

Set-up and Welcome

Duration: 10 minutes

What you are going to do:

Prepare the room and set out the training materials before the start of the training.

Why you are doing it:

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

What you need:

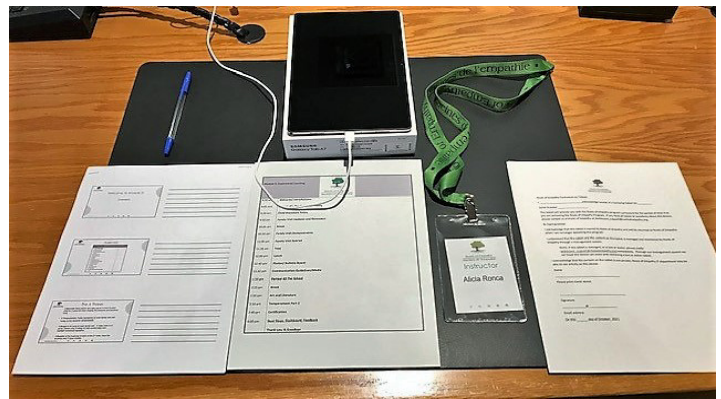
- All of the materials for Day 1 (look through the *What you need* section for the other Day 1 activities in this manual to make sure you have everything prepared that will be needed)
- Roots of Empathy Instructor lanyards
- Display materials
- **PowerPoint:** *Welcome* slide
- **Training documents**

How you do it:

1. Check that all media playback devices are in working order, including audio, and cue up the first Roots of Empathy video.
2. **Set up the Roots of Empathy PowerPoint. Post Welcome Slide.**
3. The list of Trainees will be available on the Trainer's dashboard. Please, check to ensure all participants are present. Either the trainer or the KPP should follow up with anyone who has not arrived.
4. Greet the Trainees individually as they arrive.
5. Place the *Roots of Empathy Curriculum*, Roots of Empathy Instructor lanyard, agenda, and training documents at each seat.
6. When everyone has arrived, gather the KPP and Mentor (if present) at the front and sing the Roots of Empathy Welcome Song to focus attention. Welcome everyone and introduce the KPP, the Mentor and yourself. If the training is being delivered in Canada, please share the Universal Canadian Land Acknowledgement provided.
7. Refer to the Training documents and Instructor Resources. Explain that you will be working through the various documents over the next three days and by the end of day three of the training we will have gone through all of them.

8. Explain that every person needs to attend the full three days of training, as mentioned in their interview and training acceptance letter. Let Trainees know that if they anticipate needing to miss any period of time during the training that they should come and speak with you as soon as possible.

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 Trainees' names.



Ice Breaker

Duration: 45 minutes

What you are going to do:

An icebreaker exercise using Mary Gordon quotes.

Why you are doing it:

1. To help participants to get to know each other in a non-threatening way
2. To create a comfortable learning environment
3. To expose Trainees to some of the Founder's philosophy

What you need:

- Pairs of quotes equal in number to number of Trainees
- **PowerPoint Slide:** Ice breaker and *What is Empathy?*

How you do it:

1. Give each Trainee a quote. For a smaller training (less than 20 Trainees), it is recommended that quotes #2 and #10 be removed.
2. Explain that these quotes are from Mary Gordon's book *Roots of Empathy: Changing the World Child by Child* and over the course of the next three days, they will be uncovering the meaning behind the quotations. Invite the participants to find the person with the matching quote.
3. **Share the PowerPoint slide: Icebreaker.**
4. Partners should interview each other for five minutes and ask each other:
(let them know it is okay to take notes)
 - The type of work they do
 - Something interesting about themselves
 - Why did they want to become a Roots of Empathy Instructor?
5. After the five minutes, ask each pair read their quote to the group and then introduce their partners.
6. At the end of the Instructor introductions go over who Roots of Empathy Instructors are and their role.

Roots of Empathy Instructor

- **Who are the Roots of Empathy Instructors:**

Each person who is here comes from different educational backgrounds and this group has a variety of work and life experiences. Roots of Empathy celebrates the diversity of its Instructors and the richness of this learning community in its tapestry.

- a. School based speech pathologists
- b. School guidance counselors
- c. Early childhood educators

- d. Child welfare workers
- e. Pediatric nurses
- f. Youth and family workers
- g. Social workers
- h. Principals
- i. Public health nurses
- j. School psychologists
- k. Police officers (diversity work, social work, community development work)
- l. Recently retired teachers
- m. Domestic violence workers
- n. Volunteer parents

- **The Role of the Roots of Empathy Instructor:**

The Roots of Empathy Program revolves around a Baby, the Baby's family, a class of elementary school children, their teacher, school and community, and a Roots of Empathy Instructor. Each brings something different to the program, and the Program's success depends on the ability of everyone to work in tandem. Instructors deliver all aspects of the Roots of Empathy curriculum in the classroom and build respectful relationships with the participating family, classroom teacher and students.

7. **After the Roots of Empathy discussion, share the PowerPoint slide “What is Empathy?” and read the definition.**
8. Ask Trainees to reflect on the question, “Why is Empathy important in our world?”
9. Now discuss the organization name, “Roots of Empathy”. Reflecting on Mary's book and the history of the organization, why do you think that Mary named the organization, Roots of Empathy?

After the Trainees have shared their thoughts, to conclude this section, please share the following with the Trainees:

In the 80's and 90's Founder Mary Gordon worked with hundreds of families. She noticed that for those families where there was a history of domestic violence and child abuse or neglect, the perpetrators of the violence showed an absence of empathy. She also noticed an intergenerational pattern of abuse.

She correctly identified the attachment relationship as the key to the development of empathy. She believed correctly that empathy is innate and it is through this relationship that empathy would bloom or fade. A secure attachment relationship bodes well for the development of empathy.

So the attachment relationship is “**the roots of empathy**”.

Overview of Training

Duration: 10 minutes

What you are going to do:

Explain to Trainees what to expect in this training.

Why you are doing it:

1. To help participants understand the training process.
2. To reassure Trainees who need the “whole picture” and to show how various learning styles will be incorporated (visual, auditory, and kinesthetic learners)

What you need:

- **Training Agenda**

How you do it:

1. Prior to reviewing the agenda, please review the following logistics:
 - Explain that this is an intensive and interactive training with many group discussions. When we are all fully present we enhance our own learning and deepen the experience for all Trainees. There will be scheduled breaks throughout the training.
 - Remind Trainees, as a courtesy, to please turn off their cell phones or switch them to “vibrate”. If you have an urgent call, please excuse yourself from the room and we will review any material you missed at the next break.
 - Mention to Trainees the importance of prompt timing. You would like to be respectful of their time and end promptly at the planned ending time, so they need to arrive to session and return from breaks in a timely manner for this to happen (e.g., at start up and after breaks).
2. Review the agenda. Draw attention to:
 - Topics and timing
 - Lunch and Breaks
 - Family Visit Demonstration
 - Workshops
 - Mentor/KPP involvement (during the training, Trainees may have an opportunity to connect with these people)
3. Remind Trainees of the Instructor Agreement form that is displayed on their Training Dashboard. Explain that it is important that this document is read over carefully, signed, and submitted, before the end of the training.
4. Emphasize that although it seems like there will be a lot to absorb in this training, this is just the beginning. All year they will be learning through experience by delivering the curriculum, and also by attending another in-person training day at mid-year. They will also be provided with support from their Mentor and KPP throughout the program year.

By the end of the training, you will have an understanding of how Roots of Empathy is played out in the classroom and you will be able to see your role as an Instructor.

5. Draw Trainees' attention to the Question board. Trainees can post questions at any time using post-it notes and the Trainer will answer them throughout the training.

Why A Baby

Duration: 30 minutes

What you are going to do:

Give a brief overview of the history, mission statement and goals of Roots of Empathy.
Show the *Love Grows Brains* video of Mary Gordon and discuss.

Remind Instructors that the ROE Program has reached over 1.2 million children globally and is available in multiple languages.

Why you are doing it:

1. To provide a brief review of the history of Roots of Empathy, its mission statement and ROE goals.
2. To introduce Trainees to the Mary Gordon quote, "*Love Grows Brains*".
3. To provide Trainees with an understanding of why the program is unique in that it brings a parent and Baby into a classroom of students.
4. To provide Trainees an understanding of the importance of the attachment relationship the Baby has with their parent and the attunement that the parent has to their Baby.
5. To introduce the concept of neuroscience, mirror neurons, and how children's brains "change" over the course of the program.

What you need:

- **PowerPoint:** *Historical timeline, Mission Statement, Goals*
- **Video:** *Love Grows Brains*
- **PowerPoint Slide:** *Why a Baby?*
- Chart paper for recording answers

How you do it:

1. **Using the historical timeline PowerPoint slide** Point out the highlights provided in the slide notes and ask if there are any questions.
2. **Using the Mission Statement and Goals PowerPoint slides**, remind Trainees of Roots of Empathy's mission and goals. Point out the highlights using the PowerPoint notes for each of these slides.
3. **Share the "Love Grows Brain" video.**
4. Following the video, explain to Trainees that you hope the video brought them more clarification and understanding of the program - most importantly understanding the heart of the program is the Baby's secure attachment relationship to their parent and the parent's attunement to their Baby.
5. Ask, "Why does Roots of Empathy use a Baby and parent in the classroom?" Please record the Trainees' responses on the chart paper.

6. Discuss any comments and reflections together with the group.
7. After discussion, please highlight the following points if they were not recorded:
 - A parent and infant are the best model of empathy.
 - In Roots of Empathy, the Baby is the "Teacher" and a "Baby's body is a theatre of emotion". Instructors coach the children to label the Baby's feelings, building their vocabulary of emotion words.
 - This is experiential learning at its best.
 - "The Roots of Empathy Baby is a lever which the Instructor uses to help the children identify and reflect on their own feelings and the feelings of others. This "emotional literacy" taught in the program lays the foundation for more safe and caring classrooms, where children are the Changers"- Mary Gordon.
 - A Baby is non-threatening. The Baby is more vulnerable than the students are and has no agenda.
 - The children observe the miracle of the Baby's first year of life. As the program progresses children witness various developmental milestones. Children are coached to see the developmental milestones in their own lives, which often are parallel to those of their Roots of Empathy Baby (e.g., as babies are getting teeth, primary students are losing teeth).
 - Having a parent and Baby participate in the Roots of Empathy program exposes children to powerful experiential learning.
 - The classroom becomes a community of care for the Baby.
 - Finding the humanity in the Baby allows children to find the humanity in themselves and then in one another.

Why We Sing in Roots of Empathy

Duration: 5 minutes

What you are going to do:

Introduce the Welcome Song and the repertoire of songs and action rhymes used in Roots of Empathy.

Why you are doing it:

1. To familiarize Trainees with Roots of Empathy songs and action rhymes
2. To help Trainees overcome reluctance to sing
3. To highlight the importance of music in the Roots of Empathy program during the Pre, Family and Post Visits
4. To build solidarity in the group

What you need:

- Refer to list below of *Roots of Empathy Songs and Action Rhymes*

How you do it:

1. Sing the Welcome Song to the group.
2. Explain that music is an integral part of the program and that songs and action rhymes are used to:
 - Stimulate as well as calm the Baby
 - Follow the Baby's development and reaction to singing and action rhymes
 - Provide students with their own repertoire of songs for later babysitting and parenting
 - Help re-focus students' attention, set the tone for the classroom and support transitions
 - Singing together (choral singing) provides an opportunity for every child to sing without any fear of embarrassment and allows giving the shyest child an opportunity to be part of the group.
3. Choose one song or action rhyme for each of the breaks and for times when you want to gather the Trainees together (see below for examples of songs and action rhymes (from each category) to highlight with Trainees or using your own repertoire). In Roots of Empathy, we use songs to gently gather people together here in the training and in the classroom.
4. Trainees should become familiar with the songs and rhymes so that they have several to choose from when planning their classroom visits. Mention that in every Family Visit, Trainees should sing at least 3 songs, in addition to the Roots of Empathy Welcome and Goodbye Songs.
5. Explain that there is an accompanying audio recording on the ROE Instructor Dashboard in which Mary Gordon gives background information for each song. This is a reference tool for those who may want ideas for songs in each class. Instructors are free to draw from their own repertoire, or that of the students, for songs used during the visits.

