

Agenda

The purpose of the Mid-Year Training (MYT) is to bring together all new Instructors for their fourth day of training. This day provides opportunities for sharing, supporting and networking, deeper focusing and reenergizing. In addition, this fourth mandatory day of training is a requirement for Instructor certification.

Please note that Mentors' attendance at the MYT is subject to Senior Mentor prior approval.

If the Trainer has not heard from the Key Point Person (KPP) or Country Manager (PM) regarding any logistical items that need to be covered, they should reach out to them prior to the Mid-Year Training. These items may be discussed during the Challenges and Solutions section, or during the KPP/PM Update.

Have fun!

Letter to Instructors

The sample letter sent to Instructors notifying them of the Mid-Year Training (MYT) is available on the KPP and PM Dashboards.

Please contact the KPP/ PM responsible for hosting your Mid-Year Training and discuss preparation details. Once the date and location have been decided, the host KPP/ PM will complete the notification letter and send it to the Instructors along with the following attachments:

- Agenda
- *Instructor Self-Reflection Questionnaire*

The notification letter, along with the MYT agenda and the *Instructor Self-Reflection Questionnaire* can be downloaded from the Trainer/Mentor tab on the Instructor Dashboard.

Mid-Year Training Trainer Checklist

Before Mid-Year Training	√
Once the MYT date has been set and you have been notified of this date please contact the KPP/ PM to confirm this date and to discuss the venue and requirements with respect to the number of attendees and size of the room. The KPP/ PM will also be ordering catering for this day, so you can provide them with your dietary requirements and also remind them to check in with the Instructors attending for their requirements as well.	
Host KPP/ PM will send notification letter to Instructors	
Ask KPP/ PM to find a parent and baby (8-10 months or crawling) for Family Visit demonstration	
Liaise with KPP/ PM for materials needed; computer, projector, speakers and screen/media device player, flip chart paper (optional), chart stand, markers, writing paper and pens, and complete Family Visit Kit	
During Mid-Year Training	√
Collect:	
<ul style="list-style-type: none"> Please ensure that each Instructor has completed a Heartfelt Moment and their MYT Feedback Form on the Training Dashboard. Completed Challenges and Solutions Handouts 	
Thank the parent and baby and give them the gift.	
After Mid-Year Training	√
Send to Roots of Empathy International Office:	
Please complete the Mid-Year Training Report and submit attendance on the Trainer's Dashboard.	
Completed Challenges and Solutions Handouts.	

Mid-Year Training Preparation

1. Materials sent in advance from International Office for the Mid-Year Training:

- One Trainer's Folder, including:

Name tags

Challenges & Solutions handout (local KPP or Trainer to print copies)

Gift for the baby with a gift bag

2. Items to be supplied by local KPP/ PM:

- Media Playback Device or Computer, Projector, Speakers and Screen
- Table/chairs including a Sharing Table for instructors to display photos or student work
- Flip chart stand, markers and paper (optional)
- Writing paper for participants
- Pens for participants
- Family Visit Kit: Roots of Empathy blanket, infant toys, roll, and doll
- Find parent and baby (8-10 months old or crawling) for the Family Visit Demonstration.

3. Bring with you:

- Mid-Year Training Curriculum including PowerPoint with videos.

Welcome

Duration: 15 minutes

What you are going to do:

Prepare the room and set out the training materials before the start of the Mid-Year Training. Explain to the Instructors what they can expect over the day together.

Why you are doing it:

1. To ensure that the room and materials are ready when the Instructors arrive.
2. To set the tone for a well-organized training.
3. To allow time for you to greet the Instructors when they arrive and make them feel welcome.

Goals:

1. To reconnect with the group of Instructors and provide an opportunity for them to share their experiences with the Roots of Empathy program, so far.
2. To deepen the learning from the 3-day Instructor Training and fill in any gaps that may be present.
3. To model Roots of Empathy's risk-free learning philosophy.

What you need:

- Mid-Year Training Trainer folders
- Roots of Empathy signs
- Name tags

How you do it:

1. Post Roots of Empathy signs at the main entrance of the training location to direct the Instructors.
2. Confirm arrangements for snacks and lunch breaks with KPP/PM (review any food allergies that may be present).
3. Check set-up: flip chart and markers (if using), writing paper and pens, name tags.
4. When the Instructors arrive:
 - Ensure Instructors have completed a *Heartfelt Moment* on the Training Dashboard, if not, please ask them to complete it now remembering to provide details as indicated.
 - Get out their *Self-reflection Questionnaire* in preparation for the next activity.

5. When everyone has arrived, gather the KPP/PM and Mentor (if present) at the front and sing the *Roots of Empathy Welcome Song* to focus attention. Begin the training with 3 deep breaths reminding Instructors that we do this before every Roots of Empathy classroom visit. Welcome everyone and introduce the KPP/PM, the Mentor and yourself.
6. Remind Instructors, as a courtesy, to please turn off their cell phones or switch them to “vibrate”
7. Orient Instructors to their surroundings:
 - Indicate where the washrooms are located, including any accessible washrooms if in a different location.
 - Indicate where the emergency exits are located.
 - If the KPP/PM has shared any special requirements, please connect individually with those Instructors.
8. Review the agenda.

To help learn trainee names, Trainers have often shared that they create a map of where people are sitting with their names and/or make tent cards with trainee names.

Highlights/Heartfelt Moments

Duration: 45 minutes

What you are going to do:

Invite Instructors to share a *Heartfelt Moment* that they experienced in one of their Roots of Empathy sessions this year. The Instructors would have been invited to complete a *Heartfelt Moment* sheet on the Training Dashboard before arriving at the mid-year training.

Why you are doing it:

To provide Instructors with the opportunity to share a *Heartfelt Moment* from their Roots of Empathy program. This personal reflection, which touched their hearts, may be a situation or a story from one of their Roots of Empathy visits.

Goals:

1. To encourage Instructors to reflect on their experiences with the program.
2. To share the power of the program and to connect Instructors to one another by sharing their vulnerability in telling what touched their hearts.
3. To provide a documented collection of stories which depict the impact of the program.

