawls over to another student, starts crying

Certification Test Answers

Reading Baby's Cues

- see how baby reacts to activities and guess feelings, e.g. body reacts to songs- stops moving and listens intently or kicks legs to the beat, smiles or frowns when doing bouncing rhymes
- watch for signs of tiredness at end of session, e.g. yawning, rubbing eyes, fussing
- ask students what the baby might be saying if he/she could talk based on cues

2. *What is the purpose of discussing brain development in Roots of Empathy?* Mark out of 3 points

- To explain that brain development is directly linked to learning and all other aspects of infant development (i.e., you can't learn about a baby's development without understanding the role of brain development)
- To explain the concept of critical periods in which particular parts of the brain need positive stimulation to develop properly
- To explain the association between early physical experiences (e.g., stimuli received through the senses-touch, vision, sound, pain, temperature) and its crucial impact on brain development
- To explain how early emotional experiences (e.g., the quality of nurturing) affects brain development, which affects the forming of attachment, later personality traits (e.g., impulsivity, reactivity, and aggressiveness), health patterns and relationships
- To help students learn that good nutrition is important for healthy brain development
- To explain that there are initiatives that can improve early child development
- To explain the concept that "love grows brains"
- To explain the importance of the early years (age 0-6 years old) in brain development

3. *How does play with toys differ between a 3 month old and a 6 month old baby?* Mark out of 2 - points

- At 3 months, a baby will track a toy but may not reach out to grab it
- By 6 months, they are learning to use both hands to grab and manipulate toys, eg; transferring the fish from the fish bowl from one hand to another, shaking a rattle intentionally to hear the noise
- At 6 months, babies can sit up and have a whole new perspective of their toys
- At 3 months, babies haven't discovered their feet yet. At 6 months, they might attempt to remove the foot finder toy

4. *Why do we use children's literature in the Roots of Empathy program?* Mark out of 2 points

- Provides a non-threatening way to talk about issues that would be awkward to bring up cold
- Provides a common experience for all children
- Gives practice in perspective-taking which lead to empathy
- Provides opportunities for students to talk about their own experiences
- Encourages the use of imagination therefore improving the capacity for empathy

Certification Test Answers

5. In order to ensure successful classroom visits, what issues would you discuss with the teacher?

Mark out of 6 points

- Date and time of visits – need to be flexible (eg. if baby ill)
- Roots of Empathy overview, curriculum and possible extensions
- Use of name tags and what to call Roots of Empathy Instructor/parent
- Teacher's role and involvement
- Classroom management strategies
- Students with special needs
- Information about the family
- Lines of communication
- Assistance with taking photos and help with writing on flip charts
- Space for a Roots of Empathy bulletin board
- Teacher will be asked to complete an evaluation of Roots of Empathy, at the end of the program

6. Describe 2 strategies for gaining and maintaining classroom control in a primary class. Mark out of 2 points

- Remind students of a time they sat very still and quietly for the baby
- Use voice modulation as a way to get attention
- Use finger plays or rhymes or songs to help make transitions or bridges between activities and to focus attention
- Use gestures or body language to keep students focused e.g. pointing to lips to indicate to students to stop talking or putting hands to ears when wanting students to listen
- Gently ask a disruptive student to move closer to you or to the baby, or to help with an activity

7. Why do we not praise children in Roots of Empathy? Mark out of 2 points

- Praise is an extrinsic motivator – we want children to participate because they intrinsically want to, not because they are “praise junkies”
- Using praise, “That’s great”, places an extrinsic value on something the student has said
- Discussion comments, questions, artwork and writing work is personal and should be directed, not judged either negatively or positively
- Shy students might not participate if they feel their contribution will be weighed against that of other students or adults



3-Day Trainer's Report

Training Location:
(city/province/state/country)

Trainer:

Training Date: d/m/y

Date Report Submitted:

Name of Instructor	Test Scores	Strengths (e.g. particular talents, experiences, languages, indigenous ancestry, etc.)	Areas for Concern/ Recommendations for Mentor follow up (e.g. low literacy level, confrontational attitude, etc)	Check here only if you have concerns about an instructor's readiness to deliver the program
		Based on training participation, role play and certification test		
***TRAINERS: Please contact the Director of Training immediately (416-727-9930) based on EST if you feel any of your instructors should not begin delivering the ROE program				
				✓

3-Day Trainer's Report

Name of Instructor	Test Scores	Strengths (i.e. particular talents, experiences, languages, aboriginal status, etc)	Areas for Concern/ Recommendations for Mentor follow up (i.e. low literacy level, confrontational attitude, etc)	Check here only if you have concerns about an instructor's readiness to deliver the program
		Based on training participation, role play and certification test		
				✓

3-Day Trainer's Report

Name of Instructor	Test Scores	Strengths (i.e. particular talents, experiences, languages, aboriginal status, etc)	Areas for Concern/ Recommendations for Mentor follow up (i.e. low literacy level, confrontational attitude, etc)	Check here only if you have concerns about an instructor's readiness to deliver the program
		Based on training participation, role play and certification test		
				✓

3-Day Trainer's Report

Name of Instructor	Test Scores	Strengths (i.e. particular talents, experiences, languages, aboriginal status, etc)	Areas for Concern/ Recommendations for Mentor follow up (i.e. low literacy level, confrontational attitude, etc)	Check here only if you have concerns about an instructor's readiness to deliver the program
		Based on training participation, role play and certification test		
				✓

3-Day Trainer's Report

Name of Instructor	Test Scores	Strengths (i.e. particular talents, experiences, languages, aboriginal status, etc)	Areas for Concern/ Recommendations for Mentor follow up (i.e. low literacy level, confrontational attitude, etc)	Check here only if you have concerns about an instructor's readiness to deliver the program
		Based on training participation, role play and certification test		
				✓

Name of Instructor	Consider for becoming a Mentor and/or Media/VIP Visit
	<input type="checkbox"/> Consider for Mentor <input type="checkbox"/> Consider for Media/VIP Visit
	<input type="checkbox"/> Consider for Mentor <input type="checkbox"/> Consider for Media/VIP Visit

Who's Who Contact List

Trainer

The Roots of Empathy Trainer delivers a mandatory 4 day intensive Roots of Empathy training for new Instructors (3 day Initial Training and 1 day Mid-Year Training). The Trainer marks your Certification Tests, ensures your contract is signed and communicates with the Mentor about issues that may have emerged from the Training. You will not need to communicate with the trainer after the training.

Key Point Person (Local Coordinator)

The Roots of Empathy Key Point Person (KPP) is the local administrator of the Roots of Empathy program, once it is established, and is the key contact person for the Roots of Empathy provincial office. Contact your KPP about choice of school or grade, materials, finding babies, Training and PD session logistics, informal get-togethers, promotion and media relations. The KPP is supported by a Provincial/Program Manager who maintains the sustainability and integrity of the program and seeks out opportunities for growth.

Your KPP

Name:	Phone:
Email:	Fax:

Mentor

The Roots of Empathy Mentor provides program support and professional development to ROE Instructors in their first and subsequent years. The Mentor is usually an experienced Instructor from the local region. Your Mentor is there to support you by phone and email contact, visiting you in your ROE classroom and attending training sessions and get-togethers. Contact your Mentor with curriculum or program questions as well as changes to your contact information. Ongoing communication with your Mentor is an expectation of the ROE program.

Your Mentor

Name:	Phone:
Email:	Fax:

Senior Mentor/Manager of Mentoring

The main role of the Senior Mentor (SM) is to represent the Roots of Empathy program in his/her province/region, to maintain the coordination and oversight of Roots of Empathy Mentors within their assigned location(s), thereby ensuring the integrity of program implementation according to Roots of Empathy philosophy and principles.

Your Senior Mentor/Manager of Mentoring

Name:	Phone:
Email:	Fax:

Director of North America/International

The main role of the Director of North America/International is the oversight and maintenance of program integrity and fidelity for all of the Roots of Empathy organization's programs across North America and Internationally. If a disclosure takes place, the report of the event is submitted to this person.

Your Director of North America/International

Name:	Phone:
Email:	Fax:

Who to Call - KPP or Mentor?

Commonly Asked Questions	KPP*	Mentor*
A Roots of Empathy book hasn't arrived yet. When can I expect it?	√	
My Roots of Empathy mom wants to use toys from home. Is that ok?		√
I am missing a book for Theme 4. How do I go about getting a copy of it?	√	
I'm teaching a different grade from last year and don't know the replacement books. Who can help me?		√
My teacher is sitting at his/her desk marking papers while I am doing the Roots of Empathy program. She/he also refuses to take photos during the Family Visit. What can I do to get him/her involved?		√
My Roots of Empathy family has just told me they are moving away and can't continue with the program. What do I do?		√
I have had the flu and am 3 weeks behind. What do I do?		√
My principal has never come out to see a Family Visit. How can I encourage him/her to do so?		√
In my one Roots of Empathy class the principal wants me to teach all the Grade 5 classes (two classes combined) at the same time. What should I say to him/her?		√
My teacher is on long-term sick leave and there is constantly a stream of supply teachers. What should I do?		√
I am missing my classroom information form. Can you please send me another one?	√	
Which are the most current Student Flashback and Teacher Feedback Forms?		√
The classroom I teach the Roots of Empathy program in is too small to do a Family Visit. What do I do?		√
Some students are very quiet and aren't speaking up. How do I get them to participate in the program?		√

***KPP:** Responsible for the logistics, organization and administration. Matching Instructors to schools and collecting forms (i.e. Classroom Information Form).