6. However, please let Trainees know that the songs in the Kindergarten curriculum must be presented as written. We use singing as a way to joyfully reinforce learning. You will notice that in most Themes of the Kindergarten curriculum we have incorporated an original song that uses the music of a familiar tune. In many instances we have also introduced movement to accompany the music, capitalizing on the multi-sensory learning advantages that we know foster the development of young children's brains. (Neurons that fire together, wire together)
7. The Roots of Empathy Curriculum employs multiple modes of learning through the various senses, increasing the chance that the learning will be deep, meaningful and lasting. Roots of Empathy is not as concerned with the quality of musicianship as we are with providing many opportunities for children to have a variety of singing experiences including choral singing and chanting. From the earliest times, singing has been a universal connection between people, and when we sing together, we build solidarity among the singers. Whether it is a song of grief, a rain dance, a birthday song, whatever the occasion or need, music has historically been an anchor for emotion.
8. Share more songs and rhymes throughout the training as indicated in the Agenda, mentioning the category of song/rhyme each one falls into. You may use some of the songs below or your own favourites.

If you are uncomfortable singing, you can play the audio recordings in the class to help guide you and the students as you make beautiful music together. The more you practice, the more comfortable you will feel. Remember, the baby is a very forgiving audience!

Sample Roots of Empathy Songs to sing during the training:

- Sing a foot rhyme, tickling rhyme and/or song for finger play and hands first, as these songs can be demonstrated in the Family Visit on Day 2.
1. **Foot Rhymes:** Tic Tac Two
 - Introduce the song "Tic Tac Two" to the Trainees and invite them to sing the song as you demonstrate the activity with the doll, tapping the doll's feet together. First using a slow beat, then a fast beat. The doll can be lying on its back or placed on your lap.
 - Let the Trainees know that during a Family Visit you would ask the children to watch the Baby's expression and body language and listen to the Baby's vocalizations. After the demonstration, ask the children which pace they think the Baby prefers.
 2. **Tickling Rhymes:** Slowly, Slowly Garden Snail
 - Introduce the rhyme "Slowly, Slowly Garden Snail" to the Trainees and ask them to practice the rhyme on themselves, the first verse in a low voice, slowly (snail) and second verse in a high pitch voice, quickly (mouse).

- This rhyme highlights a Baby's temperament – Does the Baby smile or squeal with delight? Is the Baby fidgety and not interested in staying still for the rhyme?

3. **Songs for Finger-Play and Hands:** Two Little Blackbirds

- Introduce the finger-play "Two Little Blackbirds" to the Trainees and ask them to partner up with another Trainee to do this finger-play with the actions (if there are an uneven number of Trainees you can pair up with them). One person can play the role of the child and the other the adult, and then switch roles. Do the finger-play in unison, as a group, both times.
- As mentioned earlier, this finger-play helps the Baby learn about the permanence of people and things. Around 8-12 months some babies have object permanence in place (the Baby has learned that a person/toy still exists even if it is out of their sight). If a Baby tries to look behind your back to find the finger, object permanence is in place.

4. **Bouncing song:** Little Red Wagon

- Introduce the song "Little Red Wagon" to Trainees and invite the Trainees to sing the song with you.
- Mention to the Trainees that during the Family Visit you might want to sing this song with the Baby and then ask the parent to sing it with the Baby to see if there is a difference in the Baby's reaction (**attachment**).

5. **Rocking Songs and Lullabies:** Rock-A-Bye Baby

- Introduce the song "Rock-A-Bye Baby" to the Trainees and ask them to sing the song very slowly, pretending that they are holding a Baby in their arms and gently rocking the Baby to sleep (this activity is used in Theme 5 in one of the lessons).
- Then ask the Trainees hum the song.

6. **Songs for Students:** Miss Mary Mack

- Introduce the rhyme "Miss Mary Mack" to the Trainees and invite them to practice the rhythm by gently tapping their lap.
- Ask the Trainees to partner up with someone they don't know to do it as a clapping rhyme (if there are an uneven number of Trainees you can pair up with them). This rhyme will help build solidarity in the group.

7. **Songs for Students:** Humpty Dumpty Rap

- Introduce "Humpty Dumpty Rap" to the Trainees and invite them to practice the rhythm by gently tapping their lap.
- After the chorus, there are various rhymes you can use besides Jack and Jill and Mary Had a Little Lamb. Ask the Trainees to give some other examples and add them into the rap. For example, Hickory Dickory Dock, Hey Diddle Diddle, Twinkle Twinkle Little Star and even Humpty Dumpty!
- This is a great song to introduce in the Theme 7 Communication Family Visit.

8. **Songs from the Kindergarten Curriculum:** Baby's Hands

- Introduce the song "Baby's Hands" to the Trainees and explain that this song is in the Post-Family Visit of Theme 1.
- Invite the Trainees to sing the song to the melody of "Edelweiss" from *The Sound of Music*.
 Baby's hands
 Clenched so tight
 You can't open or clap them
 Don't you know?
 When you grow
 You'll soon open and wave them.

9. **Songs from the Kindergarten Curriculum:** Babies Learn

- Introduce the song "Babies Learn" to the Trainees and explain that this song is in the Post-Family Visit of Theme 1.
- Invite the Trainees to sing the song to the melody of "Twinkle Twinkle Little Star".
 Baby's eyes look around
 Baby's ears hear a sound
 Baby's nose smells something sweet
 Baby's mouth likes to eat
 Baby's hands like to touch
 See how babies learn so much.

10. **Songs from the Kindergarten Curriculum:** Baby's Crying

- Introduce the song "Baby's Crying" to the Trainees and explain that this song is in the Pre-Family Visit of Theme 2.
- Invite the Trainees to sing the song to the melody of "Frere Jacques".
 Baby's crying, Baby's crying
 She's so sad, dry her tears
 Rock her very gently, pat her very gently
 Draw her near, draw her near.

11. **Songs from the Kindergarten Curriculum:** If You're Sad and You Know It

- Introduce the song "If You're Sad and You Know It" to the Trainees and explain that this song is in the Post-Family Visit of Theme 2.
- Invite the Trainees to sing the song to the melody of "If You're Happy and You Know It"
 If you're sad and you know it, breathe in and out
 If you're sad and you know it, breathe in and out
 If you're sad and you know it, then your face will surely show it
 If you're sad and you know it, breathe in and out.

Classroom Visits Overview

Duration: 15 minutes

What you are going to do:

Describe the Pre Family, Family, and Post Family Visits.

Why you are doing it:

1. To enable Trainees to differentiate among the three visits to the classroom

What you need:

- **Training Document:** *Overview of Classroom Visits*
- **PowerPoint slide:** 9 Themes
- **PowerPoint slide:** Pre Family Visit, the Family Visit, and the Post Family Visit

How you do it:

1. Ask Trainees to look at the Overview of Classroom Visits document.
2. **Show the PowerPoint listing the nine themes.**

*Nine themes are covered
throughout the school year.
These themes are:*

Meeting Baby
Crying
Caring and Planning
Relationships
Sleep
Safety
Communication
Who Am I?
Good-bye and Good Wishes

3. Explain that each theme is broken down into three lessons: the Pre Family Visit, the Family Visit, and the Post Family Visit.
4. **Show the PowerPoint slide Pre Family Visit, the Family Visit, and the Post Family Visit.**
5. Using the PowerPoint slide notes, review each slide with the Trainees. Describe the Pre Family, the Family, and the Post Family Visits using the photos as aids.

Mention to Trainees that the Roots of Empathy curriculum is intentional and there is a reason that the themes and lesson plan activities are in a particular order. Instructors need to lay the groundwork for a solid foundational understanding of concepts in order to deepen children's understanding later on.

The Pre Family Visit

- Roots of Empathy Instructor and classroom teacher without the family
- 30 minutes in length for the kindergarten curriculum
- 40 minutes in length for the primary, junior, and senior curriculum
- Focus on infant development and preparation for Family Visit
- In the Caring & Planning theme the Instructor demonstrates with a Roots of Empathy doll how to change the Baby's diaper (both disposable and cloth)

The Family Visit

- Roots of Empathy Instructor, the classroom teacher, parent(s) and Baby
- 30 minutes in length for all curriculum levels
- Roots of Empathy Instructor highlights the attachment relationship of the Baby to the parent
- Roots of Empathy Instructor highlights the attunement that the parent has to their Baby
- Roots of Empathy Instructor guides students' observations of the Baby
- Roots of Empathy Instructor demonstrates infant's development and discusses temperament and neuroscience through interaction with the Baby and parent
- Students ask parent(s) questions
- Through these observations the Instructor teaches students how to read the Baby's cues and figure out how the Baby feels

The Post Family Visit

- Roots of Empathy Instructor and classroom teacher without the family
- 30 minutes in length for the kindergarten curriculum
- 40 minutes in length for the primary, junior, and senior curriculum
- Focus on empathy and developmental milestones from the Family Visit
- Review the needs and feelings of the Baby and move on to exploring and understanding their own feelings and the feelings of others
- In the Caring & Planning theme (shown on the slide), students work in groups to calculate costs of various types of diapers and diaper services

6. Please review the following suggestions to help Instructors deliver the program:

- Please suggest Instructors plan to deliver visits on Tuesdays, Wednesdays or Thursdays. Mondays and Fridays are often holidays and planning visits on these days can present significant scheduling challenges.
- For Family Visits, Instructors do not need to use the classroom, as other areas in the school can be utilized (e.g., library, gym). This may be less disruptive to the classroom layout (e.g., having to move desks). However, remember to bring all appropriate Roots of Empathy materials needed for the Family Visit (e.g., Height/Weight Chart).
- Explain why the program begins the month after school starts (e.g., school staff and student changes, the teacher knows the children better and has established the students' daily routine).
- We recommend Instructors establish a regular, weekly day/time to instruct their Roots of Empathy Program. This establishes a routine that leads to fewer misunderstandings and is predictable for the Instructor, parent, children and teacher.

Meeting the Curriculum

Duration: 25 minutes

What you are going to do:

Introduce the Roots of Empathy curriculum to Trainees.

Why you are doing it:

1. To familiarize Trainees with the content of the curriculum

What you need:

- Curriculum for each Trainee
- **Training documents:** *Caring for Roots of Empathy Materials and Classroom Materials List* and *Foreword by Dr. Daniel Siegel*

How you do it:

1. Explain how the curriculum is divided into four separate curriculum levels (Kindergarten, Primary, Junior and Senior) and the corresponding grade levels for their specific region/country.
2. Ask the Trainees to open their Curriculum and turn to the first theme: **Meeting the Baby**.
3. Review the **Overview** and **Focus** together as a group.
4. Ask the Trainees to read over the **Aims**, **Activities** and **Appendices** for their specific curriculum level.
5. Emphasize that Trainees are committing to follow the lesson plans. That is how Roots of Empathy maintains program integrity and is able to do reliable research and ensure consistent outcomes for the children. Walk Trainees through the layout of the three lessons. Before going through any activities, guide Trainees in taking three breaths together at the start of each visit – [Pre-Family, Family (this comes before the welcome song) or Post-Family visits].
6. Explain that the Roots of Empathy Training prepares Instructors to deliver all curriculum levels.
7. Please go through the training documents *Caring for Roots of Empathy Materials and Classroom Materials List* and *Foreword by Dr. Daniel Siegel*. Explain that the Roots of Empathy learning materials, including the Family Visit kit and the children's literature, are all part of our curriculum.
8. Mention to Trainees that the Roots of Empathy curriculum and learning materials are the property of Roots of Empathy, and are on loan to the Instructor for as long as they are teaching. Instructors will be provided with any curriculum revisions through the Roots of Empathy organization. When an Instructor decides to no longer deliver the Roots of Empathy program, all learning materials (including the ROE curriculum) must be returned to the KPP.