What you need:

- *Heartfelt Moment* – on the Training Dashboard

How you do it:

1. Once everyone has arrived and you are ready to begin, invite every Instructor to introduce themselves by name and sharing their *Heartfelt Moment* with the rest of the group.
2. It may be necessary to keep the group focused only on the highlights at this point. There is a natural tendency for Instructors to want to discuss some of the challenges. Challenges will be discussed later in the day.
3. Explain that these *Heartfelt Moments* are valued by the Roots of Empathy, who may want to share these insights anonymously in the newsletter, *Branches*, and they may be used to support fundraising.

Using Experiential Questions

Duration: 15 minutes & on-going

What you are going to do:

Throughout the training, when examples of experiential questions used in a Roots of Empathy classroom are identified they will be included on a flip chart (or PowerPoint slide) and displayed as a working list to be added to. Additionally, playing the 18 Questions video provides Instructors with a classroom example of an Instructor asking experiential questions to engage students.

Experiential Questions include questions that reference experiences that students have had either at home, in the school, or in the community either in the past or in the present moment around the Green Blanket. Two different types of experiential questions typically asked in a Roots of Empathy class can be described as:

Reflective Questions- contribute to the students' recall skills allowing them to develop the skill of remembering and integrating the memory into the current conversation resulting in a reflection.

Predicting Questions- provide students with an opportunity to imagine what might happen in the future based on their experiences.

Why you are doing it:

To provide the Instructors with a sample list of experiential questions that can be asked during the delivery of their Roots of Empathy program.

Goals:

1. To provide a model for how we use experiential questions to reach children in the Roots of Empathy program.
2. To help Instructors feel more comfortable using experiential questions in the classroom.
3. To deepen the Instructors' understanding of the role that experiential questions play in creating a risk-free learning environment.
4. To model Roots of Empathy's risk-free learning philosophy.

What you need:

- Blank Flip Chart Paper/PowerPoint slide/ White Board/ Smart Board titled "Experiential Questions in Roots of Empathy".
- Markers/ Writing Tools
- 18 Questions Video

How you do it:

1. Explain that in Roots of Empathy, Instructors are reaching the students rather than teaching students. This important connection is achieved by asking questions rather than giving information. The questions we ask are open-ended to encourage creative thinking, reflection and to help children use their experiences to connect with themselves, with one another and with the Instructor. Throughout the training we will be identifying examples of experiential questions that can be used in the delivery of the Roots of Empathy program.
2. As each question is identified, it will be recorded on the flip chart to provide the Instructors with a list of questions they can use in their Roots of Empathy classroom visits.
3. Encourage Instructors to write out these experiential questions or take a picture of the flip chart or slide to use in their own Roots of Empathy program.
4. Before playing the video on experiential questioning explain to Instructors that ***“experiential learning is the idea that around the Green Blanket experiences are being biologically embedded in the children’s brains, simply because deep engagement is deep learning. Roots of Empathy deepens experiential learning by asking experiential questions.”*** (Mary Gordon)

Explain to the Instructors that **experiential questioning means asking children questions about what they are experiencing in the moment, reflecting on past experiences or predicting what might happen in the future – Instructors are reaching rather than preaching to children. Ask the group to reflect on the importance of the role of experiential questions in creating a risk-free learning environment.**

5. Play 18 Question Video.
6. After watching the video, ask the Instructors, “What did you notice about the students in this video?”
 - **The Students in this video are fully engaged and their attention is focused on baby Mei.**
 - **Roots of Empathy Instructors can engage students and focus their attention on the baby and the interaction between the parent and baby by asking questions. When interacting with the students, always consider how you can frame any statement or information as a question, allowing the students to come to their own conclusions, helping to make them confident problem solvers, helping them to learn how to think, not what to think.**
 - **This opportunity allows children to develop the capacity to think and problem solve, which will have a positive impact on every corner of their lives.**

- **Roots of Empathy Instructors respond to children's questions with acknowledgement, not judgment thus creating a risk-free learning environment. This takes away fear of making a mistake, the fear of feeling embarrassed or the stress of speaking up in a group, and therefore promotes intrinsic motivation. When stress is reduced, children are freed up for learning, willing to take risks, and are able to find their voice.**

Questions identified in this video can be added to the "Experiential Questions in Roots of Empathy" flip chart/slide.

Examples of Questions to put on the "Experiential Questions in Roots of Empathy" list throughout the training:

1. How is the baby feeling?
2. How do you know the baby is feeling that way?
3. What is it about the baby's face and body that is telling you how they feel?
4. What happens to your face and body when you are feeling like the baby?
5. How are you feeling?
6. How did you feel when baby _____ came around to you today?
7. Think about a time when you felt like baby _____ is feeling now?
8. When was a time you remember feeling this way?
9. What just happened?
10. What do you think is going to happen?
11. What happened last time?
12. What do you think will happen if....?
13. What do you think that baby _____ is thinking?
14. What do you think baby _____ will do if I offer another ball/move the toy further away/sing the song again/...?
15. How did baby _____ react when we did this last time?
16. If baby _____ could talk, what do you think that they would say to us right now?
17. Has this ever happened to you? – an appropriate question if the baby is feeling shy or frustrated, etc.
18. Has this ever happened to someone you know? – ex. the baby rejects your offer of a toy and turns away
19. How do you feel when baby _____ is trying and trying to reach the toy?
20. How did you feel when baby _____ succeeded in reaching the toy?
21. What is baby _____ trying to tell us/mom/me?
22. Do you think she wants to try it again?
23. Do you think she likes it when we do this? – these two questions although not open-ended and requiring a yes or no are useful questions because the children can see that they don't all have the same opinion about the baby's interest or likes. Friendships in school often have a starting point when two students share an opinion. At the very least, it provides fodder for later conversations.

Challenges and Solutions

Duration: 1 hour and 30 minutes

What you are going to do:

Ask Instructors to work in small groups to record and present challenges and solutions in their Roots of Empathy programs.

Why you are doing it:

To provide Instructors with the opportunity to share challenges they have experienced in the Roots of Empathy program and then brainstorm possible solutions for each of these challenges as a group.