***Mentor:** Responsible for quality assurance of program delivery.

PRINCIPAL TEACHER PRESENTATION

Outline for Principal and Teacher Presentation Orientation Meeting

Duration:

- Approximately 1 hour

What you are going to do:

- Meet with Principals and Teachers who will be hosting Roots of Empathy in their schools.

Why you are doing it:

- To ensure clear understanding of Roots of Empathy expectations in order for the program to be as successful as possible for everyone involved.

What you will need:

- Roots of Empathy Principal Teacher PowerPoint presentation, CBC and "This is Roots of Empathy" DVDs
- Roots of Empathy Program Information for Schools booklets for Principals and Teachers
- Roots of Empathy Resource Manual
- Roots of Empathy Curriculum Manuals
- Principal/Teacher and guest sign-in sheet
- CSC Review

How you do it:

1. Welcome Principals and Teachers. Have them each take a Roots of Empathy Program Information for Schools booklet and ask them to please fill in the Principal/Teacher/Guest sign-in sheet.
2. Have copies of the manuals and CSC review laid out for the Teachers and Principals to review.
3. Discuss current provincial statistics from the Roots of Empathy website.*
4. Give a brief outline of the history:
 - Mary Gordon conceived of Roots of Empathy from her experiences of working with Empathy in the Parenting and Family Literacy Centres that she created in 1981 (for more information please refer to Appendix A in Mary Gordon's book: *Roots of Empathy, Changing the World Child by Child*).
 - In 1996, Roots of Empathy was created and piloted in two Toronto schools by Mary Gordon (Founder/President).
 - In 2000, Roots of Empathy became a charitable not-for-profit organization.
 - The Roots of Empathy program reaches elementary school children from Kindergarten to Grade 8 across Canada, in English and French, in rural, urban and remote communities including Aboriginal communities.
 - Recognized as "Canada's olive branch to the world", it is also delivered internationally in many countries.*

Outline for Principal and Teacher Presentation Orientation Meeting

5. Present the Principal Teacher PowerPoint presentation and show the CBC and "This is Roots of Empathy" DVDs.
6. Highlight the documents in the Roots of Empathy Program Information for Schools booklet that deal with:
 - a. Program Commitment section, review school's commitment
 - b. Research Results
7. Allow time for questions and answers.

Thank the Principals and Teachers for taking time out of their busy schedules to come to this orientation. If they have any further questions they can get in touch with the Roots of Empathy KPP.

***Note: Before you arrive at the Orientation: Please go to the Roots of Empathy website www.rootsofempathy.org and take note of the Roots of Empathy program reach, provincially, nationally, and internationally.**

Principal, Teacher and Guest Sign-In Sheet

Mentor: _____ **KPP:** _____
Presentation Location: _____ **Date:** _____

	Name and email	School name	School Board	Please check one
1.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
2.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
3.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
4.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
5.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
6.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
7.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
8.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
9.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
10.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
11.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____
12.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify) _____

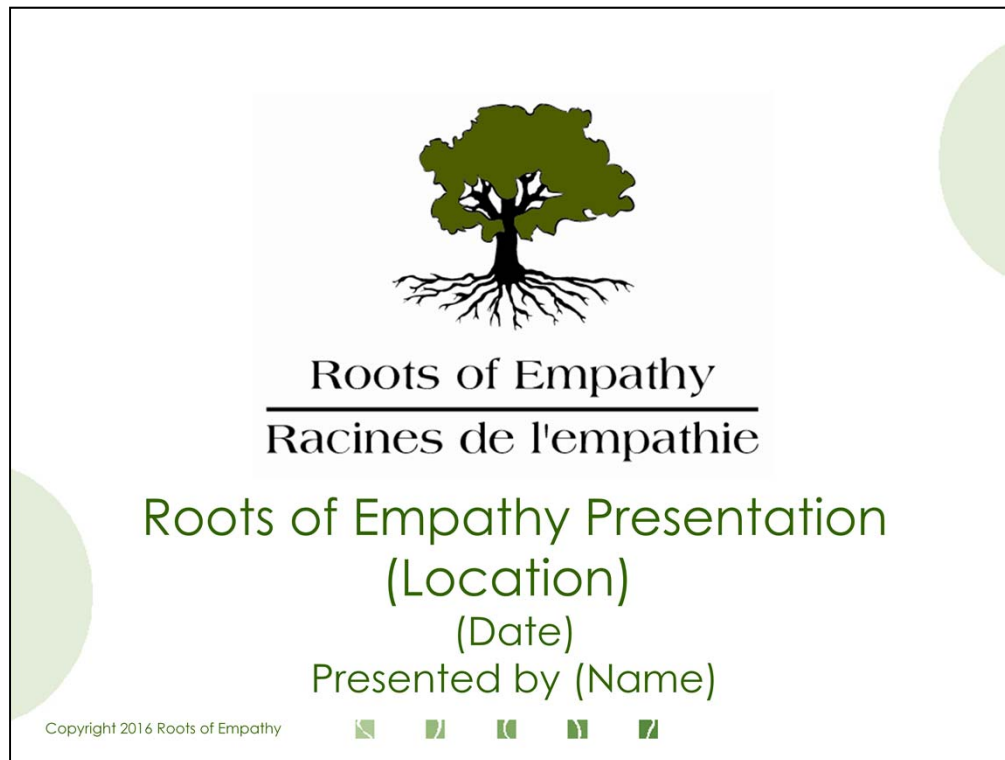
Principal, Teacher and Guest Sign-In Sheet

	Name and email	School name	School Board	Please check one
13.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
14.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
15.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
16.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
17.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
18.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
19.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
20.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
21.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
22.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
23.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)
24.				<input type="checkbox"/> Principal <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please specify)

Principal/Teacher PowerPoint Guidelines

Here are guidelines regarding the delivery of the Roots of Empathy presentation:

1. Certain Slides have been specially formatted - when delivering the presentation in "Slide Show" format you need to click the mouse for the bullet points to appear (just as you will need to click the mouse to change from one slide to the next).
2. The text in **bold** (in the notes) is for the presentation to the audience - it supplements the information on each slide.
3. The texts in *italics* are not to be read but are instead notes for the presenter.
4. Materials Needed:
 - CBC Documentary DVD
 - "This is Roots of Empathy" DVD
5. Recommended Materials to use:
 - Roots of Empathy baby "Teacher" t-shirt teacher
 - Roots of Empathy Curriculum Manual
 - Roots of Empathy brochures and Roots of Empathy Slide Presentation Handouts
6. Roots of Empathy Resource Materials:
 - Mary Gordon's book: *Roots of Empathy, Changing the World Child by Child*
 - Roots of Empathy Instructor Application



(MAY BE A GOOD IDEA TO CHECK IN WITH AUDIENCE – SEE HOW MANY PEOPLE HAVE HEARD ABOUT ROOTS OF EMPATHY – ASK WHAT THEY KNOW – i.e. read Mary Gordon’s book, visited the website, through the media (e.g. The Manning Social Innovation Award, Time Magazine, The Washington Post, etc.)

If no one introduces you, please introduce yourself and highlight your involvement with ROE

Please play the 2 minute “This is Roots of Empathy” video.

Johnny has **3** apples.
If Amélie takes **2** apples,



How will Johnny **feel**?

CLICK ON THE MOUSE FOR THE BULLET POINTS TO APPEAR

(this point below follows the first sentence in the slide)

Here is a familiar mathematical question asked in schools.

(this point below follows the second sentence in the slide...wait ten seconds for the audience to read the sentence)

The Roots of Empathy question is...

(this point below follows the third sentence in the slide)

How Johnny feels is the real question. How Johnny feels determines how Johnny will learn. Roots of Empathy addresses the affective, or emotional, side of learning.

Roots of Empathy is a social and emotional competence-building program



What is Roots of Empathy?



Roots of Empathy is an evidence-based classroom program that has shown significant effect in reducing levels of aggression among school children by raising social/emotional competence and increasing empathy.

Breaking the intergenerational cycle of poor parenting and violence.

Copyright 2016 Roots of Empathy



The Roots of Empathy program takes a *universal* approach. It engages the whole classroom including onlookers and bystanders rather than targeting and isolating the bullies, aggressive children or victims of bullying.

The Research shows that Roots of Empathy reduces aggression and increases pro-social behaviour (i.e., sharing, helping and including). I will talk more about research later on.



Our Mission



Our mission is to build caring, peaceful, and civil societies through the development of empathy in children and adults.

Copyright 2016 Roots of Empathy



Roots of Empathy explains empathy to children by saying that it means “understanding how people feel”.