The Roots of Empathy curriculum is an award-winning, copyrighted curriculum that must be delivered as written. No additional materials may be introduced.

The Importance of Tradition and Routine

Duration: 20 minutes

What you are going to do:

To help Trainees understand the importance of Tradition and Routine within the Roots of Empathy Program.

Why you are doing it:

1. To share the Traditions and Routines in the Roots of Empathy Program and explain how they influence children's sense of connection and belonging in the classroom contributing to a Risk-Free Learning Environment.

What you need:

- **Video:** *Tradition and Routine*
- **Video:** "Tiny Teacher" T-shirt

How you do it:

1. Share with the Trainees that there are many Traditions and Routines within the Roots of Empathy program. Including:
 - Singing the Welcome and Goodbye song
 - Taking three breaths before every lesson
 - Roots of Empathy Baby is wearing Roots of Empathy "Tiny Teacher" T-shirt
 - Asking the children for a show of thumbs to show how they are feeling at the beginning of the lesson
 - Each child having three seconds to connect to the Roots of Empathy Baby during the Welcome and Goodbye songs
2. Let the Trainees know that you are about to share a video with Mary Gordon highlighting the Importance of Tradition and Routine
3. **Play the Tradition and Routine video.** Remind Trainees that they are welcome to stand while watching the video.
4. Ask the Trainees to reflect on each of the Traditions and Routines that you have mentioned. Review each point one at a time and allow the Trainees to share how they think may contribute to a sense of belonging in the classroom (solidarity).
5. If the following points were not brought up in discussion, please address them now.
 - Singing the Welcome and Goodbye song
 - Research shows that when we sing together, we build connection and solidarity.
 - Repetition of hearing these songs not only help the Baby learn to recognize the routine of the Family Visit, but also prepares the children for the transition to their Roots of Empathy class.

- Taking Three Breaths
 - Builds a sense of togetherness and synchronicity. When children synchronize their breathing, the group experiences a positive connection.
 - Brings the children a sense of calm before the lesson begins so that they are open to participate.
 - Supports the development of self-regulation
 - Roots of Empathy Baby is wearing the Roots of Empathy "Tiny Teacher" T-shirt
 - Helps the children to understand that they are learning from the Baby and that the Baby is their "Teacher"
 - Helps children to recognize that there are children all over the world who have Roots of Empathy Babies in their classrooms.
 - Asking the children for a show of thumbs to show how they are feeling
 - Introduces the concept of discussing feelings in a non-threatening way right at the beginning of the program.
 - Helps the children to see that all of their classmates have feelings, some of which are the same as theirs and some are different in that moment of time.
 - Each child having three seconds to connect to the Roots of Empathy Baby during the Welcome and Goodbye songs
 - Having an equal amount of time to visit with the Baby helps children to feel that Roots of Empathy is fair and equitable.
 - Supports the development of self-regulation
 - Decreases cortisol (stress hormone) and increases oxytocin (hug hormone) putting the children in a state where they feel open to participate.
6. Let the Trainees know that we will be watching a video with Mary Gordon highlighting the importance of the Roots of Empathy Baby wearing their uniform for all Family Visits.
7. **Play the Tiny Teacher T-shirt video.**
8. Ask the Trainees if they have any questions or reflections to share.

Authentic Communication & Risk-Free Learning

Duration: 40 minutes

What you are going to do:

Help Trainees understand the concepts of Authentic Communication, Experiential Questioning, Empathic Listening, Risk- Free Learning and Intrinsic Motivation.

Why you are doing it:

1. To introduce the unique Roots of Empathy's approach to Authentic Communication, Experiential Questioning, Empathic Listening, and how this creates a Risk-Free Learning environment in the classroom.

What you need:

- **Video:** *Authentic Communication*

How you do it:

1. Share with Trainees that we will now be discussing Authentic Communication and Experiential Questioning. Share that you are going to read a quote from **Chapter 9: Speaking from the Heart** in Mary's book, which they will be reading for homework tonight.
2. Read the following quote **"There are no right or wrong answers, and the adult's contributions to the dialogue serve to validate and encourage the child's observations. There are no phony attempts to get the child to answer a question to which the adult already has the answer"**
3. Ask the Trainees to reflect on how they think this approach might open the children up to participate in the Roots of Empathy class?

If answers are not forthcoming right away you can share experiences from your own program.

4. Share that we will now watch a video where Mary Gordon talks about her concept of "Authentic Communication" and "Experiential Questioning", which results in what she calls "Risk-Free Learning".
5. **Play the Authentic Communication video.**
6. After watching this clip, ask the Trainees if they have any reflections now how the Instructor's Experiential Questions lead to a Risk-Free Learning environment.
7. If the following points are not brought up, please address them now.
 - There were no right or wrong answers, all answers were accepted, adults do not judge or evaluate children's contributions.
 - The children felt comfortable showing their emotions in response to the Baby.
 - Not all questions needed an answer, quiet reflection is ok!

- Instructor gave time for the children who needed a moment to gather their thoughts. (ie. we do not always ask the first student with their hand up).
 - The Instructor says "Thank you", "Thank you for sharing" or repeats children' answers back to them.
8. Explain to the Trainees that when we ask Experiential Questions, children feel intrinsically motivated to answer them. There is no reward for being right or for being the fastest to answer the question, there is no competition. The children answer the questions because they want to. All answers receive a "Thank you" in response, demonstrating that all answers are valued. This also applies to artwork in Roots of Empathy, children are not praised for their artwork, and there is no judgement. It is another way for them to share how they think and feel.

Share with the Trainees that they will see you modeling Experiential Questions during the Family Visit portion of the training.

Pre Family Visit Videos

Duration: 60 minutes

What you are going to do:

Show Trainees the videos of two Roots of Empathy Instructors' first Pre Family Visits and allow for group discussion.

Why you are doing it:

1. To demonstrate how to deliver Pre Family Visits using the Primary and Junior Roots of Empathy curriculum
2. To give Trainees practice using the *Roots of Empathy Curriculum*
3. To instill the importance of following the Roots of Empathy curriculum exactly as it is written

What you need:

- **Videos:** *Pre Family Visits* (Primary: 14 minutes and Junior: 17 minutes)
- **PowerPoint:** *Theme 1: Pre Family Visit – Primary Aims*
- **PowerPoint:** *2 Questions for the Pre Family Visit video (Primary)*
- **PowerPoint:** *Theme 1: Pre Family Visit – Junior Aims*
- **PowerPoint:** *2 Questions for the Pre Family Visit video (Junior)*
- *Roots of Empathy Curriculum*

How you do it:

1. Explain that you are about to show videos that follow the very first Pre Family Visits. They will see instruction at both the Primary and Junior curriculum levels.
2. Share **PowerPoint: Theme 1: Pre Family Visit – Primary Aims**. Ask the Trainees to follow along with the activities in this Pre Family Visit lesson plan as they watch the video. Explain that this video shows only short clips of some of the activities in this lesson. **Note: Instructors who were not provided with the Primary curriculum may follow along with someone in the group, if they wish.**
3. **Share the PowerPoint slide: 2 Questions for the Pre Family Visit video (Primary).**
4. Divide the Trainees into two groups. Give group one question one, and group two question two. As Trainees watch the video, ask them to reflect on their question and jot down the main points for their group discussion.
5. **Play the Pre Family Visit, Primary video.** At the end of the video, invite the Trainees discuss their answers in their groups. Each group is to choose one person to be the recorder and another to be the reporter (this is one way for the groups to share in the classroom). Allow 5 minutes for discussion.
6. Invite the reporter in each group to share with the group at large. Review the following key points, if they were not covered:

PRIMARY - Question One

Why is it important for the Instructor to follow the aims and activities exactly as outlined in the curriculum?

- Research on 3 continents has shown that the Roots of Empathy program has proven results in reducing aggression, including bullying and increasing pro-social behaviours (caring, sharing, including and helping).
- As an organization, our high levels of program fidelity mean that children around the world all receive exactly the same program and research results confirm this.
- By having the same program implementation of the curriculum, we have consistent impact and results in every classroom participating in the Roots of Empathy Program – adaptations of any kind will dilute results.

PRIMARY - Question Two

The Roots of Empathy Instructor uses experiential questioning to create a risk-free learning environment in the classroom. Why is this an important part of the Roots of Empathy Program?

- Experiential questions provide children the opportunity to reflect and comment on their observations and opinions - there are no right or wrong answers when sharing what you think or what you feel.
 - The Roots of Empathy Instructor is modeling inclusion and non-judgmental responses (without praise or criticism) and acknowledging every child's contribution to the discussion.
 - Questions allow the children to develop the capacity to think, reflect, analyze, and come to their own conclusions. Withholding judgment by not praising helps children to become confident problem solvers.
7. Share **PowerPoint: Theme 1: Pre Family Visit – Junior Aims**. Ask the Trainees to follow along with the activities in this Pre Family Visit lesson plan as they watch the video. Explain that this video shows only short clips of some of the activities in this lesson. **Note: Instructors who were not provided with the Junior curriculum may follow along with someone in the group, if they wish.**
 - 8.
 9. **Share the PowerPoint slide: 2 Questions for the Pre Family Visit video (Junior)**. Please keep the same groups. Choose a different person to be the recorder and another to be the reporter. Give group one question one, and group two question two.
 10. Ask Trainees to jot down the main points to answer their group question while watching the video.
 11. **Play the Pre Family Visit, Junior video**. At the end of the video, invite the Trainees discuss answers in their groups. Allow 5 minutes for discussion.
 12. Invite the reporter of each group to share with the group at large. Review the key points below, if they were not covered:

JUNIOR - Question One

What is the importance of establishing expectations and a culture of respect for all participants in the Roots of Empathy program?

- The Roots of Empathy Instructor is setting the tone for the classroom and the expectations for the behaviour towards the Baby/family and one another.
- The concept of being respectful towards others helps to develop the capacity to take the perspective of others. This connection between the Baby and the class helps the students understand why they (as grown-up babies) shouldn't laugh at one another when they would never laugh at their Roots of Empathy Baby. This is the first step to understanding how our behaviour affects the feelings of others.
- The children will come to understand how a vulnerable Baby is respected and that everybody, regardless of age, deserves respect.

JUNIOR - Question Two

What is the importance of encouraging participatory democracy and consensus building with older students participating in the Roots of Empathy Program?

- Listening to one another and assimilating other perspectives into your previous viewpoint is at the base of a healthy democracy.
- In a Roots of Empathy classroom, every child is given the opportunity to participate in a democratic process, developing and preparing students for responsible citizenship.
- Children don't always have the opportunity to problem solve with their peers. Group activities such as this one help students develop skills such as communication, being respectful and accepting of others' points of view.
- Participation in group activities where children are respected gives the students the message that their opinions are heard and valued, increasing their confidence and likelihood of being able to challenge injustice.