Goals:

1. To provide Instructors with the opportunity to learn from each other's experiences.
2. To provide an opportunity for Instructors to reflect on their own experiences and how they might prevent similar issues in the future.
3. To allow Instructors to hear from the experience of a Trainer and/or Mentor, if present.
4. To provide Roots of Empathy with a wide range of challenges encountered in the program, which will then inform program integrity and trainings in the future.

What you need:

- Handout: *Challenges and Solutions*
- *Instructor Self-Reflection Questionnaire* (individual)

How you do it:

1. Divide the Instructors into groups of three to four participants based on curriculum level delivered (Kindergarten, Primary, Junior, and Senior). *Dividing the groups based on the curriculum level they are delivering allows Instructors to discuss challenges that are more relevant to their program delivery.*
 - Each group is to record the Instructors' challenges and then brainstorm possible solutions for each of the challenges. Instructors can refer to their *Self-Reflection Questionnaires* for examples.
 - Remind each group to select a recorder and a reporter.
2. Ask the groups to report their challenges and solutions to the class at large. In order to allow all groups to participate equally, each group should select one challenge/solution to share with the large group. Continue to have groups share additional challenges as time allows.

- If present, Mentors can help provide additional strategies and support.
3. Collect reports from each group. Do not collect the *Instructor Self-Reflection Questionnaires*, as these are a reflective tool for the Instructor only. The Roots of Empathy Trainer sends all of the Challenges and Solutions to Roots of Empathy International Office where they will be recorded.

Mentor attendance must be pre-approved by the Program Integrity Department. If the Mentor(s) is (are) able to attend this part of training, they can circulate among the Instructors.

Temperament Review

Duration: 45 minutes

What you are going to do:

State the definition of temperament and review the nine traits.

Why you are doing it:

1. To give Instructors the information they will need to teach temperament during the Family Visit and to bridge the baby's temperament traits to the students' own temperament traits.
2. To expand understanding of temperament.

Goals:

1. To help children understand who they are and how they see the world giving them confidence in themselves.
2. To help children to make friends, connect with others and feel a sense of belonging.
3. To help children to be more understanding and accepting of themselves and others.

What you need:

- Media playback device (e.g., DVD player, or computer, projector, speakers and screen)
- *Temperament with Six Year Olds* video
- Power Point: *Question for the video on Temperament*
- Instructors' pictures of their Roots of Empathy babies
- Flip chart/slide: *Experiential Questions in Roots of Empathy*
- Training document: *Talking Temperament*

How you do it:

1. Review with Instructors that **Temperament is the way we react to people and situations. It is innate (not learned) and when we understand our temperament trait, we can learn to work with them.** There are nine temperament traits: *Mood, Sensitivity, Distractibility, Intensity, Rhythmicity, Activity Level, Adaptability, First Reaction* and *Persistence*. **In Roots of Empathy, when Instructors coach children in understanding the baby through his or her temperament traits, they learn to understand themselves and others through the lens of temperament. Understanding the various temperament traits makes it is easier for children to better manage their behaviour and helps them regulate their emotions in different situations.**

Say: “Temperament is closely connected with feelings. Some temperament traits leave children feeling very frustrated and in ROE there is an opportunity to talk about feeling included, respected, welcome, understood and a sense of belonging. It is universal that we all ache to belong and that there is a human drive to be understood.”

2. Explain that you are about to show them a video on temperament. They will see instruction at primary curriculum level. This video has an introduction by Mary Gordon speaking to temperament, and a short clip from a Family Visit.
3. Divide the Instructors into two groups (or more if the training is large). Ask Instructors to jot down the main points in response to the question while watching the video. Each group is to choose one person to be the recorder and another to be the reporter.
4. At the end of the video, ask the Instructors to discuss their answers within their groups. Allow five minutes for discussion.
5. Invite the reporter in each group share with the group at large. Review key points noting in particular the following bolded bullets.

Remember to add new experiential questions to the “Experiential Questions in Roots of Empathy” flip chart/slide.

Temperament with Six Year Olds

Ask the group to reflect on the importance of temperament.

Question: What questions did the Instructor ask to help bridge the students’ observations of baby Carter to their own experiences with frustration and activity level?

- **Using experiential questions, and guided observation, the Instructor helps the students identify the temperament trait of activity level. She invites the children to look at the baby’s body and asks, “Is he moving a lot or a little?” The Instructor asks the students to reflect on their own activity level in the context of their school day. She asks them, “Who here, when they are at school, has a hard time sitting still? And who here can sit for a long time?”**
- **Mary Gordon often says that the Green Blanket is a launching pad for children to understand their own feelings and temperament traits, thereby gaining insight into how others feel and react to the world.**
- **The Instructor uses reflective questions as the students observe baby Carter’s reactions by asking, “Do you think he gets frustrated easily or do you think it takes a long time?”**
- **The Instructor helps the students bridge their understanding of baby Carter’s temperament trait of persistence to their own unique temperament by asking, “Who here takes a long time to get frustrated and who here gets frustrated more easily?” This helps the students to identify and reflect on their own temperament as the Instructor acknowledges that we are all different.**

- **Children are better able to understand themselves by learning about their innate temperament traits and how they see and react to the world. This supports children in developing a sense of who they are and why they feel the way they do.**
6. Invite the Instructors to take out pictures of their Roots of Empathy babies to share with the group. *This activity is to be done with the whole group, the Instructors enjoy sharing and talking about their baby and like to hear about one another's experiences.*
 - Ask Instructors to take turns showing their baby picture to the group. Ask them to tell the group about their baby using the language of temperament traits by describing the baby's reactions and behaviours on the Green Blanket.
 7. Ask if there were any Temperament Traits that were difficult to highlight in the baby during their Family Visits. Review and give examples of any of the temperament traits that Instructors find more challenging to understand/demonstrate on the Green Blanket.
 - Refer to the *Talking Temperament* training document on the Training Dashboard and discuss as a whole group. Invite Instructors to provide examples from their own classes as opportunities to discuss temperament, either through the baby or the children. How have they been able to bridge examples of temperament with the baby to the children? Give examples of how to bridge temperament to the students. Discuss the idea that some people will be low in a temperament trait, some will be high, but others will be somewhere in between. This creates a truly inclusive temperament discussion as well as highlighting the concept of a continuum.
 - Be sure to refer to and explain that some of the descriptions on the document use the terms negative & positive, and were the terms used by Chess/Thomas. In Roots of Empathy, we do not define any traits as positive/negative but instead we describe them as sunny/serious, or sunrise/sunset which doesn't imply that one is better than the other.