The cognitive aspect of empathy is *perspective-taking* and the affective aspect of empathy is *emotions*.

Roots of Empathy educates both the mind and the heart.



In 1996, Mary Gordon founded the Roots of Empathy program.

It became a charitable not for profit organization in 2000.



Our Reach

- Working in partnerships, the Roots of Empathy program reaches thousands of elementary school children. The program is delivered in English, French and German languages.
- Roots of Empathy is currently delivered in 10 countries on three continents, and since its launch in 1996, has reached over 800,000 children.



Copyright 2016 Roots of Empathy



Since its inception Roots of Empathy has reached over 800,000 children worldwide.

Please add information about your community:

- *In (insert year) the Roots of Empathy program was launched in X*
- *When the program started in your community*
- *Cumulative number of children reached*

Our Goals



- To foster the development of empathy
- To develop *emotional literacy*
- To reduce levels of bullying, aggression and violence, and promote children's pro-social behaviours
- To increase knowledge of human development, learning and infant safety
- To prepare students for responsible citizenship and responsive parenting

Copyright 2016 Roots of Empathy



CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

Bullet one:

Empathy is “caught” not “taught”.

(note to presenter: for further information please refer to Mary Gordon's book pages 42-43)

Bullet two:

I will talk more about emotional literacy later on.

Bullet three:

Examples of pro-social behaviour include: helping, sharing and including.

Examples of aggression include: bullying

Bullet four:

Messages of infant safety: Sudden Infant Death Syndrome, Fetal Alcohol Spectrum Disorder, Second hand smoke and shaken baby syndrome.



Gold Standard

Researchers have a gold standard for school-based programs. Roots of Empathy meets these five gold standard qualifications:

- An accredited curriculum
 - A training program with certification
 - A mentoring program
 - Ongoing professional development
 - Evaluation and Research
- Roots of Empathy has over fourteen years of scientific research and annual evaluation from stakeholders

Copyright 2016 Roots of Empathy



Researchers have a gold standard for school-based programs. Roots of Empathy meets these five gold standard qualifications:

An accredited curriculum: The Roots of Empathy curriculum is specialized to three age groups, and complements the formal school curriculum.

A training program: An intensive training is the first stage of a certification process for Instructors. There is annual recertification of Instructors, Mentors and Trainers.

A mentoring program: Roots of Empathy offers ongoing mentoring support as long as the Instructor delivers the program.

Ongoing professional development: Roots of Empathy provides ongoing professional development through local workshops and the Virtual Training Institute.

Evaluation and research: Roots of Empathy has 16 years of scientific research and annual evaluations from stakeholders.

Our Teachers...



A trained Roots of Empathy Instructor and neighbourhood parent and infant visit the classroom over the school year. These interactions and the accredited curriculum build children's social and emotional competence.

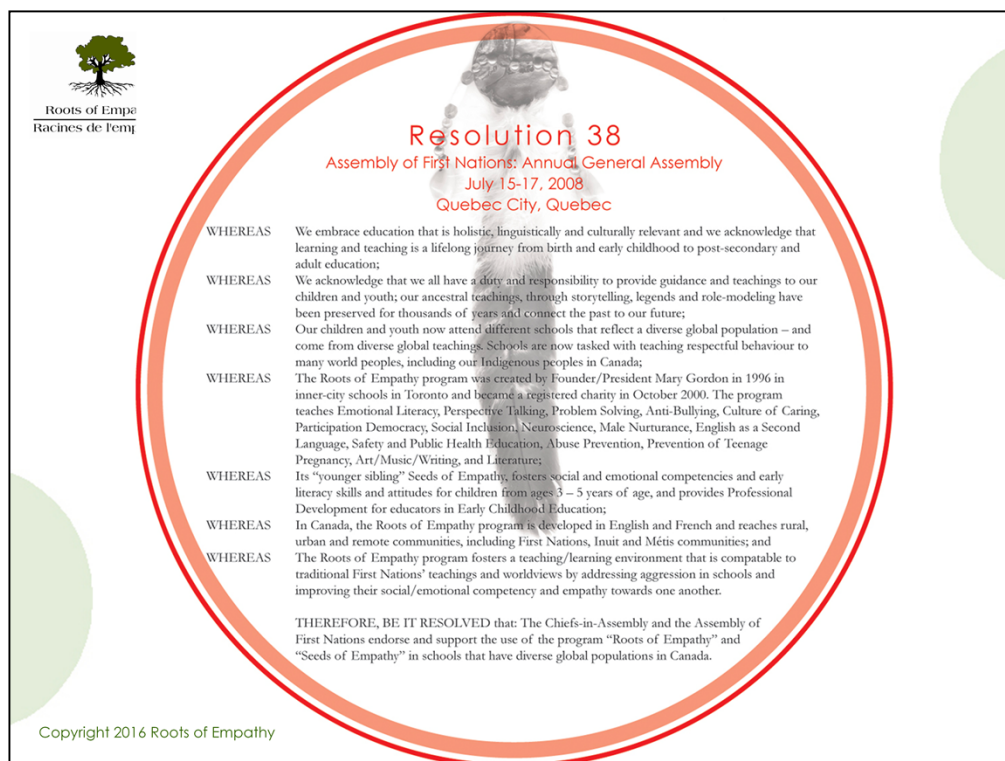
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Show the Roots of Empathy t-shirt and point out the word “teacher” (if a t-shirt is not available, point to the t-shirt on the slide)

At the heart of the program is a neighborhood infant and parent who visit the classroom throughout the school year. The infant must be between 2-4 months at the beginning of the program.

A trained Roots of Empathy Instructor coaches students to observe the baby’s development and to label the baby’s feelings. In this experiential learning, the baby is the ‘Teacher’ and a lever, which the Instructor uses to help children identify and reflect on their own feelings and understand the feelings of others – empathy.



In 2008, at the Annual General Assembly in Quebec City, the Assembly of First Nations unanimously passed Resolution #38, publically supporting and endorsing Roots of Empathy and Seeds of Empathy.



“These programs transcend race, color, and family in our centre. They have brought us all so much closer and truly reflect the values of our Nation.”

~Wet'suwet'en Child and Family Centre

Both programs have culturally relevant connections with all Indigenous Nations across Canada.



Program Elements

- Based on the school year
- Infant and parent visit the classroom once a month (9 Family Visits)
- Instructor makes 27 classroom visits, including Family Visits



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CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

Bullet one:

Next to the Family, schools are the most influential institution in socializing children and for shaping the next generation of citizens; Roots of Empathy is delivered in schools and follows the school year.

(no additional comments for the second bullet in the slide)

Bullet two:

There are nine themes and each theme has three visits, for a total of 27 visits.

I will talk more about how the Roots of Empathy works in the next slide.

Bullet three:

A trained/certified Instructor follows a curriculum manual (one volume and a resource manual) to deliver the program (show Roots of Empathy curriculum manual).

The Roots of Empathy curriculum reflects the overall goals of education and supports learning in: Language, Arts, Health, Mathematics, Music, Social Studies and Science.

Additional Information:

It has received highest honors and is specialized to the learning outcomes.

How the Program Works

Each Theme has a:

- Pre-Family Visit (preparation/prediction)
- Family Visit (observation/experiential learning)
- Post-Family Visit (reflection/critical thinking/problem solving)



Copyright 2016 Roots of Empathy



CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

As I mentioned before, each theme has 3 visits.

Bullet one:

- **Roots of Empathy Instructor without family.**
- **Focus on infant development and preparation for Family Visit.**
- **Students predict what change they may see in the baby's development at the Family Visit.**

Bullet two:

- **Roots of Empathy Instructor, parent(s), and baby**
- **Roots of Empathy Instructor guides students' observations of the baby's feelings**
- **Roots of Empathy Instructor demonstrates baby's development and discusses temperament through interaction with the baby (exercises, songs, toys, etc.)**
- **Students ask parent(s) questions about the baby**

Bullet three:

- **Roots of Empathy Instructor without family.**
- **Students reflect on their own feelings and focus on understanding the feelings of others (empathy).**

If you have time then play CBC DVD (about 10 minutes in length)



Emotional Literacy and Social/Emotional Competence

- The ability to identify and regulate their own emotions (recognize, understand, cope with, express)
- Key to successful relationships and conflict resolution
- Empathy is a component of social and emotional competence

Copyright 2016 Roots of Empathy



CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

Bullet one:

One of the goals of Roots of Empathy is to develop emotional literacy. Emotional Literacy is often referred to as social and emotional competence.

Bullet two:

I would like to read a quote to you from a classroom teacher who describes her Roots of Empathy children this way:

“After a year of exposure to the program, I am amazed at their collective abilities to engage in critical thinking tasks. They are keen problem solvers, in small and large group settings. Individually, they are able to make independent decisions, no small achievement to six-year-olds! I have absolutely no bullying in my classroom, a feat I attribute solely to the program. In fact, my students have become self-appointed ‘peacemakers’ on the playground, often bringing students from other grades and classes to our classroom to solve the problem by talking it over.” - excerpt from Mary Gordon’s book

Bullet three:

And of course this understanding of other people’s feelings helps us to take their perspective.