Temperament – Learning the Traits

Duration: 45 minutes

What you are going to do:

Present the topic of temperament and give a brief history of the research behind the Roots of Empathy approach. State the definition of temperament. Help Trainees to become familiar with the nine temperament traits, how they might be identified in their ROE Baby and then bridged to the students' own temperaments.

Why you are doing it:

1. To give Trainees the information they will need to understand the concept of temperament and to use this concept throughout the Program to help children gain a better understanding of their own unique temperament.
2. To give Trainees an opportunity to explore the concept of temperament to help them bridge the understanding of the concept to their own unique temperament.

What you need:

- **PowerPoint:** *Temperament, Why Temperament? and Temperament Traits*
- List of temperament traits, definitions and examples.

How you do it:

1. **Refer to the PowerPoint for the definition of “Temperament” and “Why Temperament”**
(Emphasize the point that temperament is used in the Roots of Empathy program as a lever to connect the experiences and reactions of the Baby to the children. This helps the children to discover their own unique temperaments and gain an understanding of the temperaments of others).
2. Briefly explain the research behind temperament traits.
 - Temperament is the way we react to people and situations. It is innate (not learned) and when we understand our temperament traits, we can learn to work with them.
 - In the late 1950s researchers Stella Chess and Alexander Thomas began their groundbreaking longitudinal study, which lasted for more than 40 years. They identified nine differences (temperament traits) in infants.
3. **Read the paragraph below from Mary Gordon's book, *Roots of Empathy, Changing the World Child by Child*, Chapter 6 Temperament: Getting to Know You.** We encourage you to read this directly from Mary Gordon's book so Instructors can see where you found this information.

Excerpt from Roots of Empathy, Changing the World, Child by Child, Chapter 6

“In Roots of Empathy we teach children that babies are all born with different temperaments, and that the baby you get is rarely the baby you ordered. Any parent with more than one child can tell you that these differences in temperament are innate. Your first child, a boy, is born in the spring. You name him David. You take a year off work. You breastfeed him, play with him, read to him, sing to him, take him to the park. David feeds contently, sits happily on your lap, and sits equally happily on the lap of your friends when they come to visit, goes to sleep easily and wakes up smiling. Three years later your second child, also a boy, is born in the spring. You name him Max. You take a year off work. You breastfeed him, play with him, read to him, sing to him, take him to the park. There the resemblance ends. Max fusses at your breast, turns his head at every sound; on your lap he wriggles and arches his back; he howls when you try to hand him over to your friend, screams when you put him in his crib and starts crying as soon as he wakes up. How on earth did this happen? You didn't move house – David and Max were born into an almost identical environment, except of course that David was born into a family of two and Max into a family of three. You were thrilled at their arrival in the world and were ready to provide the same loving parenting approach. The answer is both easy and difficult. David was born with a set of temperament traits that, among other things, predisposed him to adapt easily, to react well to change and to quietly enjoy his environment. Max arrived with a set of temperament traits that, among other things, makes him more distractible, less welcoming to change and slower to develop regular pattern. What makes this an easy answer is that there is solid genetic reason for the differences in your two boys – they were born that way, with a distinct set of temperament traits that exist regardless of environment. What makes it a difficult answer is that the parenting approach that worked so well with David will need to be adjusted to accommodate Max's temperament.”

4. Read each of the temperament traits and define them one at a time. After defining the trait give a brief example or story from your own experience with this temperament trait, it can be about a past Roots of Empathy Baby, a family member or yourself. After sharing the example, read the scenario provided and allow the Instructors to reflect on their own temperament and ask Instructors to identify their temperament by a raise of hands.

Definition -Rhythmicity- The predictability or unpredictability of biological functions (sleeping, toileting, eating). Someone who is high in rhythmicity prefers to have a regular routine of eating patterns, sleeping patterns, and toileting. When these patterns are disrupted, it can cause dysregulation.

Share Example- (think of an example that you can share about yourself or someone you know)

Definition -Adaptability- How easily a person adjusts to a changed situation.

Share Example- (think of an example that you can share about yourself or someone you know)

Ask the Trainees to reflect on someone in their life who might be on a different place on the continuum of Adaptability. Ex. If you are high in adaptability, try to think of someone who is lower and how changes might affect them.

Definition -Intensity- The degree of energy/emotion (mild or extreme) with which a person responds to a situation.

Share Example- (think of an example that you can share about yourself or someone you know)

Ask the Instructors to reflect on someone from their lives who is high in intensity.

Think about how they laugh when they are happy and how they cry when they are sad.

Definition- Persistence- The tendency to continue with an activity despite difficulty or interruptions.

Share Example- (think of an example that you can share about yourself or someone you know)

Ask the Instructors to reflect on someone in their life who might be on a different place on the continuum of persistence.

Definition- First Reaction – The first reaction (positive or negative) to a situation or thing/cautious/adventurous.

Share Example- (think of an example that you can share about yourself or someone you know)

Ask the Instructors to reflect on one child in their life who is cautious and one who is adventurous.

Definition- Mood- A person's general disposition. Serious/ sunny. This is not about being in a good mood or bad mood, but it is your general demeanor.

Share Example- (think of an example that you can share about yourself or someone you know)

Say to the Instructors: Children and adults with a more serious disposition may find life challenging to navigate because others may perceive them as being unhappy.

Definition- Distractibility- How easily a person can be drawn away from what they are doing.

Share Example- (think of an example that you can share about yourself or someone you know)

Ask the Instructors to reflect on someone in their life who might be on a different place on the continuum of distractibility.

Definition- Sensitivity- The sensory stimulation required to get a reaction.

Have the Instructors reflect on the 5 senses.

Share Example- (think of an example that you can share about yourself or someone you know)

Say to the Instructors: A person who is aggravated by labels or certain clothing fabrics demonstrates tactile sensitivity. Our place on the continuum for each sense is unique. Sensitivity is about our senses but there is also emotional sensitivity. Where we are on the continuum of sensitivity in relation to the senses may be different to where you are on the continuum of sensitivity in relation to emotions.

Definition- Activity Level- The amount of motor activity as well as the proportion of active and inactive periods.

Share Example- (think of an example that you can share about yourself or someone you know)

Invite 1-2 Instructors to share an example of a child in their life and how that child would react to having to sit still.

Say to the Trainees: Although we try to introduce temperament traits whenever the opportunity presents itself, **always follow the Baby's lead.** Mary Gordon says that it might not be until your third year delivering the program that you feel at ease bringing together all of the elements of the program. Focus on watching what the Baby is thinking and doing. In that focus, you might be able to think of a temperament trait that is being demonstrated or a song to sing that might match the Baby's activity or state. For example, is the Baby trying to crawl, reach a toy, climb up on the parent, etc. Ask the children, "Why do you think the Baby is doing that? Can you think of a time that you have felt like the Baby? What kind of song might the Baby like right now?"

Partner #1: The Family

Duration: 45 minutes

What you are going to do:

- Show Trainees a video of the Instructor explaining Roots of Empathy to the parent who will be visiting the classroom with their Baby.
- Discuss how the aims of the *Meeting the Family* checklist were achieved.

Why you are doing it:

1. To provide an opportunity for Trainees to consider how they will build relationships with the Roots of Empathy volunteer family
2. To share with the Trainees how to conduct the *Meeting the Family* visit

What you need:

- *Meeting the Family* checklist
- **Video:** *Meeting the Family*

How you do it:

1. Explain that there are many partners we have to build relationships with within Roots of Empathy. One is the Roots of Empathy volunteer family. We need to inform them about their role in the Roots of Empathy program and to assess if they are able to make the commitment needed.
2. Ask Trainees to open their *Roots of Empathy Curriculum* to the “*Meeting the Family Checklist*” in the *Getting Ready* section. Explain that one of the first tasks of an Instructor every year is to meet with their Roots of Empathy volunteer family. Some families will know very little about Roots of Empathy and others will be well-informed.
3. The video you are about to share is of a *Meeting the Family* visit showing an Instructor explaining Roots of Empathy to a potential parent.
4. Ask Trainees to look at the aims in the *Meeting the Family Checklist*.
5. Form small groups of 3-4 Trainees.
6. Ask the Trainees to note as they are watching the video how each of the aims was met. Please give some examples. What would you have included?
7. **Play the *Meeting the Family* video.**
8. After viewing, ask the groups to discuss the aims, select a recorder and a reporter, and then report back to the group at large. This is also a chance to discuss issues that Instructors need to be aware of:
 - Does the parent seem to be attuned to their Baby ? Will the relationship be a responsive and empathic parenting model for the students?

- If the parent is going back to work, will it interfere with the program?
 - Are there any transportation problems? Will the parent venture out in winter?
 - Twins cannot participate as part of the same program. If a parent with twins would like to participate, they can be part of one program with one child, or two programs with one child each – but no alternating babies.
 - Only primary caregivers (primary attachment relationships) may participate in the program with their infants. Grandparents, aunts or uncles do not participate as the volunteer family, unless they are the primary caregiver of the Baby.
 - One parent or both parents can participate. They can both attend the same visit or alternate attendance.
 - After your visit with the potential volunteer family, please contact your Mentor if you anticipate any challenges or concerns with this family participating in the Roots of Empathy Program
9. Show the Trainees the *Roots of Empathy Program Information for Parents* booklet. Explain that they will receive a copy with their start-up materials and that it can also be found on their Instructor Dashboard at program start up. Ask them to read through it before meeting their family and if they have any questions to contact their Mentor.
10. Explain that when meeting the family for the first time, Instructors should show the Roots of Empathy promotional video, get the permission form signed, and exchange contact information.
11. Divide the Trainees into groups of two and invite them to practice going through the *Meeting the Family* visit with their partner following the outline from their Getting Ready section. If there is an odd number of Trainees, you may have a group of three.
12. After allowing time for discussion, ask how the Instructor could continue to build this relationship with the volunteer family throughout the program.
13. Please show Trainees the Roots of Empathy Parent Photo Album and explain that sharing the photos with the volunteer family at the end of year is a gift for participating in the program.
14. Important to Note:
- This meeting is very important to establish a climate of trust and respect and begin a year long relationship between the Instructor and the Roots of Empathy family.
 - Always leave at least one hour for the visit, and be sure to show them the Roots of Empathy website and watch the “*What is Roots of Empathy Video*”.
- <https://rootsofempathy.org/programs/roots-of-empathy/>

Day 1 – Reflection and Feedback

Duration: 50 minutes

What you are going to do:

- Introduce the Reflection and the Feedback Form for Day One.

Why you are doing it:

1. To ensure the goals of Day 1 have been met (Trainees are engaged, learning what they need to know and understand the topics covered on Day 1)
2. To allow Trainees the opportunity to reflect and give feedback on their experience so far

What you need:

- **PowerPoint:** *Reflection*
- Feedback – Day 1

How you do it:

1. Go over the following reminders:
 - Complete and sign the **Roots of Empathy Instructor Agreement** online
 - Complete **Instructor Feedback - Day 1**
 - **Homework:** Read Chapters 8 & 9 from Mary Gordon's book
 - Enjoy your evening!
2. Let Trainees know that we will now be participating in an end of day Reflection. This is an opportunity for the Trainees to work together to reflect on and consolidate their learning from the day. This is a chance to practice explaining Roots of Empathy, our mission, and how it works.
3. Divide the Trainees into groups of two people.
4. Once the Trainees are in their pairs, let them know that you will be asking the pair to reflect on a concept that they learned today. They will have time to work together with their partner and share their answers with one another. After each question, there will be an opportunity to discuss as a group and share what was discussed with their partner.
5. **Share the first question**
Please describe Roots of Empathy's definition of empathy. Why is empathy important?
 - Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections from the group discussions.
 - Points for the Trainer
 - Roots of Empathy's definition of Empathy: Empathy is the ability to understand how another person feels and to be able to feel with them.
 - There are two aspects to empathy cognitive (perspective taking) and affective (emotional literacy).
 - Both aspects of empathy are required to be able to understand how another person feels and to feel with them.