Family Visit with an Older Baby

Duration: 1 hour 15 minutes

What you are going to do:

Demonstrate a Family Visit with a parent and older baby. Debrief the Family Visit and review the Family Visit Check List and best practices.

Why you are doing it:

1. To give Instructors an opportunity to experience a Family Visit with an older baby
2. To reinforce the Family Visit Checklist and underlying principles including best practice with *4 Threes*.
3. To expand understanding of emotional literacy, infant development, neuroscience, attachment, emotional regulation and temperament
4. To draw attention to and demonstrate following baby's lead (intention) and reading baby's cues (body language, facial expression, tone of voice, etc.).
5. To demonstrate the use of experiential questions and highlight opportunities to bridge the students' observations around the Green Blanket to themselves.

Goals:

1. To highlight an older baby's growing abilities thereby increasing the Instructors' confidence in delivering a Family Visit with an older baby.
2. To connect all of the Roots of Empathy philosophies through a risk-free experiential learning environment.

What you need:

- Parent with a baby (preferably about 8-10 months of age, or crawling)
- Family Visit Kit
- PowerPoint slides: *Family Visit Checklist* and *4 Threes*
- Training documents: *Family Visit Checklist* and *Family Visit Updates and Reminders*
- Gift for the baby (Roots of Empathy Teacher t-shirt and baby board book)

How you do it:

1. Set up for the Family Visit.
2. Refer to the *Family Visit Checklist* and *Family Visit Updates and Reminders* to the Instructors and review main points. Ask the Instructors if there are any items on the checklist that they would like the Trainer to highlight during the demonstration.

3. Mention that you are not following a specific curriculum, but instead will be demonstrating best practice in a Family Visit. Go over the *4 Threes* PowerPoint slide.
4. When the family arrives, greet the parent and baby before bringing the Instructors over to the blanket. Help the family to get comfortable. Talk with and engage the baby to warm him/her up. Ask if it would be okay for the Instructors to interact with the baby by touching the baby's feet, and ask if they would be comfortable with taking the baby's socks off. Put the Roots of Empathy Teacher t-shirt on the baby.
5. Gather the Instructors around the blanket. Explain that this a demonstration in which everyone can take part by sharing their ideas. The focus is to come up with ways of working with an older baby. Ask the Instructors for comments and suggestions along the way. Before beginning, invite the Instructors to stand and take 3 deep breaths, and then sing the *Roots of Empathy Welcome Song* as the parent takes the baby around the blanket to interact with each Instructor. As a part of the *4 Threes*, it is important to highlight having the parent and baby pause for 3 seconds in front of each Instructor.
6. **Emotional Literacy:** After singing the *Welcome Song*, ask the Instructors:
 - How is the baby feeling?
 - How do you know?
 - How did it make you feel?

Explain that by asking these 3 questions, Instructors have the opportunity to highlight emotional literacy right away, which is one of the elements on the *Family Visit Checklist*. Remind the Instructors, to continue to focus on emotional literacy, as the baby's emotions will change throughout the family visit when the baby is excited about a toy, or frustrated by trying to roll over, or sad or grumpy because they are tired. We want the children to observe how feelings change, how we can observe them by reading the baby's cues, and ask the children: "What do they do when they are feeling like the baby?"

7. ***Family Visit Checklist, Family Visit Up-Dates and Reminders and 4 Threes:***
Remember to demonstrate the *4 Threes* (3 deep breaths, 3 seconds in front of each student, 3 songs and 3 temperament traits) and all *Family Visit Checklist* items in your best practice demonstration. Before holding, exercising or playing with the baby, remember to ask, "Can I hold/exercise/play with you?" Remind the Instructors that when we ask this question, we want to ask the students to observe the baby's cues: "Is the baby ok with me picking him up?" "How do you know?"

Family Visit Checklist:

- Emotional Literacy
- Empathy
- Temperament
- Infant Development
- Attachment and Attunement
- Neuroscience
- Engaging the Students
- Engaging the Parent

- Following the Baby's Lead
 - Reading the Baby's Cues
8. **Demonstrating Temperament:** As a part of the 4 *Threes* it is important to highlight 3 temperament traits. Draw attention to the baby's behaviours and reactions, and ask the Instructors, which temperament trait might the baby be demonstrating in this situation. In addition to highlighting temperament through observing the baby's reactions during the Family Visit, you can also simply ask the parent questions (*Engaging the Parent*) about the baby's sleep and feeding patterns (*Rhythmicity*), how long and loud the baby might cry (*Intensity*), and what reaction the baby might have to anything new (*First reaction*).
- It is important to note that when highlighting the baby's temperament Instructors need to then bridge that trait to the students. Discuss and demonstrate this concept with the Instructors. For example, during the family visit, if the baby moves around a lot ask the Instructors, "Does our baby like moving a little bit or a lot?"
 - To bridge this temperament trait to the students, Instructors could ask questions such as, "How many of you are active like our baby and want to run out the door as soon as the lunch bell rings? How many of you would rather read a book at lunch time? How many of you are somewhere in between?"

Please refer to the *Talking Temperament* training document.