Additional Information:

Bullet one:

Social and emotional competence is described as the ability to recognize and regulate our emotions - in other words, to identify, understand, cope with, and express our emotions in appropriate ways.

Children wear their feelings in their behaviour. In Roots of Empathy, children learn that feelings are universal and all feelings are OK. The program provides them with the opportunity to develop social and emotional competence.

Bullet two:

When we are more aware of our feelings and the feelings of others, we are kinder to each other, get along better and have more positive and successful relationships. It also allows us to bring a thoughtful, respectful approach to solving conflicts when we can understand the other person’s point of view.

This definition of SEC is based on that of CASEL, the Collaborative for Academic, Social, and Emotional Learning. CASEL is a prestigious organization dedicated to research in this area. It is based in the Department of Psychology at the University of Illinois at Chicago.

Emotional Literacy



Try not to get mad at a baby because he might learn to be mean when he grows up.

- Observation and labelling of baby's emotions
- Reflecting and identifying own emotions
- Understanding the emotions of others (empathy)
- Comfort in discussing emotions

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CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

In Roots of Empathy children develop emotional literacy through:

Read the four bullets

Being emotionally literate includes being fluent in discussing your feelings. When trust is established in the Roots of Empathy classroom, children are comfortable discussing their emotions.

Roots of Empathy builds supportive environments in classrooms through children.



Early aggressive behaviour is
the single-best predictor of
delinquency and later
aggression.

Copyright 2016 Roots of Empathy



Aggression is the gateway to poor mental health.

One of our goals is to reduce levels of bullying, aggression, and violence.

85% of peers are present in bullying episodes on the playground and in class. In Roots of Empathy, students learn that to ignore cruelty is to condone it. Children are brave in challenging cruelty and injustice.

Tell “Shoe” Story:

In one grade 4 class, nine-year-old Sylvie was wearing running shoes that did up with a Velcro strap. Some of the other children taunted her, saying she wore “baby shoes” and “geeky shoes.” She was the target of a double-barreled criticism – her shoes were not only cheap and unfashionable, they were immature. This is the kind of humiliation that would shrivel the spirit of any nine-year-old. But then something happened. When the class headed outside for recess, Sylvie’s best friend June swapped one shoe with her. The empathic insight and quick thinking of that child gives us hope. Her actions said, “I’m your friend and I’m proud to wear your shoes and be just like you.” She turned a mean, exclusionary attack into something playful, without saying a word. Every other child in the class got the message: “this is my friend, make fun of her and your making fun of me. Keep it up and you may find yourself outnumbered by kids who care.” - excerpt from Mary Gordon’s book

This emotional literacy taught in the program lays the foundation for more safe and caring classrooms, where children are the “Changers.” They are more competent in understanding their

own feelings and the feelings of others (empathy) and are therefore less likely to physically, psychologically, and emotionally hurt each other through bullying and other cruelties.

Research Results

- Compared to comparison groups, Roots of Empathy children demonstrated:
 - Increased social and emotional knowledge
 - Increased prosocial behaviour with peers
 - Decreased aggression with peers
- Lasting results:
 - Follow-up study showed decrease in aggression and increase in prosocial behaviours maintained after three years



Copyright 2016 Roots of Empathy



CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

The points below follow the first bullet

Research on the program began at the University of British Columbia in 2000.

Roots of Empathy children, relative to comparison children, demonstrated significant improvements from pretest to posttest in the following areas:

- **Increased knowledge of emotions**
- **Increased social understanding**
- **Increased prosocial behaviors with peers – children are kinder – more sharing and inclusive behaviors**
- **Decreased aggression with peers**

PLEASE SAY THIS:

Not only did children in Roots of Empathy show significant decreases in aggression but children in comparison classrooms evidenced significant increases in aggression across the school year.

These points follow bullet the last bullet

A study in Manitoba found that these results last for at least three years. That study looked at children in kindergarten, grade 4, and grade 8.

Outcomes have been studied in children from kindergarten to grade 8. In all studies, results were consistent across age groups. Results were also consistent among girls and boys.

Additional Information

For more details about research on Roots of Empathy, please visit our website or contact Roots of Empathy's International Office Research Department.



Research Implications

Key Finding #1:

Decrease in aggression

Aggressive children are at higher risk of depression, suicide attempts, alcohol and drug abuse, violent crimes, and neglectful and abusive parenting.

~ Tremblay et al., 2004

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CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

The points below follow the first bullet

This decrease in aggression is a decrease in bullying.

Fourteen independent evaluations of the program have been conducted to date, both nationally and internationally.

All studies have evaluated the outcomes for children in Roots of Empathy classrooms compared to children who have not participated in Roots of Empathy.

Results have shown consistency across grade levels, gender, settings (i.e. rural vs urban) and informants (i.e. teacher and peer)

Research Implications

Key Finding #2:

Increase in social and emotional understanding

Students who participate in social and emotional learning programs have lower levels of stress and depression, fewer conduct problems and aggression, and do better academically.

~ Payton et al., 2008



Read the key finding.



Research Implications

Key Finding #3:

Creating more caring and supportive children

Students who participate in social and emotional learning programs have lower levels of stress and depression, fewer conduct problems and aggression, and do better academically.

~ Powers, Ressler & Bradley, 2009

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Children who received the Roots of Empathy program were significantly more likely to have increases across the course of the school year in peer ratings of prosocial behaviours (sharing, helping, cooperating) and prosocial characteristics (kind, trustworthy, able to see others' perspectives) than children in the comparison classrooms.

They also reported feeling more supported in the classroom, and showed a significant increase in peer acceptance and classroom autonomy (i.e. having a voice in the classroom).



Research Implications

Key Finding #4:

**Increase in knowledge of parenting
and needs of babies**

Sensitive and responsive caregivers in infancy and early childhood protects against stress and reduces vulnerability to future psychopathology .

~ Luther & Brown, 2007

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Children learn that a crying baby is not a bad baby, but a baby who needs our help.

Children in Roots of Empathy classes were significantly more able to identify psychological reasons why a baby would cry, and relied on social relational support (hugging, kissing, rocking baby, giving to Mom & Dad, etc.)

Also noteworthy are the findings regarding parenting efficacy – children who received the Roots of Empathy program, in contrast to children in comparison classrooms, significantly and positively changed in their ability to see themselves as knowing what to do as a parent.

Research Implications

Key Finding #5:

Lasting Results

Improvements in behaviour were maintained up to **three years** after the end of the program.

~ Santos et al., 2011

These behaviours included:

- 1. Increased social and emotional knowledge**
- 2. Increased prosocial behaviours with peers**
- 3. Reduced aggression with peers**

This was a randomized longitudinal study conducted in Manitoba. The study looked at children in kindergarten, grade 4, and grade 8.

In all studies, results were consistent across age groups.

Teacher rating showed that the beneficial effects of the program were mostly maintained or continued to improve throughout the follow-up years of the study.

Research Implications

What does this mean for mental health?

- Poor emotional regulation skills are involved in most childhood and adult psychopathologies (i.e. depression, anxiety, conduct disorder).
- Increased understanding of emotions helps children to regulate their emotions and reduces their risk for negative mental health outcomes.

~ Zeman, Shipman and Suveg, 2002

Read the bullets



Executive Function – 21st Century Skills

The term “executive function” describes a set of cognitive abilities that control and regulate other abilities and behaviors. Executive functions are necessary for goal-directed behavior.

Executive function skills include:

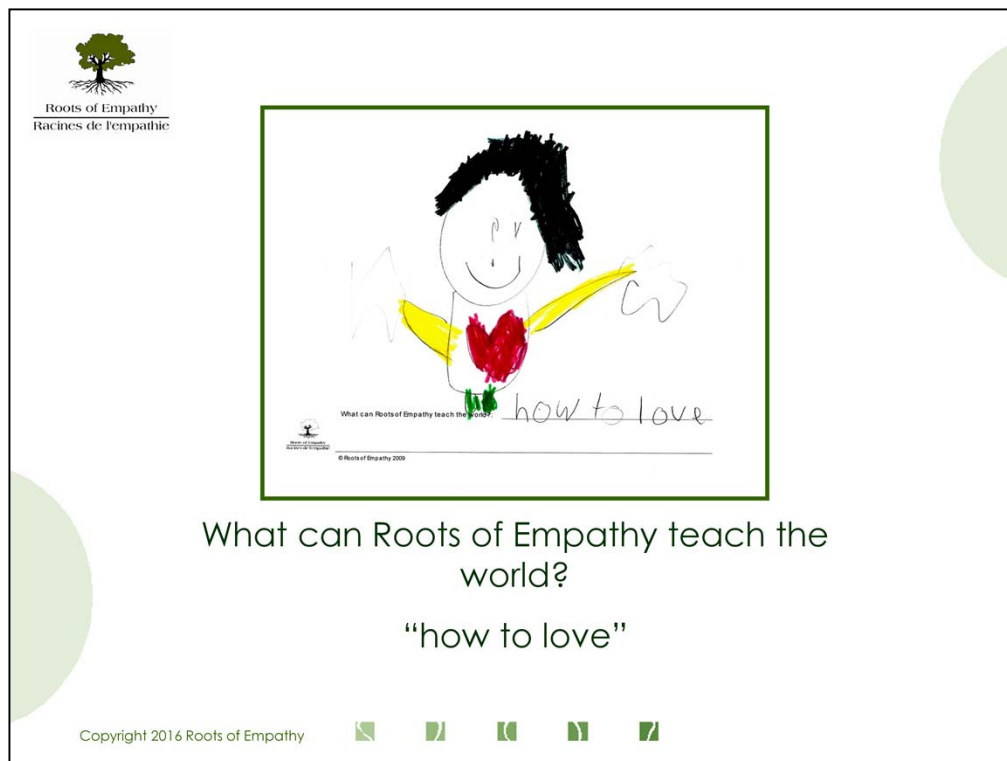
- Focusing Attention
- Inhibitory Control
- Working Memory
- Mental Flexibility
- Decision Making