- Empathy is important because it is the ultimate human trait.
- Empathy is important to find the humanity in ourselves and the other.
- Empathy is important to help build positive relationships that can last a lifetime.

6. Share the second question

Today, you were introduced to Roots of Empathy's approach to Risk Free Learning (It includes all of these principles: experiential questions, authentic communication, intrinsic motivation, no judgement, empathic listening). Upon reflection, how does ROE's unique approach affect children's participation and engagement in the Program and why?

- Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections from the group discussion.
- Points for the Trainer
 - Children who are more hesitant to participate in classroom discussions are more likely to participate in Roots of Empathy.
 - In ROE we do not praise or judge children's contributions in any way.
 - Risk Free Learning provides a safe space for the children to show vulnerability.
 - Children feel more confident and courageous to share their feelings, experiences and opinions.
 - Asking questions that are experiential and open ended, with no right or wrong answers, as opposed to fact-based questions.
 - Asking what the children observe, think, and feel rather than what they know.
 - Children participate because they feel authentically engaged, and respected for their contributions.

7. Share the third question

Please give a description of the Roots of Empathy program.

- Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections with the larger group.
- Points for the Trainer
 - Roots of Empathy is a classroom-based program for elementary school children, kindergarten to 8.
 - The class welcomes a Baby into their classroom who is between 2-4 months of age at the start of the program and develop a relationship with the Baby over the school year.
 - 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 attachment of the Baby to the parent and the attunement of the parent to the Baby.
 - The relationship between a parent and Baby is the best model of empathy.
 - A Pre-family visit before each family visit gives students an opportunity to make predictions, ask questions and prepare students for what to expect in the family visit.
 - A Post-family visit after each family visit allows for reflection, follow-up discussion, and bridges the learning about the Baby to 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 (**emotional literacy**).

8. Share the fourth question:

Why do you think we introduce the topic of temperament in the Roots of Empathy program?

- Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections with the larger group.
 - Points for the Trainer
 - Understanding temperament helps the children to understand the uniqueness of the Baby, themselves, and others.
 - Allows students to understand their own temperament and to better understand the temperament of those around them without judgement.
 - When we understand our own temperament and temperament of others we tend to be more accepting and inclusive.
9. Thank the Trainees for participating in this reflection activity. Ask if anyone has any further reflections or questions.
10. Let the Trainees know that we ask for feedback to understand what they have learned and how they are feeling about their day in training. **Feedback Form – Day 1:** Ask Trainees to complete the form before leaving today. Make sure to review the Trainee feedback before the beginning of Day 2.
11. In preparation for day 2, ask the Trainees to read **Chapter 8: Emotional Literacy: The Language of the Heart** and **Chapter 9: Authentic Communication: Speaking from the Heart** from Mary Gordon's book, *Roots of Empathy, Changing the World, Child by Child*.
12. Thank Trainees and confirm the start time for the next day.
13. Prepare for the next morning.

Welcome and Reflection

5 minutes

What you are going to do:

Welcome the Trainees into the training.

Why you are doing it:

1. To set the tone for a well-organized training.
2. To allow time for Trainees to share their reflections.

What you need:

- Training Agenda

How you do it:

1. Welcome the Trainees to the training as they enter
2. When all Trainees have arrived, sing the Roots of Empathy Welcome song.
3. Welcome Trainees to day 2 and ask if anyone has any reflections to share from day 1.
4. Ask how the Trainees are feeling.
5. Share and review the agenda for day 2.

The Theory of Change

Duration: 15 minutes

What you are going to do:

To help Trainees understand how the Roots of Empathy Program affects change in children.

Why you are doing it:

1. To introduce the concepts of "**The Theory of Change**" and the outcomes of the Program.

What you need:

- **Video:** *The Theory of Change*
- **PDF:** *The Theory of Change*

How you do it:

1. Share with the Trainees that you will be discussing the **Theory of Change** and how the components of "*Attachment and Infant Development*", "*Experiential Learning*", "*Perspective- Taking*", and "*Emotional Literacy*" lead to the impact of the ROE program.
2. **Play the Theory of Change video.**
3. **Share the PDF** and go over each component, hovering over each image and reading the information shared.
4. While going over the document you can share examples from your own experience in the classroom to highlight each of the components.
5. Mary Gordon says it usually takes two years of delivering the program to feel comfortable and confident with the concepts, language, and process. This does not mean that you are not delivering the program as intended, it is more a feature of your own comfort level. Please allow yourself a "Not Yet".

Roots of Empathy Overview of Research

Duration: 15 minutes

What you are going to do:

- Explain the role that research plays in the Roots of Empathy organization and Program.
- Share the research findings on the effectiveness of the Roots of Empathy Program.
- Explain the Annual Program Evaluation process.

Why you are doing it:

1. To help Trainees understand the evidence base of the Roots of Empathy Program.
2. To explain the importance of the Annual Program Evaluation and the role that Instructors play in the process.
3. To inform Trainees about the rigorous review of the curriculum that has been undertaken.

What you need:

- **Video:** *Research*

How you do it:

1. Please read the following paragraph to the Trainees: "There have been numerous independent research studies across three continents. The results have been consistent across all studies and have shown a significant decrease in aggression, including bullying, and an increase in prosocial behaviours (e.g. sharing, helping, including, kindness) in Roots of Empathy children compared to classes of children who have not received the Program. The results have been consistent across age groups, languages, cultures as well as in rural and urban communities, in Canada and internationally."

2. Mention to Trainees that researchers have a gold standard for school-based programs. Roots of Empathy meets these five gold standard qualification – accredited curriculum, training program, mentoring program, ongoing professional development and evaluation and research.

Curriculum services Canada reviewed and accredited Roots of Empathy as being welcoming to diversity and celebrating the uniqueness of the individual.

3. Share that you will now be watching a video giving an overview of the Roots of Empathy's research.

4. Play the Research video.

5. Ask if there are any observations, comments, or questions about the research.
6. Share the following points
 - Roots of Empathy welcomes new research opportunities. If anyone ever approaches you wanting to conduct research, no matter how big or small the study, please

reach out to your Mentor. We have a research review committee and process that must approve all research.

<https://rootsofempathy.org/research/research-advisory-board/>

- To find more information on our research, all of the studies conducted can be found on the Roots of Empathy Website.
<https://rootsofempathy.org/symposia/>
- In the video, you would have heard mention of the Annual Program Evaluation (APE). This is completed at the end of the year, is part of the curriculum, and you will be supported in completing this by your Mentor.
- Roots of Empathy have received many accolades for the quality of their Research Symposium. This is part of our Empathy Movement where we bring world class scientists to Toronto where they share their research and we make it available at no cost on our Website under the research tab.

<https://rootsofempathy.org/2021-symposium/>

<https://rootsofempathy.org/symposia/>

Family Visit Videos

Duration: 60 minutes

What you are going to do:

Show Trainees the videos of two Roots of Empathy Instructors' first Family Visits with the parent and Baby and allow for group discussion.

Why you are doing it:

1. To highlight how the Family Visits are delivered in the Primary and Junior Roots of Empathy curriculum
2. To give Trainees practice using the Roots of Empathy curriculum
3. To stress the underlying principles and values woven throughout Family Visits

What you need:

- **Videos:** *Family Visits* (Primary: 18 minutes and Junior: 18 minutes)
- **PowerPoint:** *Primary Family Visit curriculum aims*
- **PowerPoint:** *2 Questions for Primary Family Visit video*
- **PowerPoint:** *Junior Family Visit curriculum aims*
- **PowerPoint:** *2 Questions for Junior Family Visit video*
- *Roots of Empathy Curriculum*

How you do it:

1. Explain that you are going to show two videos that follow the very first Family Visits, Theme One, Meeting Baby. They will see instruction at both the Primary and Junior curriculum levels.
2. Show the **PowerPoint Slide: Primary Family Visit curriculum aims**. Ask Trainees to read the aims and to follow along with the activities in this Family Visit lesson plan as they watch the video. Explain that this video shows only short clips of some of the activities in this lesson. **Note: Instructors who were not provided with the Primary curriculum may follow along with someone in the group, if they wish.**
3. Divide the Trainees into two groups. Each group is to choose one person to be the recorder and another to be the reporter.
4. **Share the PowerPoint slide: 2 Questions for Primary Family Visit video.** Give group one question one, and group two question two.
5. Ask Trainees to jot down the main points to answer their group question while watching the video.
6. **Play the Family Visit, Primary video.** At the end of the video, invite the Trainees discuss their answers in their groups. Allow 5 minutes for discussion.
7. Ask the reporter in each group share with the group at large. Review key points, noting in particular the following bolded bullets for each question:

PRIMARY - Question One

Emotional Literacy is the ability to identify, name and express one's own emotions, to be able to identify and name the emotions of others and to be comfortable talking about them. How does the Instructor help children develop emotional literacy during the Family Visit?

- Through experiential questioning, the Roots of Empathy Instructor guides the children's observations of the different emotions demonstrated by the Baby on the "Green Blanket".
- The Baby is the "Teacher" and lever which allows children to develop emotional literacy as they learn to read the Baby's cues (facial, vocal and body language).
- The children develop vocabulary for their own feelings as they identify, label and name the Baby's feelings.
- The activities with 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).

In this very first visit, the children do not yet have vocabulary to talk about their emotions and you will notice the Instructor is helping them to build their vocabulary of feeling words. As the year progresses, you will use more experiential questions rather than guiding questions.

PRIMARY - Question Two

How does the Instructor highlight the secure attachment the Roots of Empathy Baby has to their parent during the Family Visit?

- During the Family Visit, the Roots of Empathy Instructor draws the children's attention to the loving relationship between the Baby and their mother and the beautiful exchange of their conversation (turn taking).
- Through experiential questioning, the Roots of Empathy Instructor helps the children learn to understand the importance of the attachment relationship, and the impact it has on the Baby's development and emotional wellbeing – "Love grows brains".
- The attachment relationship the Baby has with his mother is understood by the children and the mother's attunement to the Baby is part of the discussion. This is how we hope to break intergenerational cycles of violence and poor parenting.

8. Show the **PowerPoint Slide: Junior Family Visit curriculum aims**. Ask Trainees to read the aims and to follow along with the activities in this Family Visit lesson plan as they watch the video. Explain that this video shows only short clips of some of the activities in this lesson. **Note: Instructors who were not provided with the Junior curriculum may follow along with someone in the group, if they wish.**
9. **Share the PowerPoint slide: 2 Questions for Junior Family Visit video.** Please keep the same groups. Choose a different person to be the recorder and another to be the reporter. Give group one question one, and group two question two.
10. Ask Trainees to jot down the main points to answer their group question while watching the video.
11. **Play the Junior Family Visit video.** At the end of the video invite the Trainees discuss their answers in their groups. Allow 5 minutes for discussion.
12. Ask the reporter in each group share with the group at large. Review key points, noting in particular the following bolded bullets for each question:

JUNIOR - Question One

Why is a risk-free learning environment an important part of the Roots of Empathy program?