9. **Highlighting the Roots of Empathy Toys:** Demonstrate the use of the Roots of Empathy toys in the family visit, explaining that toys offer Instructors the opportunity to highlight many of the items on the *Family Visit Checklist*. Infant Development, Attachment, Neuroscience, Temperament for example. Bringing out the same toys at different visits also allows the children to reflect on previous visits, as an older baby would use them differently at this stage of development.
- Ask the Instructors if there are any Roots of Empathy toys that they would like you to demonstrate during the Family Visit.
 - How might you introduce toys to the baby differently? For example, during a Family Visit, you can ask, "Can you describe what the baby did with the toy the last time? (*Reflection*) 'Let's watch to see what the baby does differently. Is he or she now able to use two-handed play with one or two Roots of Empathy balls?' (*Infant Development*)"
 - Show the baby each one of the Roots of Empathy toys, pausing long enough to see the baby's reaction. While the baby is exploring the toys, ask the Instructors, "How is our baby learning about this toy?" (*Neuroscience and learning through senses*).
 - **Infant Roll:** Make sure to emphasize that the roll should be clean, and **firmly** stuffed, and that the logo should be placed facing the students.
 - Place the roll vertically near the baby to see the baby's reaction (*Temperament*) and ask the Instructors what they notice. If the baby has started to pull themselves up, then they may use the roll as a support to help them stand. (*Infant Development*)

- Place the roll in front of the baby. Help the baby sit on the roll to give her a different feeling of sitting and balancing as well as a different visual perspective. Ask the Instructors, “How do you think the baby is feeling? Excited? Mad? Surprised? Does the baby like being up higher? How do you know?” Depending on the baby’s reaction, Instructors may be able to observe and identify some of the temperament traits such as: *Adaptability, First Reaction, Activity Level, Intensity*.

10. Asking Questions and Bridging to the Students: Trainers are modelling the use of questions (experiential questions, open-ended questions, reflective questions, etc.) throughout the family visit demonstration.

- Some examples you could use and highlight. “What did the baby do with this toy last time?” (*Reflective*). “What do you think the baby will do with the toy next time?” (*Prediction*). “Do you think the baby likes this toy?” (*Observation*). “How do you know?” (*Reading Baby’s Cues*) “Does anybody have a different idea?” (*Open Ended*). “I wonder what the baby is thinking right now?” (*Perspective taking*) “How does that make you feel?” (*Experiential*)
- Provide examples of bridging student’s observations and experiences around the green blanket to themselves. Highlight these opportunities during the demonstration, and ask the Instructors “What question could you ask the students to bridge this observation to themselves?”

11. Suggestions for an Older Baby : Here are some ideas you can use to demonstrate how Instructors can engage and interact with an older baby:

- What songs and action rhymes work especially well with older babies? How can you further engage the baby in them? How might you expect an older baby to react to songs, rhymes and games he/she is familiar with? As a part of the 4 Threes, it is important to highlight singing 3 songs (not including the *Roots of Empathy Welcome* and *Goodbye Songs*). If the baby cries or becomes upset, please sing a lullaby to help soothe a baby and to highlight emotional regulation.
- Sing a song, or a tickling, clapping or foot rhyme with the baby and yourself, being sure to demonstrate Following Baby’s Lead and then engage the parent to do the same song with their baby. Ask the Instructors if they notice a difference between the two interactions - providing an opportunity to highlight the loving attachment between the parent and baby.
- Increased mobility can be an issue. How can you keep a moving baby safe? When following baby’s lead, what might you expect the baby to be interested in? What could you ask students to observe?
- **Peek-a-boo Games:** Around 8-12 months some babies have object permanence in place (the baby has learned that a toy/person still exists even if it is out of his/her sight). You can demonstrate this either by using Roots of Empathy infant toys or singing.
 - Give the sensory toy to the baby to hold and show the baby the peek-a-boo flap. Ask the Instructors to notice the baby’s reaction.

- Sing the finger rhyme “Two Little Black Birds” to demonstrate another way of playing peek-a-boo and see if the baby’s reaction is different.
 - Put both hands across your face to cover your eyes and say, “Where’s (Roots of Empathy baby’s name)?” and then take them away and say, “There you are!” Ask the parent to play a Peek-a-boo game with the baby and have the Instructors watch if the baby reacts differently.
 - **Hide and Seek Games:** Through these games babies also learn about the permanence of people and things.
 - Using a sea creature or Roots of Empathy ball, show the baby the toy and then hide it under part of the blanket and see what the baby does. If the baby doesn’t look for it, explain to the Instructors that right now, if the baby no longer sees an object, they think it no longer exists. Then show half of the toy to the baby and see what happens.
 - **Movement/Crawling Games:** Around 9-12 months babies are much more interactive. Babies over 6 months often enjoy vigorous bouncing games as they experience gravity and enjoy moving around.
 - Sit on the blanket with legs apart so there is space for the baby to sit directly in front of you. Holding the baby’s hands, gently rock back and forth while singing the interactive song, “Row Your Boat” to observe the baby’s reaction. Ask the parent to do the interactive song with the baby and have the Instructors watch and see if the baby reacts differently. (*Attachment*)
 - Pick up one of the Roots of Empathy balls and sit beside the baby. Roll the ball down the blanket and watch for the baby’s reaction. Place the baby at one end of the blanket and you or the parent at the other end. Roll the ball to the baby and encourage the baby to roll it back. You might want to have someone sitting beside the baby to help him or her roll it back.
 - **Perspective Taking:** Encourage the baby to stand up holding the parent’s hand for balance and talk to the Instructors about how the baby’s visual perspective changes in doing so. Ask the Instructors, “What is the baby able to see now?” Sing an upbeat song to the baby and watch their reaction. Did the baby move a lot or a little? (*Temperament*)
12. **Singing the Goodbye Song:** Ask the Instructors if there is anything they would like you to highlight, or if they have any questions before ending the Family Visit. Invite Instructors to stand up and sing the *Goodbye Song* and touch the baby’s toes as the parent brings the baby around the circle. Thank the parent, give the baby the gift and assist them as they leave. Mention to Instructors that it is important to debrief with parents after every Family Visit by simply asking them how they felt the Family Visit went.
13. **Debrief the Family Visit with the Instructors.** Review the *Family Visit Checklist*. **Using questions,** ask the Instructors about how each item on the checklist was accomplished or other techniques they could use in their own classrooms to achieve the items. Ask the Instructors if there are any of these elements that they would like you to review in more detail or that they find challenging to highlight.