~ from the Center on the Developing Child,
Harvard University

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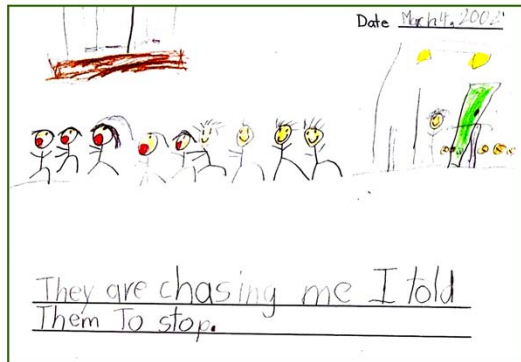


Executive Functioning skills such as focused attention, working memory, impulse control, mental flexibility and decision making are developed through the Roots of Empathy program. These skills are ways of thinking that enhance children’s overall abilities.



This 6 year old child has illustrated that Roots of Empathy has taught her how to love. In Roots of Empathy, we begin with love. The reason for working with a baby and parent in the program is to show the first powerful loving relationship which is the engine to fuel all future relationships. This is where empathy develops. With each Roots of Empathy green blanket experience the children grow to love the baby, “their baby”. This allows us to open their minds and hearts to thinking not just about how the baby might feel, but how they feel and how their classmates might be feeling. The discussions that can be launched not only broaden children’s emotional literacy but also deepen their capacity to feel. Children who may have experienced violence or may not have had a secure attachment can experience over a year what love looks like.

Bullying: Engaging the Bystander and the Onlooker



Peers are present in 85% of bullying episodes on the playground and in class.

~ Pepler & Craig, 2001

They are chasing me. I told them to stop.

For many children recess is a time of fear. In her Roots of Empathy class, Fanstina recalled a time when she was afraid and was not helped. The powerful image this little girl drew is reminiscent of Edvard Munch's painting *The Scream*. Roots of Empathy creates safe and caring schools where every child feels empowered to challenge cruelty and to help a friend in trouble.



Who can become a Roots of Empathy Instructor?

- Public Health Nurses
Social Workers
- Police Officers
- Child Welfare/Youth and
Family Workers
- Early Childhood Educators
- School-based Instructors:
 - Psychologists
 - Guidance Counselors
 - Speech Pathologists
 - Special Education Assistants
 - Principals/Vice-Principals
 - Retired classroom teachers



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CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

Please print and review the 3 page roles and responsibilities document. The Roots of Empathy Instructor Application is found online and can be accessed through the Alberta office.

Instructors undergo a comprehensive 4-day training certification and ongoing mentor support (i.e., professional development, classroom visits etc.)

While the Roots of Empathy Instructor is delivering the program, the classroom teacher benefits from the unique opportunity of observing the students from another vantage point.

The classroom teacher does not teach ROE as it is a major time commitment, including home visiting, and it would preclude the teacher observing their students.

This picture, taken at a Baby Celebration, recognizes Instructors with five years of dedication delivering the Roots of Empathy program.

Teacher's Commitment



- Attend an introductory Roots of Empathy principal/teacher presentation
- Welcome and support the Roots of Empathy Instructor and family
- Maintain regular communication with the Roots of Empathy Instructor
- Participate actively in all lessons and assist when needed

"[The class] is becoming more aware of their feelings and the feelings of others. The program is a wonderful way of creating a caring environment in your classroom and a great way to get the community involved in our school."

~ Roots of Empathy Classroom Teacher

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CLICK ON MOUSE FOR BULLET POINTS TO APPEAR

Bullet one:

Research tells us that teachers believe the program has a significant impact on positive outcomes for the students

Read Bullet two and three.

Bullet four:

- **Collect student permission forms**
- **Record Information on flip chart during class discussion**

- **Take photos during Family Visits**
- **Help the Roots of Empathy Instructor to maintain classroom management**
- **Flexibility – rebooking missed lessons – 27 in total**
- **Allow time for completion of Roots of Empathy art/writing**
- **Provide space for and help to maintain a bulletin board in the hallway and/or classroom**
- **Help Instructor access school resources such as printing photos, photocopying and laminating**
- **Complete a Roots of Empathy Feedback Form at the end of the year**

Teachers who support and understand **the Roots of Empathy program and its philosophy** often describe it as **a gift** which allows them to be an observer, and **see the children from a different perspective. We encourage schools to provide the program to those teachers who volunteer to be involved as they will be most engaged.**

The outcomes of Roots of Empathy are dependant in a large part upon the partnership between the teacher and the Instructor. This partnership:

- **Begins with the initial meeting between the Instructor and the Teacher/Principal. Expect this to take up to an hour**
- **When a teacher is actively engaged in all lessons, the outcomes are strengthened** as children value what you value. Teacher involvement is an important part of building a trusting environment. It allows the children to see the teacher from a new perspective. We value discussion where teachers share their honest feelings with children, thereby creating a safety net of trust which fosters meaningful communication. For example, to reflect on a time when they felt sad and share this with the children. It can be freeing to hear stories about when teachers gets sad, just like children do. Know that your Instructor will welcome and appreciate any time you share in discussions.
- **Classroom Teacher Extensions are welcome** - The power of Roots of Empathy lies in the classrooms teacher's ability to integrate the learnings from Roots of Empathy into interactions with the students, and into regular classroom work.

You will hear your Instructor talk about a **risk-free learning environment, which is so vital** to the success of the Roots of Empathy program.

Let me explain what this means from a Roots of Empathy perspective:

- It is how we respond to children - our philosophy embraces **intrinsic motivation** – we respond with acknowledgement (thank you), not judgment – praise or criticism - (taking away the fear of making a mistake, fear of feeling embarrassed or the stress of speaking up)

When you reduce stress, you open and free children up for learning, so they are willing to take risks, and they find their voice. (Share the story about why I didn't talk ... now I talk).

- **The goal of art activities in Roots of Empathy is the expression of emotions.** For this reason we do not evaluate children's artwork/writing (i.e. correct spelling, neat writing, etc).
- Roots of Empathy values **Authentic Communication** – asking questions that lead to exploration with the child rather than questions that the adult already knows the answer to or that simply prompt a yes/no answer. **It is not finding out what children know but what children think or feel.**
- **We work with the intimacy, and power of the community and the classroom, and for this reason it is important that all of the children are present in the classroom for the time the Roots of Empathy program takes place, and that children from other classes are not invited in.**
- **The safe community built up in the classroom can be affected by Visitors in the classroom** –it is important to know about requests for visits ahead of time so it can be shared with International Office and the Local Coordinator as there are policies and procedures around VIP and Media requests. For these reasons, it is important to rebook Roots of Empathy visits when a substitute teacher is expected.

In any partnership Communication is key, share feedback and work together. Make time for a debrief after every class.