- For many children, it is the first time they feel comfortable to share and participate in a group environment. This principle of intrinsic motivation creates a tone that is friendly and participatory; therefore, levels of social trust rise.
- There are no right or wrong answers in a Roots of Empathy classroom, and this environment provides the opportunity for students to share their thoughts and feelings without judgment or fear of making a mistake.
- When children know that they will not be praised or criticized for their questions or answers it removes the stress of speaking up in class and allows them to give their opinion and share their thoughts without fear of embarrassment.
- A risk-free learning environment allows students to hear and consider the perspective of the other students as well as their own.

JUNIOR - Question Two

In observing the Baby's behavior and reactions during the Family Visit, children have the opportunity to better understand the concept of temperament. How does the Instructor highlight temperament traits? How could you bridge this learning to the children?

- Guiding children's observations through experiential questions, the Roots of Empathy Instructor invites the children to observe how the Baby is moving her body to understand her activity level and focuses on the Baby's efforts to reach the toy to understand her level of persistence. The Instructor introduces temperament to the children naturally and experientially and highlights what it means to have a high activity level and high level of persistence. The skill here is in guiding the children's observations to the action on the "Green Blanket", which is the lever the Instructor uses to help the children understand the concept of temperament.

- When the children observe and experience their Baby's unique temperament, they are able to reflect and develop an understanding and acceptance of their own unique temperament.
- When children are better able to understand their temperament and how they see the world and react to it, they form a more positive and accepting view of themselves and others.
- Using experiential questions allows the Instructor to bridge this understanding of temperament to the students own temperament. Ex. Are you persistent like Baby Emily?

Neuroscience – Part 1

Duration: 30 minutes

What you are going to do:

Teach Trainees how the brain is wired through the senses and the impact of early experiences on the development of the brain.

Why you are doing it:

1. To give Trainees background information on early brain development and to enable them to explain to students the rapid brain growth during the Baby's first year and the impact of a Baby's early experiences on the architecture of the brain.

What you need:

- **Video:** Neuroscience
- **Video:** Dr. Bruce Perry
- **Video:** Dr. Andrew Meltzoff: Brain Development
- **PowerPoint:** Neurons Connecting
- Roots of Empathy Doll

How you do it:

1. Explain why we teach brain development or neuroscience. (see box).
2. Explain that, as future Instructors, it is important to have an appreciation of the connection between early experiences and brain development. In the Roots of Empathy Program, there are many opportunities for the Instructor to highlight neuroscience during the Family Visit.
3. Explain how Roots of Empathy uses neuroscience in the Program:
 - Sharing with the children that we are born with 100 billion neurons. At birth, most of these billions of neurons are not yet connected. Neuropathways develop between neurons and are reinforced based on early experiences.
 - After a Baby is born, it is through experiences delivered through the senses that the Baby's brain grows. If these experiences are delivered through the lens of a loving relationship, the Baby's brain will grow in a healthy and vigorous manner.
 - Roots of Empathy introduces neuroscience by inviting the students to observe the Baby's reactions and interactions with their parent and the toys. (experiential learning)
 - Love Grows Brains!
4. Explain that you are going to show a video with Mary Gordon explaining how Neuroscience is woven into the Roots of Empathy Program. Ask them to jot down the main points.

"Roots of Empathy students learn about neuroscience to help them gain an appreciation of the wonder of human development. Every child is entitled to a fair chance in life. By understanding how quickly a baby's brain grows and the impact of the baby's early experiences on the architecture of the brain, students will want to protect future generations from damage."- Mary Gordon

5. **Play the Neuroscience video.**

6. After viewing, ask the Trainees to identify how the Instructor brought neuroscience into their lesson. Ask if anyone has any additional questions or learning that they would like to share.
7. Let the Trainees know that you will be watching a video that provides an introduction to Neuroscience from Dr. Bruce Perry. Dr. Bruce Perry is a neuroscientist in the fields of Mental Health and Trauma and is a supporter of Roots of Empathy.

8. **Play the Dr. Bruce Perry Video.**

9. Let the Trainees know that you will now be watching a video in which you will hear from neuroscientist Dr. Andrew Meltzoff discuss brain development. Dr. Meltzoff is an expert on infant and child development.

10. **Play the Dr. Andrew Meltzoff Video.**

11. Explain the following points for the Trainees knowledge

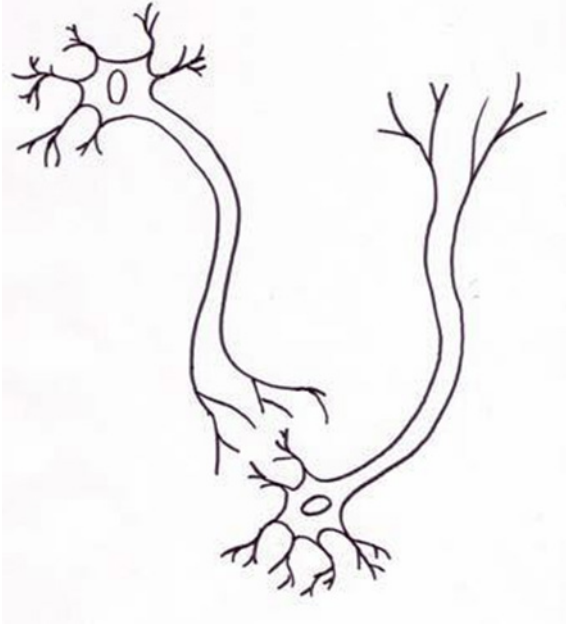
- Early brain development is the pathway to learning, behaviour and health over the life span.
- The very same neurons are present at birth that you use for the rest of your life.
- Neurons don't function unless they are connected.
- From conception to age 4 or 5, the brain is rapidly growing, more dramatically in the first year of life.
- If a Baby gets consistent, nurturing experiences, their brain will develop the necessary structures for healthy emotional, behavioural and social functioning throughout life/ a secure attachment. Inconsistent, traumatic experiences will affect the development of these structures and make the Baby more vulnerable.
- Emotions register in the brain and it is through the attachment relationship(s) that a Baby learns to regulate their own emotions.
- "LOVE GROWS BRAINS."

It is not unusual in a Training that the discussion of Neuroscience, the attachment relationship and trauma may trigger a Trainee. For some it might be the first time that they have been able to reflect on what happened to them on the earliest years of their lives making them feel sad or upset or might make them want to challenge the information.

Depending on the circumstances, you may have a private chat with the Trainee during the break. Please include a note in the Trainer's report. If you need support, please contact someone on the Trainer support team (contact information on the Trainer's Dashboard).

*Please refer to Mary Gordon's book:
Roots of Empathy, Changing the World Child by Child
"We all have the capacity to learn at any stage
of life. Empathy can be developed throughout
the life span."
Mary Gordon*

12. Refer to the PowerPoint slide showing neurons connecting. Have the Trainees follow along with their neuroscience handout. Point out the parts of a neuron.



13. Using the Roots of Empathy doll, mention to the Trainees that the sense of touch is the most powerful sense in creating people who are competent to cope with life's stresses. Rocking the doll, explain what happens when a baby is touched.

1. The skin is the largest sense organ.
2. Touch is a way of communicating with a baby.
3. A gentle, soothing touch conveys love to a baby.
4. When baby is touched for the first time, these two neurons (on chart) connect.
5. Receptors send an electrical current down the axon of the neuron and out through the terminal fibres.
6. The current crosses over the synapse and is picked up by the dendrites of the next neuron.
7. The synaptic connection (point of communication) creates a neural pathway.
8. The more the baby is touched, the stronger the connection becomes.

Neuroscience - Part 2: Links to the Roots of Empathy Curriculum

Duration: 10 minutes

What you are going to do:

Give Trainees an understanding of where neuroscience is integrated into the Roots of Empathy curriculum during the Pre and Post Family Visits in all curriculum levels.

Why you are doing it:

1. To continue to familiarize Trainees with the Roots of Empathy curriculum and where neuroscience is introduced for all grades

What you need:

- **PowerPoint:** *Neuroscience*

How you do it:

1. **Share the PowerPoint of the Kindergarten, Theme One: Meeting the Baby section for the Post Family Visit.**
 - Read Aims 1, 4 and 6 in relation to the activity "Can a Baby Touch?" Then read the activity to the Trainees.
 - Refer to the aims and activity in the Primary curriculum. This is located in the Theme One: Meeting the Baby, Post Family Visit.
2. **Share the PowerPoint of the Junior, Theme One: Meeting the Baby section for the Pre Family Visit.**
 - Read Aims 4 and 5 in relation to the activities "Opinion Poll on Sensory Learning" and "How Does a Baby's Brain Develop?" Then read the activities to the Trainees.
 - Refer to the aims and activities in the Senior curriculum located in the Senior, Theme One: Meeting the Baby, Pre Family Visit.
3. Explain to the Trainees that **Chapter 5 "Love Grows Brains: Teaching Children Neuroscience"** in Mary Gordon's book, *Roots of Empathy: Changing The World Child by Child* explores neuroscience in more detail.

Infant Development

Duration: 35 minutes

What you are going to do:

To help Trainees understand the importance of infant development, the concepts of “Not Yet” and “individual timetables of growth”.

Why you are doing it:

1. To help Trainees to understand why these are important aspects of the program and contribute to its impact.

What you need:

- **Video:** *Infant Development*
- **PowerPoint:** *Infant Development Questions*

How you do it:

1. Share with the Trainees that you will now be discussing infant development in the context of the Roots of Empathy Program. Let them know that the children in their classrooms are going to be watching their Roots of Empathy Baby grow over the school year. There will be many things that the Roots of Empathy Baby is not able to do at the beginning of the year but will develop over the course of the school year.
2. Share that it is important that the Roots of Empathy Baby is between 2-4 months at the beginning of the Program so that the children can see the wide range of developmental milestones (physical, cognitive, social emotional, speech and language) that occur in the first year of life and follow the development of the Roots of Empathy Baby's attachment to the parent(s). And that they can see the Roots of Empathy Baby before they achieve these milestones and after they have achieved them. Any departure from this age range can only be approved by your Mentor.
3. Let the Trainees know that in Roots of Empathy we often use the term “Not Yet”. Instructors will be coaching parents to respond to infant development questions with a “Yes” or “Not Yet”. Everything that happens around the “Green Blanket” with the Roots of Empathy Baby is bridged to the children's own experiences. Although the Baby is not able to do something now, it does not mean that they will never be able to do it. In this video you will hear Mary Gordon explain infant development and the concept of “Not Yet”.
4. **Play the Infant Development video.**
5. **After the video, share the PowerPoint slide with the two reflective questions**
 - a) “Why is it important for children to learn about the concept of “Not Yet?”
 - b) “The children in the video have seen the Roots of Empathy baby pass through the developmental stages of 1) not yet being able to grasp the ball at all, 2) being able to grasp one ball, 3) being able to grasp two balls, and 4) now being able to tap the two balls together. What do you think the children learned about infant



development and how do you think they felt when the baby reached this milestone?"

6. Let the Trainees know that you will be dividing them into two groups. One group will answer question 1 and one group will answer question 2. Ask the groups to discuss these questions and pick a recorder and a reporter.
7. After 5 minutes allow reporters from each group to share.
8. If the following points were not brought up in discussion, please address them now.
 - Why is it important for children to learn about the concept of "Not Yet" as it applies to all domains of infant development (physical, cognitive, social emotional, speech and language)?
 - It is important for the children to understand that they also have their own unique timetable for growth and development.
 - For the children to respect their own individual timetable for growth and to respect the unique timetable of their classmates
 - Eliminate competition and comparisons that children may make about themselves and their classmates.
 - The sequence of developmental milestones is not linear for all domains of development. It is most noticeable in the physical domain where some babies may skip crawling and go from sitting to walking. The length of time a baby spends at each stage varies between individuals. Just like children may spend a long time with picture books before they are ready to graduate to chapter books and this is not related to their reading ability or interest later on.
 - "The children in the video have seen the Roots of Empathy baby pass through the developmental stages of 1) not yet being able to grasp the ball at all, 2) being able to grasp one ball, 3) being able to grasp two balls, and 4) now being able to tap the two balls together. What do you think the children learned about infant development and how do you think they felt when the baby reached this milestone?"
 - Babies have a unique timetable for the development of milestones which cannot and should not be rushed or compared to other babies.
 - The children feel pride for the baby when the baby achieves a milestone and the children experience intrinsic pride of the baby.
 - Helps develop empathy as the children feel with the baby. Both the disappointment of not being able to do something yet and the success of when they are able to achieve their milestone.
 - Infant development should not be a race but rather a feast. Each stage is to be celebrated.
 - The Instructor can help the children's understanding of infant development by using experiential questions to reflect back on past visits and predict what the baby might be able to do in the next visit.