Be prepared to share an element that you have found challenging, if there are no responses. Then ask, "Would anyone like to share an example of how you highlighted that element of the checklist?"

Remember to add new questions to the "Experiential Questions in Roots of Empathy" list throughout the Family Visit Debrief.

Roots of Empathy Knowledge Base and Philosophy

Duration: 45 minutes

What you are going to do:

Deepen Instructors' understanding of the Roots of Empathy Knowledge Base and Philosophy, including emotional literacy, emotional regulation and experiential questioning.

Why you are doing it:

1. To deepen Instructors' understanding of the Roots of Empathy Knowledge Base and Philosophy.
2. To expand Instructors' knowledge of emotional literacy, emotional regulation and experiential questioning.
3. To provide an opportunity to observe instruction in Roots of Empathy programs with students of various ages.

Goals:

1. To familiarize Instructors with the Theory of Change and how observing and naming the Baby's emotions leads to long lasting and deep learning for the children.
2. To invite Instructors to reflect on all of the ways that children develop emotional literacy in the program.
3. To highlight for Instructors the key role that attachment and attunement play in the development of emotional regulation skills.

What you need:

- *Emotional Literacy* video
- *Emotional Regulation* video
- PowerPoints: *1 pair and share question and 1 whole group question for each video on Emotional Literacy and Emotional Regulation*

How you do it:

1. Explain to Instructors that the Roots of Empathy Knowledge Base and Philosophy **includes the values and components which make up the program.** Mention that you have already gone over a few: questioning, attachment, neuroscience and temperament, and are about to show them two videos on *Emotional Literacy* and *Emotional Regulation*. They will see instruction at both the Primary and Junior curriculum levels. Explain that these videos only show short clips from Family Visits.
2. Display the discussion questions on the flip chart or PowerPoint for the Instructors to review before watching the related video.

3. Ask Instructors to jot down the main points in response to the question while watching the videos.
4. At the end of each video ask the Instructors to discuss the questions in pairs, or groups of three and allow 5 minutes for discussion.
5. Invite the recorder in each group share with the group at large. Review key points, noting in particular the following bolded points for each question. Ask the follow-up questions as part of the large group discussion.

Video One – Emotional Literacy

Before Playing the Video

Remind the Instructors of the definition and review the four steps of developing emotional literacy listed below.

Emotional literacy is the ability to identify and name one's own emotions and be able to express them. This is a key component of the Roots of Empathy program.

- **Observation of and labelling baby's emotions**
- **Reflecting and identifying own emotions**
- **Understand the emotions of others (empathy)- by observing the reflections shared by their classmates**
- **Comfort in discussing emotions- the Instructor has created a safe and risk-free environment where everyone's answers are acknowledged and accepted. This allows the students comfort in discussing their emotions.**

After Playing the Video

Ask the whole group: "What 3 questions did the Instructor ask at the beginning of the Family Visit?"

- **We start every Roots of Empathy class by asking the students three key questions. "How is the baby feeling?", "How do you know?", and "How are you feeling?". This allows the students an opportunity to not only identify the baby's feelings but their own feelings as well.**

Ask the Instructors to discuss the question below in pairs or threes with the Instructors sitting beside them.

Key Question: How does asking these three questions help children develop Emotional Literacy?

Ask Instructors to discuss the question above with their partner and share their observations and discussion with the large group. Include the additional points below if not covered during the discussion.

- Through experiential and open ended questioning, the Roots of Empathy Instructor guides the children's observations of the different emotions demonstrated by the baby during the Roots of Empathy Anthem (Hello Song).
- The baby is the "Teacher" and the lever for learning. Children develop emotional literacy as they learn to read the baby's facial, vocal and body language cues.
- The children develop vocabulary for their own feelings as they identify, label and name the baby's feelings.
- The activities involving the baby and the parent on the green blanket are considered a launching pad for the children to reflect on their own feelings and understand the feelings of their classmates (empathy).
- When the Instructor asks the children what they think and feel, the children get the opportunity to hear what their classmates think and feel. This gives them a chance to practise perspective taking, which is the cognitive aspect of empathy.

Ask the large group: Are there other ways that we help children develop Emotional Literacy in Roots of Empathy?

- We develop emotional literacy in the Pre and Post Family Visits. This is done through artwork, literature and group work.
- Artwork is used in the primary curriculum because at this age (6-8 years) students may have not yet developed the vocabulary to express how they are feeling. Students explore their emotions through art more expressively than in conversation or writing. In Roots of Empathy, children's artwork is not marked or judged either positively or negatively, creating a risk-free learning environment. The children are free to express themselves through their artwork without fear of judgment.
- Remind the Instructors:
 - Art is personal; it reflects a child's perspective on the world and speaks to a child's often unspoken feelings.
 - Respect children's art rather than directing it.
 - Art is the poetry of the child's soul. It is not for judging, even if that judging is positive praise.

- Through literature, children have the opportunity to practise perspective taking and use their imagination improving the capacity for empathy. The children can take the perspective of the characters in the book and reflect on their own similar or different experiences. The children develop emotional literacy by participating in a discussion after the story through discussion, questions and reflecting on the emotions and experiences of the characters.
- Through group activities, students learn a variety of skills including problem solving, creative thinking, flexible thought and consensus building. For example, in the primary curriculum the students create the emotion barometer where they have the opportunity to identify their current emotion and also see the current emotions of their classmates. In the junior curriculum, students consider a variety of scenarios which allows them to work in groups and express how they might feel about the situations presented and hear the thoughts and feelings of others.

Video Two – Emotional Regulation

Before Playing the Video

Explain to Instructors that **emotional literacy is a first and essential step in learning how to regulate emotions. Children must first be able to identify and understand their emotions in order to regulate them.**

In the Roots of Empathy program, we discuss emotions – the baby’s, the parent’s and the children’s – and help children develop emotional literacy and learn to regulate their emotions. Ask the group to reflect on the importance of the attachment relationship the baby has with their parent, and the attunement of the parent to their baby, and how they relate to emotional regulation.

After Playing the Video

Ask Instructors to discuss the question below with their partner and share their observations and discussion with the large group. Include the additional points below if not covered during the discussion.