Principal's Commitment

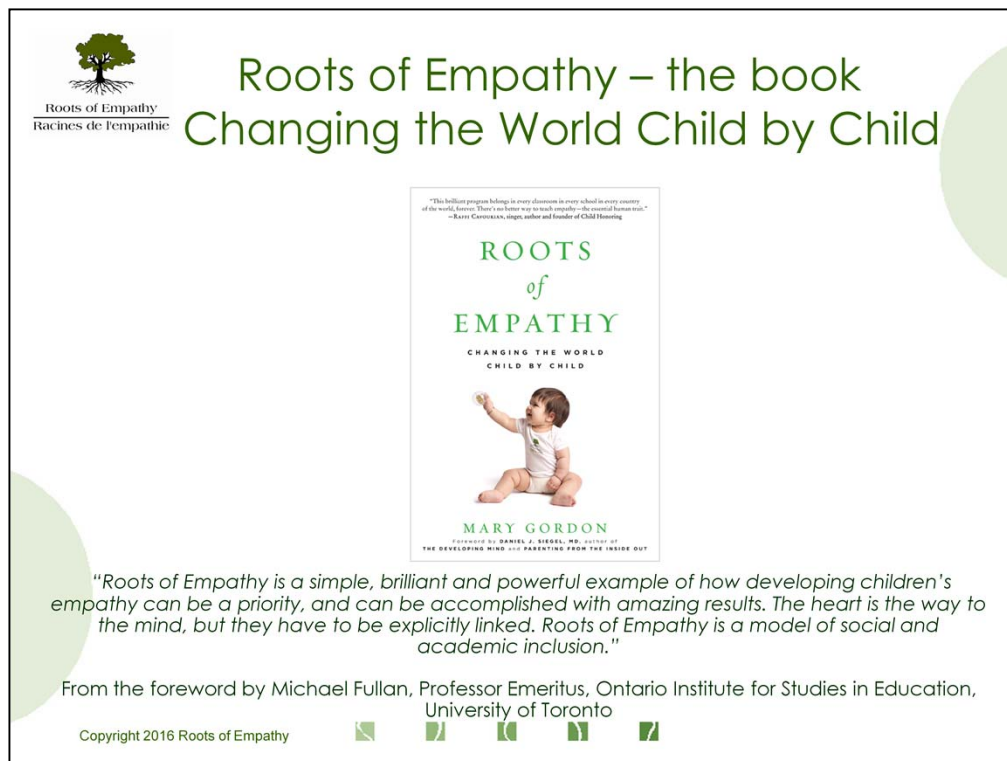
- Attend an introductory Roots of Empathy principal/teacher presentation
- Strong understanding and support of program
- Find an enthusiastic classroom teacher to host the program
- Welcome and support for Roots of Empathy family
- Occasional use of office equipment/supplies
- Be involved in media, evaluation or research



"[Roots of Empathy] teaches the kids to be able to label how they're feeling and to then start to think how someone else might feel or to help a person."

~ Principal from school offering Roots of Empathy

An important responsibility of the principal is to identify a community family (parent(s) and a baby, 2-4 months old when the program begins in the school), who can participate and make the commitment needed to be a Roots of Empathy Family.



Mary Gordon has written a book which outlines the program and her philosophy.

It was recently issued in paperback with a foreword written by Michael Fullan and is now available in French. (Note: the paperback cover is beside the hardcover on the slide.) Michael Fullan presented at the Roots of Empathy Speaker Series in April 2016, and the video is now available on the Roots of Empathy website.

For more information about the program please see the Roots of Empathy Program Information Booklet for Schools. (Show the school booklet)

To gain a deeper understanding of the Roots of Empathy program, you can read the first chapter of the book on the Roots of Empathy website, at www.rootsofempathy.org

To purchase the book, please visit our website for links.

Additional Information:

Incidentally, the book was named one of the Top 100 Books of 2006 by the *Globe & Mail*, Canada's national newspaper and listed as one of the top ten peace books by Toronto's *Now Magazine*.



In theme 8: Who Am I?, Roots of Empathy students reflect on the kind of world they would wish for their baby to grow up in.

Most children say they want a peaceful world. There will be no peace until we are able to build on our shared experiences and see beyond our differences.

In the Dalai Lama's response to Mary Gordon's question about inner disarmament, he said "Programs like this will build world peace."



Roots of Empathy
Racines de l'empathie

For more information:
Insert Name
Insert email address

mail@rootsofempathy.org
www.rootsofempathy.org
@rootsofempathy



Charitable Number 89643 4818 RR0001
Roots of Empathy, USA is registered as a 501(c)(3) non-profit organization

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Please visit our website for more information about Roots of Empathy, and follow us on twitter and face book.

Thank you for taking the time to join us today. I welcome any questions you many have.

RESOURCES

Instructor Dashboard Mentoring Documents

Your Mentor Tab becomes active following Mentor Training.

Dashboard

My Profile <

Mary's Mail <

Mentor Mail <

Calendar <

Classroom Information <

Program Delivery <

ROE Timeline <

Resource Centre <

VTI <

Feedback <

Dashboard Hints <

Mentor <

Trainer <

Instructor Dashboard

Profile

Mary

Mail

Calendar

CIF

Program

Timeline

Resource

VTI

Feedback

Important Program Integrity Memo

Annual Program Evaluation and Feedback Report



Dear Roots of Empathy Instructors,

Thank you for your dedication and commitment to delivering the Roots of Empathy program to children in your community.

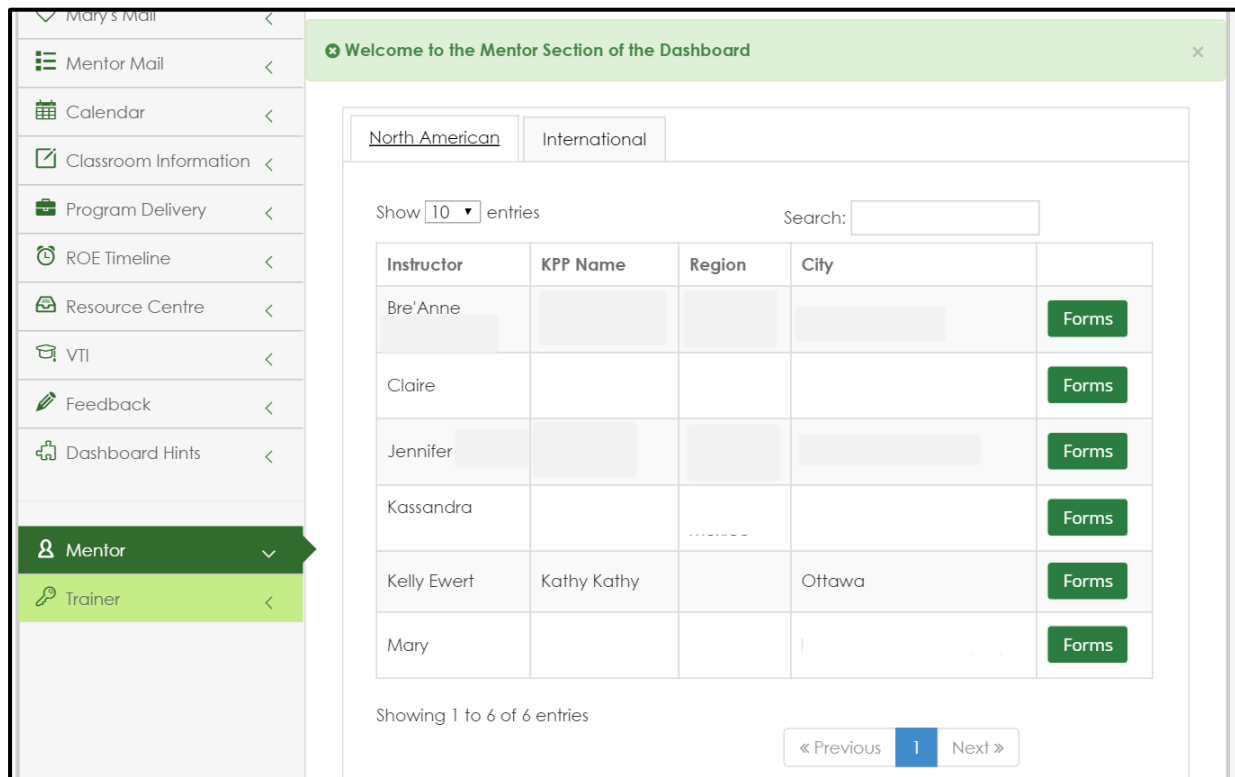
According to our records, many feedback forms completed by students, classroom teacher, Roots of Empathy parent and Instructor at year end, have not been submitted.

This feedback is used to inform the Annual Program Evaluation Report that is created and circulated to stakeholders in your region, and plays an important role in highlighting the impact of Roots of Empathy in each community. If required, online feedback forms for

Instructor Dashboard Mentoring Documents

Instructor-Mentor Assignments

- Senior Mentors complete Instructor-Mentor Assignments following the 3-Day Instructor Training.
- All assigned Instructors are listed on the first page of the Mentor Tab.
- Instructor-related documents are accessed through the 'Forms' button.



Welcome to the Mentor Section of the Dashboard

North American International

Show 10 entries Search:

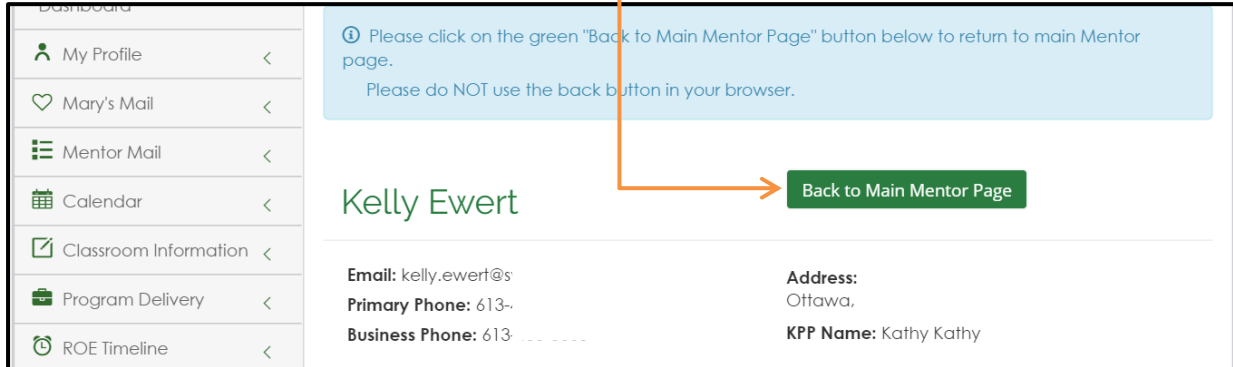
Instructor	KPP Name	Region	City	
Bre'Anne				Forms
Claire				Forms
Jennifer				Forms
Kassandra				Forms
Kelly Ewert	Kathy Kathy		Ottawa	Forms
Mary				Forms

Showing 1 to 6 of 6 entries

« Previous 1 Next »

Instructor Dashboard Mentoring Documents

Use this button to return to instructor List.
Do not use the back button on your browser



Dashboard

- My Profile <
- Mary's Mail <
- Mentor Mail <
- Calendar <
- Classroom Information <
- Program Delivery <
- ROE Timeline <

Instructions: Please click on the green "Back to Main Mentor Page" button below to return to main Mentor page. Please do NOT use the back button in your browser.