Family Visit Updates and Reminders

Duration: 20 minutes

What you are going to do:

1. To introduce Trainees to best practice in the Family Visit.
2. To highlight the concepts and documents which will guide them in preparing for and delivering Family Visits.

Why you are doing it:

1. To reinforce the *Family Visit Checklist* and underlying principles

What you need:

- **PowerPoint:** *Family Visit Checklist*
- **PowerPoint:** *"4 Threes"*
- **Training Documents:** *Family Visit Checklist and Family Visit Updates and Reminders*

How you do it:

1. **Share the PowerPoint slide of the *Family Visit Checklist*.**
2. Go over the *Family Visit Checklist* and let the Trainees know that you will be demonstrating each of these elements in the Family Visit
3. **Share the PowerPoint slide of the *4 Threes*.**
4. Go over the "4 Threes". Reminding the Trainees of the tradition and routine section where they first discussed these practices.
5. Ask Trainees to refer to the *Family Visit Checklist* and *Family Visit Updates and Reminders*. Review the *Family Visit Updates and Reminders* document with the Trainees.

Family Visit Demonstration with a Parent and Baby

Duration: 35 minutes

What you are going to do:

Demonstrate a Family Visit with a volunteer parent and Baby.

Why you are doing it:

1. To give Trainees an opportunity to experience experiential learning for themselves in a Family Visit
2. To reinforce the *Family Visit Checklist* and underlying principles
3. To demonstrate and model best practice in the Family Visit

What you need:

- Parent with a baby (preferably about 2-4 months of age)
- Family Visit Kit
- Gift for the baby (Roots of Empathy Teacher t-shirt and Roots of Empathy board book)

Keep in mind that the purpose of the Family Visit demonstration during a training is to highlight, label, explain the concepts and give the "why" of each of the elements of best practice.

How you do it:

1. While on break, set up for the Family Visit.
2. Greet the parent and Baby before bringing the Trainees back together. Help them to get comfortable. Talk and interact with the Baby and parent to develop a rapport. Explain to the parent the purpose of this Family Visit during the training. Ask if it would be okay to remove the Baby's socks and for the Trainees to touch the Baby's feet? Ask the parent to stop in front of each Trainee for 3 seconds for both the *Roots of Empathy Welcome and Goodbye* songs, and if they would be comfortable singing a favourite song or doing a tickle rhyme with the baby in front of the group. Ask the parent to put the Roots of Empathy Tiny Teacher t-shirt on the baby and offer assistance, if needed.
3. Mention to the Trainees that you are not following a specific curriculum, but instead will be demonstrating best practice in a Family Visit. Invite the Trainees to participate during the visit by interacting and responding to questions, however you do not need to respond as a child would.
4. Gather the Trainees around the "Green Blanket" and start the visit by taking three deep breaths together. Explain to the Trainees that you have checked with the parent and it is/is not okay to touch baby's feet.

5. Invite Trainees stand and sing the Roots of Empathy Welcome Song as the parent takes the Baby around the "Green Blanket" to interact with each Trainee. As a part of the "4 Threes" it is important to highlight that the parent and baby paused for 3 seconds in front of each Trainee.
6. After singing the Welcome Song, invite everyone to sit around the "Green Blanket" and ask the Trainees:
 - How is the Baby feeling?
 - How do you know?
 - How did it make you feel? (**Emotional Literacy**)
7. Provide an opportunity to highlight several of the *Family Visit Checklist* items right away such as emotional literacy, reading Baby's cues, empathy and engaging the children.
8. Carry on with the Family Visit, working through the *Family Visit Checklist*, making sure to:
 - Put your hands gently on the Baby and say, "Can I play with you?" before holding, interacting or playing with the Baby (**asking permission**).
 - Ask the parent what skills the Baby has most recently developed, and see if the Baby will "show off" his or her new trick (**infant development**).
 - Show the Baby each of the Roots of Empathy toys (one at a time), pausing long enough to see the Baby's reaction. When the Baby is exploring the toys ask the Trainees, "How is our Baby learning about this toy?" – highlighting neuroscience and learning through senses (**experiential questions**).
 - Discuss the Baby's brain development as the Baby responds to a new toy, including the infant roll, and the concept of the importance of 'feeling safe to learn' (**neuroscience and attachment**).
 - 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 song to help soothe a Baby and to highlight emotional regulation (**follow baby's lead and attunement of the parent to the Baby**).
 - Demonstrate and sing a tickling, clapping or foot rhyme, with yourself and the Baby and then engage the parent to do the same song with their Baby. Ask the Trainees if they noticed a difference between the two interactions - providing an opportunity to highlight the attachment and attunement between parent and Baby. Please refer to the Instructor Resources for examples of songs or rhymes you might try.
 - As a part of the "4 Threes" it is important to highlight 3 temperament traits. In addition to highlighting them through guided observations during the Family Visit, you can also simply ask the parent questions about the Baby's sleeping 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**).
 - When highlighting any of the Baby's temperament traits, it is important for Instructors to then bridge these observations to the students. Discuss and demonstrate this concept with the Trainees. For example, during the Family Visit, if the Baby moves around a lot; ask the Trainees, "Put your hand up if you move around a lot like our Baby. Put your hand up if you have a low activity level and don't move around very much." (**experiential questions**)

- If the parent is comfortable, ask him or her to sing a favorite song and have the group join in. **(attachment – baby to parent and attunement – parent to baby)**
 - Explain to the Trainees what is happening to the Baby's neural pathways as the parent is singing a familiar song and touching the Baby.
 - Be sure to highlight for the Trainees opportunities to follow the Baby's lead and to read the Baby's cues.
9. Remember to demonstrate the **"4 Threes"** mentioned above (3 breaths, 3 seconds, 3 songs and 3 temperament traits) and all *Family Visit Checklist* items in your best practice demonstration. *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
10. Invite the Trainees to stand up and sing the *Roots of Empathy Goodbye Song* as the parent brings the Baby around the blanket for individual goodbyes. Thank the parent, give the Baby the gift and assist them as they leave. Mention to Trainees that it is important to debrief with parents after every Family Visit by simply asking them how they felt the Family Visit went.

If the Baby becomes upset during the Family Visit, explain that learning is happening in that moment for the students as they observe the parent soothing their Baby. The students are learning emotion regulation skills as they also feel themselves transition from a stressed to a more calm state. This is also an opportunity to discuss the concepts of following the Baby's lead, attachment and attunement.

Family Visit Follow Up

Duration: 40 minutes

What you are going to do:

- Review the *Family Visit Checklist*.
- Review other elements of the Family Visit not already explained.

Why you are doing it:

1. To highlight for Trainees how the items on Family Visit Checklist were demonstrated during the Family Visit.
2. To reinforce the concept of "Not Yet" and asking permission
3. To explain weighing and measuring
4. To discuss appropriate responses to breastfeeding and changing

What you need:

- **PowerPoint:** *Family Visit Checklist*
- **Training Documents:** *Family Visit Updates and Reminders* and *Family Visit Checklist* (from previous activity)

How you do it:

1. Before going through the *Family Visit Checklist*, highlight the following points from the *Family Visit Updates/Reminders* document for the Trainees:
 - a. Roots of Empathy invites students to stand up when singing the *Roots of Empathy Welcome* and *Goodbye* songs and to have at least three seconds each with the Baby to provide an opportunity for each child to connect with the Baby through eye contact and possibly touching the Baby's feet as the parent takes the Baby around the "Green Blanket".
 - b. Roots of Empathy Instructors always put their hands gently on the Baby and ask "Can I play with you?" before holding, touching or playing with the Baby to model respect for the Baby. It sends out the message that everyone, including babies and children, have rights and that their bodies are their own. Instructors help the students to read the Baby's cues by asking, "Do you think the Baby is ok with this? How can you tell?"

Family Visit Checklist

1. **Share the *Family Visit Checklist* PowerPoint slide.**
2. Explain that Babies develop at their own rate along a continuum. Roots of Empathy helps students observe and understand the progression of infant development in the context of their activity, not their age. There are no "shoulds" about Baby's development, only "not yet's".

- Using the checklist, go through the elements and ask the Trainees to refer back to the Family Visit demonstration and think of examples that the Trainer demonstrated for each element.

Weighing and Measuring

- The Baby is weighed and measured 3 times over the course of the year – first visit, 5th visit and 9th visits. Explain why we do not do this in every family visit: (e.g., it is harder to demonstrate growth, it is not atypical for Babies to lose weight from one month to the next, which may cause children unwarranted concern).
- Use non-standard measurement (blocks) with kindergarten, and standard measurements (tape measure and scale) with older students.
- Do not weigh in kindergarten. When measuring with blocks in kindergarten please make sure the blocks are large enough that there is no possibility of Baby choking on them.
- In early primary grades, students can ask the parent what the Baby weighed at the last doctor's visit. If the Instructor or parent are not comfortable stepping on the scale, this method can be used for older grades as well.
- In the late primary and older grades, try having the students calculate the Baby's weight by first weighing parent and Baby, then parent without Baby and subtract one from the other if the parent feels comfortable participating in this activity. You can also ask the classroom teacher or another adult or step on the scale yourself.
- For the third weighing, the Baby may be sitting independently and so would be easier to weigh.
- Don't forget to weigh and measure in the appropriate regional measurements!
- In Roots of Empathy, we understand that society has created a destructive valuing of certain body sizes and as a students, Instructors and parents may be sensitive to being publically weighed. Please contact your Mentor for support, if needed.

When meeting with the parent, explain that we weigh the Baby to celebrate the growth during the first year.

Breastfeeding, Changing Baby and Other Sensitive Subjects

- Refer back to the breastfeeding discussions from the videos. Ask the Trainees to reflect on how this topic is discussed in the Pre Family Visit.
- Let the Trainees know that there is a breastfeeding section in the Instructor's Resources which describes Roots of Empathy's approach to breastfeeding and a guideline for working with students and mom. Suggest that Trainees read it over carefully.
- If there are any concerns raised about these topics, the Instructor should confer with their Mentor for advice.

Toys

Duration: 45 minutes

What you are going to do:

Provide an opportunity for Trainees to learn how the ROE toys are used to highlight infant development (social, emotional, physical, cognitive, speech/language), attachment, attunement, perspective taking, following the Baby's lead, predicting, problem solving and temperament in the Family Visit.