Key Question: How does the Instructor guide the student’s observations of the attachment relationship the baby has to their parent? How does the parent’s attunement to their baby help the baby to regulate their emotions?

- The Instructor engaged the mother by asking her to describe some of the intentional sensory inputs she uses to calm her baby and bring down his cortisol level (stress hormone). She does this by asking, “What are some things you do to help him?”

- The baby is both a “Teacher” and a “Reacher”. The Instructor has established, through reflective questioning, that all of the children feel sad when Baby Carter is sad and happy when he is comforted. This is empathy.
- By being attuned to the baby, the parent is aware of the baby’s intentions and interest. We coach the children to become more attuned to the baby’s feelings by asking, “How do you think the baby is feeling?” or “Where is the baby showing their attention?” The first step in learning how to regulate one’s emotions is to identify feelings by name.

Ask the large group: How could the Instructor bridge the student’s observation of how the parent helps the baby to regulate their emotions to the students’ ability to regulate their own emotions?

- In this clip, the Instructor sets the students up to identify and discuss their feelings in response to the baby being upset – empathy. The next step is for the students to share a time when they felt like the baby – sad or upset. The final step in emotional regulation is to discuss with the students what strategies they use for managing their upset feelings.
- Through experiential questions, the Instructor can ask the students to reflect on how the parent helps the baby and think of who helps them when they are feeling sad or upset. Through discussion, the students can share their own strategies and ideas on how they can help themselves when they are feeling sad/upset/frustrated, etc.

Remember to add new questions to the “Experiential Questions in Roots of Empathy” flip chart/slide throughout this activity.

Certification/Year End Feedback

Duration: 15 minutes

What you are going to do:

- Review the Instructor certification process.
- Explain the Annual Program Evaluation process.

Why you are doing it:

1. To review the steps required to become a Certified Instructor.
2. To explain the importance of the Annual Program Evaluation process.

Goals:

1. To leave Instructors feeling inspired and proud to be a part of the program and our goal of changing the world child by child.
2. To help Instructors feel connected to the organization and committed to program integrity.

What you need:

- Trainer Manual: *Instructor Certification Process*

How you do it:

1. Certification

- Review *Certification Process* training document. Emphasize the importance of being available for phone calls with Mentors as an element of certification.

2. Year End Feedback

- Roots of Empathy relies on feedback from program participants (i.e., student, classroom teacher, Roots of Empathy parent and Roots of Empathy Instructor) to ensure program integrity. These forms are completed during Theme 9. Your Mentor will contact you about the feedback form process towards the end of the year.
- In Roots of Empathy, we speak about the importance of voice. The Student Feedback activity is an example of “walking our talk”. One of the unique things about Roots of Empathy is the respect we give to children and the attention we pay to what they have to tell us. These Student Feedback forms are sensitively designed to be developmentally appropriate.

- Roots of Empathy has invested heavily in the evaluation of the program. This includes curriculum, instruction, training, mentoring, and International Office support. Just as we are accountable to our funders for every penny spent, we are equally accountable to the children and the schools who invite us into their classrooms to deliver state-of-the-art programming.
- A researcher has designed the Roots of Empathy Feedback forms to assist us in our accountability, and to inform us on how to improve our curriculum for our instruction. This information is collected at the local level, and then tabulated and summarized into an Annual Program Evaluation Report. This allows all stakeholders, government and non-government funders to see the impact of the program from the perspectives of the children and other groups.
- It is vitally important that Instructors understand their role in ensuring the Roots of Empathy feedback forms are completed and submitted through Roots of Empathy Instructor Dashboard.

Updates

Duration: 15 minutes

What you are going to do:

Share information about Roots of Empathy's recent awards and any recent changes.

Why you are doing it:

To keep Instructors updated and enthusiastic about our organizational success.

Goals:

1. To further deepen the pride and connection Instructors feel to the organization.
2. To encourage Instructors to stay current with any future changes and accolades the program may receive.
3. To open the door for future communications and relationship building within the community.

What you need:

- Read section below

How you do it:

Roots of Empathy Updates

1. Please read the following message from Mary Gordon:
"When we step into the Roots of Empathy classroom, we step into the lives of children. This profound privilege allows us to understand how children are feeling and what they are thinking. We get a measure of the incredible moral courage children have to speak truth through their anxieties and dreams. We treasure this privilege and ROE's raison d'être is to foster children's innate empathy and to nurture their emotional literacy so, that they will be the framework of a more caring, peaceful and civil society."
2. The impact of being a Roots of Empathy Instructor is cumulative, there is a ripple effect that extends to the broader community and world. Mary Gordon's vision was bigger than the programs/programmes. It is encompassed in our mission statement and can be understood through academic citations, which quote Roots of Empathy research studies, Mary Gordon's book and Mary Gordon influencing thinkers, leaders and students.
3. Impact comes in many forms and each year Roots of Empathy is recognized both nationally and internationally and has been the recipient of several awards recognizing our social innovation.

- Mary Gordon, our Founder and President, has consulted with and/or presented to the UN, the WHO, UNICEF, The Nelson Mandela Children's Fund, and to governments. She is a regular keynote speaker at conferences and has several TEDx talks. She has been honoured with the Governor General's Innovation Award, is a recipient of the Order of Canada, Order of Ontario, and Order of Newfoundland and Labrador, and is also the recipient of honorary doctorates in Canada and Europe.
 - Since 2018, Roots of Empathy has been honoured as one of the [100 most inspiring social innovations](#) in education by the Finnish education organization HundrED. HundrED aims to share inspirational ideas and projects across borders to improve the future of education worldwide. The innovations were identified through research, events and recommendations; over 700 projects were evaluated for their originality, impact and scalability.
 - In 2022, Roots of Empathy had the honour of being inducted into HundrED's Hall of Fame for Education Innovations. This elevation comes after being chosen each year, for 5 years in a row, from thousands of education innovations to be part of HundrED's global collections, chosen by their Academy of academics, educators, innovators, funders, and leaders from countries around the world. Fantastic recognition from an organization that seeks to promote "innovative, impactful and scalable approaches" that "help our children flourish in life" and that can be spread across the world. Roots of Empathy was 1 of 4 education innovations to be inducted for 2023.
4. Roots of Empathy measures its impact each year through the Annual Program Evaluation (both regionally and globally). The feedback questions are created to directly measure how we are meeting the goals of the program/programme, which are:
- To foster the development of emotional literacy and empathy.
 - To promote children's prosocial behaviours and reduce levels of bullying and aggression.
 - To prepare students for responsive parenting.
 - To prepare students for responsible citizenship.
 - To promote students' mental health, wellbeing, and resilience.