Kelly Ewert

Email: kelly.ewert@s...
Primary Phone: 613-...
Business Phone: 613-...

Address: Ottawa, ...
KPP Name: Kathy Kathy

[Back to Main Mentor Page](#)

Instructor Dashboard Mentoring Documents

Instructor Summary:

Information is entered into each field following contact with your Instructor during program year.

Resource Centre <

VTI <

Feedback <

Dashboard Hints <

Mentor <

Trainer <

Summary | Contact Log | ICRR

Program Information

Teacher Name:

Ms Jube

School

Market Lane

Roots of Empathy Curriculum

Primary

Grade

1/2

Baby Name

Winifred

Parent(s)

Lindsay and Lee

Baby Birthdate

July 28, 2015

Program #2 Information (if required)

Program #3 Information (if required)

Instructor Dashboard Mentoring Documents

Text boxes can be expanded by dragging bottom right corner to display all submitted information and review of completed notes.

① Please click on the down arrow in each panel heading to expand/collapse each panel

Instructor Summary #1 - 1st Quarter ▼

Notes from Training/Interviewer

No big concerns raised during the training. Trainer said she has a rich history to share and was enthusiastic participant.

Strengths/successes since starting program(s)

Mentor communication.
Love of the program.

Areas for growth/challenges since starting program(s)

Confidence. Kelly expressed anxiety around all of the curriculum and details, as well as the organization of the meetings. We talked through the meetings with start up and the importance of them.
Being organized-identified by Kelly.

Instructor Plan of Action

Take theme one at a time. Review the week before a lesson and the day before. Use flash cards.

Mentor Plan of Action

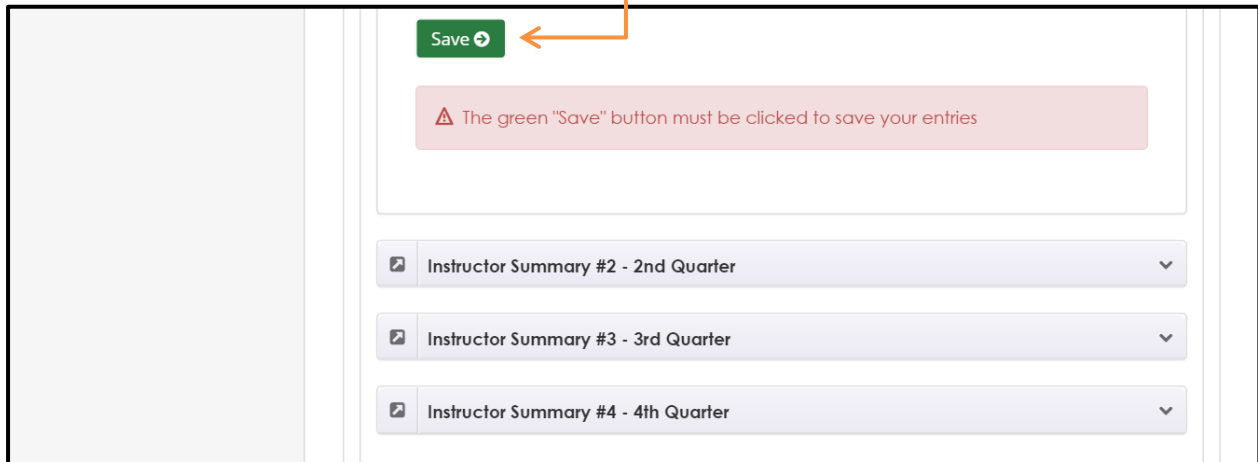
Will connect with Kelly after the first theme to check in and see how she feels it went.

General Comments

Instructor Dashboard Mentoring Documents

CLICK SAVE button

We recommend saving text as it is entered into the summary.
Text can be revised/edited at any time.



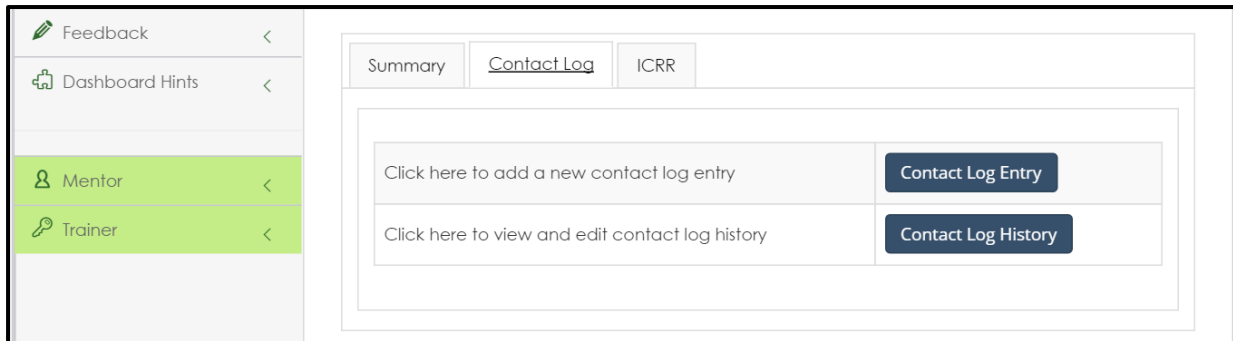
The screenshot shows a web interface with a green 'Save' button with a circular arrow icon. An orange arrow points from the 'CLICK SAVE button' text box to this button. Below the button is a red warning box with a triangle icon and the text: 'The green "Save" button must be clicked to save your entries'. Underneath the warning box is a list of three summary documents, each with a document icon, a title, and a dropdown arrow:

- Instructor Summary #2 - 2nd Quarter
- Instructor Summary #3 - 3rd Quarter
- Instructor Summary #4 - 4th Quarter

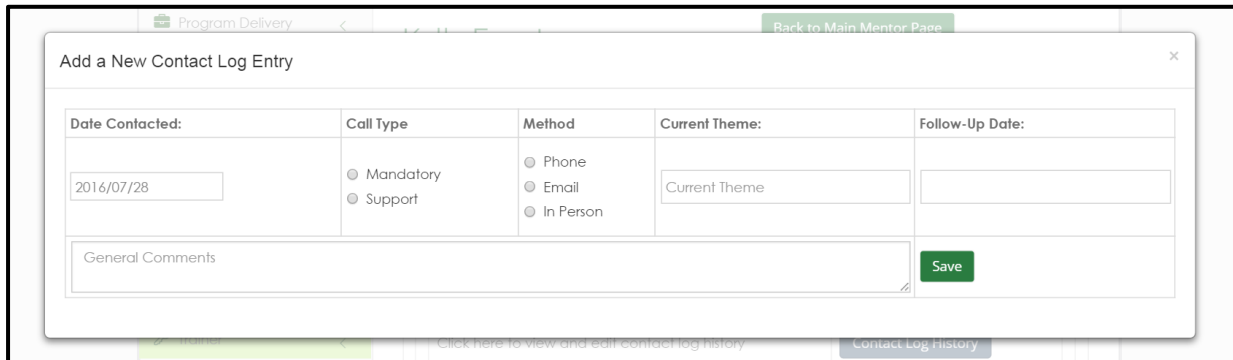
Instructor Dashboard Mentoring Documents

Contact Log

- New Instructor contact details recorded on '**Contract Log Entry**'
- All contact details can be viewed in '**Contact Log History**' and can be edited if required.
- Current date is automatically entered in to '**Date Contacted**'.
- Enter any notes, additional information, or specific details of call if required in '**General Comments**'.
- Remember to click '**Save Changes**'



The screenshot shows the Instructor Dashboard interface. On the left is a sidebar with navigation links: Feedback, Dashboard Hints, Mentor (highlighted), and Trainer. The main content area has three tabs: Summary, Contact Log (selected), and ICRR. Below the tabs, there are two buttons: 'Contact Log Entry' and 'Contact Log History'.



The screenshot shows the 'Add a New Contact Log Entry' form. It includes fields for Date Contacted (2016/07/28), Call Type (Mandatory, Support), Method (Phone, Email, In Person), Current Theme, Follow-Up Date, and General Comments. A 'Save' button is located at the bottom right of the form.

Instructor Dashboard Mentoring Documents

Contact Log History

Date Contacted	Call Type	Method	Current Theme	Follow-Up Date	Comments	
2016-07-28	<input checked="" type="radio"/> Mandatory <input type="radio"/> Support	<input type="radio"/> Phone <input type="radio"/> Email <input type="radio"/> In-person	Theme 1	Theme 2	Reviewed Program Start Up	Save Changes
2016-07-28	<input type="radio"/> Mandatory <input checked="" type="radio"/> Support	<input type="radio"/> Phone <input checked="" type="radio"/> Email <input type="radio"/> In-person	Theme 1	Theme 2	will connect with Kelly after theme 1 to check in	Save Changes

Message when contact log submitted

Dashboard

My Profile

Mary's Mail

Mentor Mail

Calendar

Classroom Information

Program Delivery

Your contact log entry has been submitted.

You can click on the 'X' at the right to remove this message

Please click on the green "Back to Main Mentor Page" button below to return to main Mentor page.

Please do NOT use the back button in your browser.

Kelly Ewert

Back to Main Mentor Page

Instructor Dashboard – Mentoring Documents (July 2016, PI-N&IL)

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www.rootsofempathy.org
Facebook/Twitter/Instagram/YouTube: @rootsofempathy

For a copy of documents and resources found within the International Local Mentor Manual, please log in to the International Local Mentors webpage. To access:

- go to the Roots of Empathy website at www.rootsofempathy.org
- click on 'sign in' at the bottom and centre of the page
- click on International Local Mentors
- enter the password: Lmentor



Job Description

Document	Format	Status	Date
Role of Roots of Empathy Mentor	PDF	Download English	September 2012
The Roots of Empathy Mentor/Instructor Relationship	PDF	Download English	June 2012

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Contact

Document	Format	Status	Date
Mentor Biography	PDF	Download English	September 2012
Welcome Letter - New Instructor	Word	Download English	August 2012
Welcome Letter - Certified Instructor (new to Mentor)	Word	Download English	August 2012
Welcome Letter - Certified Instructor (existing)	Word	Download English	August 2012
Mentor Mandatory Instructor Contact Coaching Sheet	PDF	Download English	September 2012
Introductory Emails prior to Mandatory Contact with Instructors	Word	Download English	July 2012
Program Start-Up Checklist for Instructors	PDF	Download English	August 2012
Theme 1 Reflection for New Instructors	PDF	Download English	August 2012
Mid-Year Reflection for New Instructors	PDF	Download English	August 2012
Mid-Year Reflection for Certified Instructors	PDF	Download English	August 2012
Roots of Empathy Disclosure Report	Word	Download English	July 2012



Canada | English

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Activity and Reporting

Document	Format	Status	Date
Mentor Activity and Reporting Timeline	PDF	Download English	September 2012
Mentor Quarterly Report	Excel	Download English	January 2013
Instructor Summary and Progress Report	Word	Download English	August 2013
Instructor Certification Recommendation Report	Online		

[top](#)

Classroom Visits

Document	Format	Status	Date
Mentor Classroom Visit	PDF	Download English	August 2012
Instructor Growth Plan	Word	Download English	August 2013
Instructor Self Reflection Questionnaire	Word	Download English	September 2014
Family Visit Updates and Reminders	PDF	Download English	September 2014
Research and Effectiveness	PDF	Download English	September 2014

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Canada | English

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[Racines de l'empathie](#)[IMPACT](#)[GET INVOLVED](#)[RESOURCES](#)

Literature

Document	Format	Status	Date
Kindergarten Book List 2014	PDF	Download English	September 2014
Primary Book List 2014	PDF	Download English	September 2014
Junior Book List 2014	PDF	Download English	September 2014
Senior Book List 2014	PDF	Download English	September 2014
Kindergarten Book List 2011	PDF	Download English	June 2011
Primary Book List 2011	PDF	Download English	June 2011
Junior Book List 2011	PDF	Download English	June 2011
Senior Book List 2011	PDF	Download English	June 2011
Kindergarten Book List 2009	PDF	Download English	June 2009
Primary Book List 2009	PDF	Download English	June 2009
Junior Book List 2009	PDF	Download English	June 2009
Senior Book List 2009	PDF	Download English	June 2009
Primary Book List 2006	PDF	Download English	August 2006
Junior Book List 2006	PDF	Download English	August 2006
Senior Book List 2006	PDF	Download English	August 2006
Kindergarten Book List 2005	PDF	Download English	July 2005
Primary Book List 2005	PDF	Download English	July 2005
Junior Book List 2005	PDF	Download English	July 2005
Senior Book List 2005	PDF	Download English	July 2005
Curriculum Questions for Replacement Books 2005	PDF	Download English	October 2005

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Roots of Empathy Child Safety and Disclosure Policies

Duration: 20 minutes

What you are going to do:

Discuss protocol for disclosures and ensure Instructors know how to respond when faced with a disclosure or something a child has shared that maybe upsetting.

Why you are doing it:

1. To familiarize trainees with disclosure protocol in their region
2. To ensure trainees are well prepared in the event that a child shares an upsetting incident in the classroom
3. To remind trainees the importance of maintaining a risk free environment in the classroom

What you need:

- Handouts:
 - *Roots of Empathy Child Abuse Protocol*
 - *Provincial Information Regarding Reporting Abuse*
 - *Roots of Empathy Disclosure Report*

How you do it:

Abuse and Disclosure:

- It is important for trainees to understand their legal obligations in the jurisdiction in which they are instructing.
- Explain that in Canada, Roots of Empathy Instructors are obligated by law to report any suspected abuse against a child.
- For International Trainings, please have the KPP speak to or provide information on the correct protocol for the training region.
- A record of any disclosure must also be forwarded to the Director of North America or International (refer them to the *Who's Who* handout) and filed at the International Office. Please refer to the "*Roots of Empathy Disclosure Report*". Please ensure no identifying information is added to this report.
- Hand out the *Roots of Empathy Child Abuse Protocol* and the information pertaining to reporting abuse in the training jurisdiction.
- Ask trainees for ideas on how to handle a disclosure of abuse in the midst of a lesson. Strategies should include:

- Thank the student for sharing in an empathic way. Roots of Empathy Instructors are not trained social workers, and it is important to maintain a risk-free environment where the child's statements are acknowledged. Do not ask any questions or probe further in any way.
- Connect with the teacher immediately after the class to plan for how the disclosure will be reported according to local procedures, and what supports the school has in place for the student in the short term.
- Disclosures can be very stressful. Instructors should feel free to connect with a Mentor if a disclosure has happened, however when discussing with the Mentor, no identifying details are to be shared.

Child Abuse - Protocol

Dealing With Abuse and Neglect of Students

Whether a child suffers from physical, sexual or emotional abuse or is a victim of neglect, the long-term effects can be enormous. Increased rates of suicide, addiction and mental health disorders of all kinds are directly related to child abuse or neglect. Early identification of child abuse and neglect can occur through disclosure or as the result of reasonable suspicions on the part of school employees or volunteers. Reporting disclosures or suspicions may not only prevent future victimization of children, it may also permit both the victim and the perpetrator to receive the help they need. Early intervention may ameliorate the long-term effects of abuse and break the ongoing cycle of further victimization and harm.

Roots of Empathy Instructors are mandated to comply with their provincial legislation regarding reporting incidents of actual or suspected Child Abuse and Neglect.

In some jurisdictions, legislation requires direct reporting to the police and/or a children's aid society by the individual who witness a disclosure of, or suspects an incident of child abuse, or neglect. In other jurisdictions, the incident or suspected incident may be reported through the principal who has responsibility for the safety and well-being of all students in the school.

If the classroom teacher and Instructor both witnessed the disclosure, one of these individuals must report the abuse or suspected abuse. The other individual would be listed as a witness in the report. If only the Roots of Empathy Instructor heard the disclosure, the Roots of Empathy Instructor must report it. The Roots of Empathy Instructor should notify the classroom teacher and principal of the event, and associated action they will undertake to fulfill the legal requirement.

The Roots of Empathy Instructor must also report the event to the Roots of Empathy Provincial and/or International Office. This report can either be a copy of the legal report (without any identifying information) or a separate written account (without any identifying information) by the Instructor.

In summary, Roots of Empathy Instructors shall:

- comply with their provincial legislation regarding reporting incidents of actual or suspected Child Abuse and Neglect
- notify the classroom teacher and principal if filing a report
- submit a report of the event to Roots of Empathy Provincial and/or International Office.

Child Abuse - Protocol

SAMPLE TEMPLATE

To: _____, Director of North America or International, Roots
of Empathy – International Office Fax: 416-944-9295

From: _____

Date: _____

Re: Reporting on a disclosure in a Roots of Empathy class

On _____ (date), a disclosure or suspicion of abuse/neglect occurred during a Roots of
Empathy class. ROE Instructor _____ (name) was a witness to the event.

A written report of this event was made to _____ (name of
agency/organization) on _____ (date), in accordance with provincial law.