*the last goal was first measured during the 2022-23 school year. Please read the following information from the 2023 Global Annual Program Evaluation, which describes the relevance of the new goal:

“In future years, sociologists will likely define the pandemic period by its impact on children of various stages of development as well as its impact on adults, the economy, polarization, marginalization, and particular challenges to how we view one another in the world. Children have become more anxious everywhere. Roots of Empathy supports children in learning to regulate their emotions thus freeing them up to learn.

Roots of Empathy fosters resilience in children. [Dr. Bruce Perry](#) stated, “Roots of Empathy is critically important as a resiliency building program. It teaches children how to develop a comfort level with creating relational opportunities.” [Dr. Michael Ungar](#), a world-renowned resilience expert, noted, “Roots of Empathy is seeding the foundational stones for a more resilient community.”

Roots of Empathy fosters the development of empathy and prosocial behaviours, both of which are associated with the ability to make friends and with positive mental health/emotional wellbeing. Empathy is necessary to build healthy relationships and resilience (Mehrabian, 2000; Jones et al., 2015).” (2023 ROE Global APE)

5. Please encourage Instructors, as our most dedicated ambassadors and storytellers to review the most recent Annual Program Evaluation for their region, which can be found on their Instructor Dashboard and shared with classroom teachers, school administrators, community leaders, and volunteer families.
6. Remind Instructors to register for future Virtual Instructor Cafés, where they can hear from Mary Gordon about the current state of children and education worldwide. The Instructor Cafés also offer excellent opportunities for professional learning and connecting with the organization.

KPP/ PM Update

In this section, the KPP/PM is invited to talk about any loose ends or to discuss local issues that haven’t been touched on earlier in the day.

Reflection and Feedback

Duration: 15 minutes

What you are going to do:

Provide Instructors with an opportunity to reflect on the day and their program delivery.

Why you are doing it:

To give Instructors an understanding of the importance of reflection in Roots of Empathy.

Goals:

1. To provide a safe and empathic space for Instructors to share what they are feeling.
2. To encourage reflection in all aspects of the Roots of Empathy program and relate to the experiential learning opportunity they are providing to students.
3. To allow Instructors to hear from others about their experience and the impact the training and program have had on them.

What you need:

- Training Dashboard: *Mid-Year Training Reflection and Feedback Form*

How you do it:

1. Read the following paragraphs from Mary's Mentoring Messages: Letter 8

In life it is necessary to look in the rear-view mirror to see where we have been which informs where we will go. The pace of life is fast and children's lives tend to be over-organized leaving little time for day dreaming about the future and reflecting on the past. Roots of Empathy encourages children to inspect their inner lives and feelings.

Reflection is a value and skill, which is fostered in Roots of Empathy to help children to anchor who they are and where they are. The stillness required to reflect is dramatically absent in our instant feedback, internet, dot com world. The insight that little children can gain in their universal search for meaning can serve to steady them in rocky times. The language that we use to encourage reflection in the curriculum usually starts with ‘Think of a time when...’ It is the children’s publicly shared reflection, whether verbal or through art, that builds on our common emotional experiences and creates a shared humanity. When children have the words for their emotions, as learned through family visits and the reflective capacity fostered by pre and post visits, they develop internal ‘private talk’. When children are able to speak publicly about their feelings in the community of the classroom, combined with private talk, Roots of Empathy calls this a literacy of feelings.

In Roots of Empathy, trainings give Instructors parallel opportunities to experience reflection in much the same way the children do. In the spirit of reflection and feedback (private and public) Roots of Empathy gives Instructors a ‘walk the talk’ experience and invites them to further reflect on the own learnings.

2. Ask each Instructor to also complete the *MYT Reflection and Feedback* form on their Training Dashboard. Please allow at least 15 minutes at the end of the day to fully answer all the questions.
3. Invite Instructors to participate in a closing circle:
 - Invite all Instructors form a circle. Mention that you will be passing your Trainer’s stone, which you bring to all trainings, along to each Instructor. Explain that when the stone comes to them, they can provide one word to describe how they feel if they are comfortable doing so.
 - Pass your Trainer stone from person to person.
 - Each person will hold the stone and provide one word to describe how they are feeling now that mid-year training is complete.
 - End the circle by concluding that each of them, through delivering the Roots of Empathy program, will be helping to create a more peaceful, caring and civil society. Point out that when a stone is dropped in the water it causes a ripple effect. Like the stone that creates ripples, they will continue to spread Roots of Empathy values and messages to their children, families and communities.
 - Thank Instructors for their time over the day and wish them well as they return to their communities to continue to implement the Roots of Empathy program.

Wrap Up

What you need:

- *Challenges and Solutions*
- Instructor Reflection and Feedback on the Training Dashboard
- Mid-Year Training Trainer's Feedback

Goals:

1. To hear from Trainers' about their experience with the mid-year training and to use this information to inform future trainings and professional development workshops.

How you do it:

1. Please fill in the *Mid-Year Training Trainer's Feedback* on the Trainer's Dashboard.
2. Make sure the attendance for all Instructors is completed on the Trainer's Dashboard. International Office will be enrolling all absent Instructors in the Virtual Training Institute for a make-up assignment, and will pass along the Mid-Year Training Trainer's Report to the Senior Mentor for follow-up with Mentors.
3. Submit all completed forms and handouts listed above to Roots of Empathy International Office no later than one week following the training. Don't forget to send in your timesheet and expenses as well.

You have now completed your training requirements for this region.

Congratulations and thank you!