Why you are doing it:

1. To help Trainees understand the unique development of each Baby
2. To demonstrate how each toy might be used as the Baby progresses through various stages of development in all domains throughout the year
3. To model for Trainees how we use experiential questions, authentic communication and follow the Baby's lead during the Family Visit
4. To demonstrate how to bridge the Baby's learning and temperament to the students' experiences

What you need:

- **Videos(3):** Toys: Early Stages of Infant Development, Toys: A Baby Who Has Not Yet Learned to Crawl, Toys: A Baby Who is Crawling
- **PowerPoint Slides:** Topics for discussion after watching each video on Toys
- Foot Finder
- Wrist Rattle
- Roots of Empathy Balls
- Fish Bowl
- Cube/Firefly
- Infant Roll
- Crib-side Panel

How you do it:

1. Remind the Trainees of the Roots of Empathy philosophy of "not yet. Say that all babies have their own individual timetable for growth and we can use the Roots of Empathy toys to highlight and demonstrate the stages of infant development to the students. We can then bridge what the students observe in the Baby to their own stages of development and their own milestones. This is a reassuring message to children helping them to accept their own unique timetable in all areas of growth and development. We wait for the Baby to be ready and then celebrate their successes, as we do with each child.
2. Show the trainees the Roots of Empathy toys and say: "Toys are an amazing opportunity to use experiential questions. Roots of Empathy has chosen these toys because they are safe, easy to clean, developmentally appropriate for younger and older babies, open-ended and can highlight the Baby's problem-solving abilities. The Baby has agency with these toys and will determine how they are used. The Baby's way of playing with the toys shows us not only their stage of development but also their creativity in how they use the toy and their imagination. For this reason, we ask that no other toys are introduced or substituted. Each toy can be used during all nine Family Visits, however, please be sure to have only one toy on the blanket at a time."

3. *Share the PowerPoint slide: Infant Development.* Mention that these are general guidelines for what most babies are doing at these ages. However, we recognize the uniqueness of each Baby and respect their "Not Yet". Explain that infant development encompasses all domains of development not just physical. Development is also social, emotional, cognitive, and speech/language. When Babies make advances in one domain of development, there may temporary pause in other domains. Some changes you will be able to observe on the Green Blanket and others you will depend on the parent to share.
4. Say: "We will now watch a series of videos which will demonstrate how the Roots of Empathy balls could be used at different stages of the Baby's development. Always follow the Baby's lead and their interest (**reading their cues**) and their intention when exploring the toys during the Family Visits. Experiential questions will support you in asking the children what they think the Baby is going to do with the balls."
5. Please highlight that each of the toys should be used throughout the program, as the Baby will interact differently with the toys at different stages of development. This will allow the students to observe development in the moment, and reflect back to what the Baby could do before, and predict what the Baby may be able to do next time. This supports the development of executive functions skills in the children. Prediction and reflection only flourish in Risk Free Learning environments.
6. In this first video, we will watch a Family Visit at the beginning of the program with a Baby in the early stages of development. Divide the Trainees into 2 groups and ask each group to pick a recorder and reporter.
7. **Play the first video, Toys: Early Development.** Allow each group 5 minutes to discuss the questions from the PowerPoint Slide. Bring the larger group back together and ask the reporters to share what they discussed. If the following points are not brought up, please share them now:

Note: You might consider playing the Family Visit portion of each video more than once, if time allows.

Student Engagement: How does the Instructor engage the students using the toy and what kinds of gestural language and behaviors tell you that they are engaged?

- The Instructor asks lots of experiential questions
- The Instructor shares information about this stage of infant development (visual tracking)
- She invites the students to watch and observe what happens
- The children are leaning forward, focused on the Baby, some raise hands to answer and others are deep in thought, students offer an answer and then naturally expand on their answer by commenting on what that might mean (ex. the Baby is looking at the ball because she is interested)
- Learning is taking place for the students through their senses

Following the Baby's Lead: How did the Instructor use experiential questions to coach the children to observe the Baby's interaction with the toy? Any other comments or observations?

- By inviting the students to watch and observe what happens, "Let's see what happens"
- By asking open-ended questions inviting reflection and observations, ex. "What is she doing?" "How can you tell the Baby is interested in the toy?", "How do you show people that you are interested?", "What would we do if the Baby wasn't interested?" and, "Why do you think this toy captures the Baby's attention?"
- In this activity the Instructors are gaining experience in reading the students cues just like they are guiding the children in observing the Baby's cues

8. In the next video, we will see a Baby who is in the learning stages of crawling. She is tummy crawling, highlighting the uniqueness of every Baby. Ask each group to choose a new recorder and reporter.

9. **Play the third video, Toys: A Baby Who has Not Yet Learned to Crawl.** Allow each group 5 minutes to discuss. Bring the larger group back together and ask the reporters to share what they discussed. If the following points are not brought up, please share them now:

Infant Development: What are the children learning about infant development? Relate this learning to the Roots of Empathy concept of "not yet" and the uniqueness of each Baby.

- Babies learn on a continuum and have their own timetables for growth
- While the Baby had learned a new skill at home (tummy crawling), it was more challenging on the green blanket compared to at home on hardwood floors, as the parent explained
- Not all babies crawl or move in the same way
- The students are able to see the Baby "not yet" be able to move closer to a toy that is out of reach and then see the Baby achieve a new milestone. You could ask the children "How do you think the Baby feels?" "How do you feel for the Baby?", and "How do you feel when you do something new?"
- The children experience empathic joy and pride for the Baby

Temperament: How does the Instructor help the children to understand the temperament trait of persistence? How could you bridge this learning to the children's own experiences?

- By giving the children the word to describe what it means to keep trying (persistence)
- By making the task increasingly difficult and watching how the Baby responds (crawling on the blanket, rolling the toy farther away). "Does she keep trying in spite of being frustrated?"
- By drawing attention to the Baby's cues and body language
- You could ask the children to share how they feel when trying to do something difficult
- You could ask the children to think of friends or family members who might have a different level of persistence than them
- You could invite the children to think about how they could help someone with a lower level of persistence

10. In this last video, you will witness a Family Visit later in the program with a Baby who is crawling. She is also showing a sophisticated example of social development and what a secure attachment can look like at 10 months of age with a game using the balls. Ask each group to choose a new recorder and reporter.

11. **Play the fourth video, Toys: Baby Who is Crawling.** Allow each group 5 minutes to discuss. Bring the larger group back together and ask the reporters to share what they discussed. If the following points are not brought up, please share them now:

Social Development: How does the Instructor highlight the Baby's level of social development through play?

- Through understanding of the Baby's development, the Instructor creates the opportunity to encourage the Baby to crawl by rolling the ball to the other side of the blanket
- The Baby's secure attachment to their parent allows for safe play-based explorations. The Baby will explore so long as the parent is close by
- By demonstrating the Baby's new social skill of offering a toy to another person and engaging in a game. The Instructor depended on the parent to share this information.
- By inviting the children to observe the differences in the Baby's response to the parent compared to others
- By asking the children to guess how the Baby might be feeling during the game by reading the Baby's cues and body language
- Learning can also be bridged to the children by asking how they feel when others invite them to play

Perspective Taking: How does the children's understanding of the Baby's attachment to their parent and the parent's attunement to the Baby deepen through this activity?

- Children understand that trust is required for the Baby to engage in play
- Children learn experientially what a secure attachment to the parent looks and feels like
- The parent is attuned to their Baby and uses the first language to communicate
- The parent is helping the Baby to develop a sense of trust as she continues the repetition of the game played at home and is now expanding this trust to the children in the classroom
- The predictability of the game allows for safe play-based exploration
- Bridge to the students and say, "Think about your mother's attunement to you. Does your mother understand things about you that others don't?"

12. Each of the Roots of Empathy toys in the Family Visit kit can also be used to show the progression of infant development (physical, emotional, cognitive and speech/language) in similar ways.

Please share the following points with the Trainees:

- Experiential questions provide a safe learning environment for children, just as the secure attachment a Baby has to their parent allows for safe play-based explorations.
- Asking permission from the Baby demonstrates that babies have the right to their own body and we respect their comfort level. Guide the children in observing the Baby's cues and ask, "Is the Baby ok with this? How can you tell?"

This practice is helping children to trust and respect their own instincts, thereby protecting them from sexual abuse and breaking intergenerational cycles of violence.

- c) We always follow the Baby's lead and if the Baby seems uninterested, move on to something else. Ask the children, "Do you think the Baby is interested in this toy? How do you know?"
- d) Offering the Baby the same toys throughout the year allows the children to observe the development and progression of skills in real time. It is important for children to see the "not yet" before the Baby reaches a new milestone and they can celebrate as the Baby learns something new.
- e) Using only one toy at a time provides the optimal environment for engagement of both the Baby and students and minimizes distractions.
- f) Look for any opportunities to bridge the Baby's learning and development to the children's own experience by asking experiential questions.
- g) Please refer to the Roots of Empathy Knowledge Base and Philosophy for more information on infant development and reach out to your Mentor if you have any questions.

Art and Literature

Duration: 30 minutes

What you are going to do:

- Explain the role of literature in Roots of Empathy in helping students to develop empathy and explain the Roots of Empathy way of reading a book to a class.
- Introduce the Kindergarten Classroom *Roots of Empathy Baby Big Book*.
- Explain the relationship between emotional literacy and art.
- Show examples of student art work.

Why you are doing it:

1. To ensure all Instructors understand why we read books in the Roots of Empathy way.
2. To share with Trainees the depth of emotion that students express when given an opportunity to use art as a means of exploring feelings
3. To show an example of what the curriculum classroom book looks like

What you need:

- **Video:** *Artwork and Literature*
- **PowerPoint:** *Artwork*
- Sample thematic classroom books of children's art (*The Baby is Crying Because, I felt Proud When*)
- Sample children's artwork with Mary Gordon's description on the back

How you do it:

1. Let the Trainees know that there literature is used in all curriculum levels of the Roots of Empathy Program and that the primary and kindergarten levels have a focus on art. In the video we are about to watch, Mary Gordon is going to explain why we use art and literature.
2. **Play the Video: Artwork and Literature**

Art

1. Explain that often younger students can access their emotions more readily through art than through language. With younger children, we ask for their feedback at the end of the year by asking them "What can Roots of Empathy teach the world?" and they respond through drawing. Ask Trainees to allow students to immerse themselves in the drawing without commenting on the art itself or praising. An appropriate non-judgmental comment, if you feel you need to say something to an individual child, might be about how the child seemed to be involved or happy about drawing.
2. Show the artwork samples and read the descriptions on the back by Mary Gordon
3. Share the examples of the classroom artwork books
 - Share at least one piece of artwork from each book: *Feeling Proud* (Theme 3) and *The Baby is Crying Because* (Theme 2)....
 - Read the *Feeling Proud* book and share that

- ***“The Roots of Empathy organization is inspired by children's artwork. The intrinsic pride for those they love, their moral courage and bravery, point to a hopeful future where loving and caring is a source of pride. Intrinsic pride is deep, healthy, and long lasting and is an alternative to the fleeting extrinsic accolades such as trophies, ribbons or praise. The kind of pride we work to cultivate is connected to sustainable self-confidence, addressing character and adding positively to the image of self a child carries into adulthood. The unselfishness of children's pride for those they love is a lesson for all of us. Children are not just changers, they are our teachers. It is their empathy that will build an inclusive world we hope for.”- Mary Gordon***

- Every child is an artist who needs respectful tools.
- 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 soul. It is not for judging, even if that judging is positive praise.”- Mary Gordon**

Literature

1. **Read PowerPoint: Why do we use children's literature?**
2. Show the Roots of Empathy Curriculum Booklist and Questions.
3. Explain the importance of this document. Each book has a specific set of discussion points based on the theme. This document guides Instructors to find which of their books is to be read in which visit, and includes the appropriate discussion points for that book.
 - Read aloud the first paragraph from the booklist:
 - ***In Roots of Empathy, we use literature to help children explore their own feelings and take the perspective of others. When reading any of the Roots of Empathy books, do so without stopping. When you read a book, it is as if a magical spell has been cast; the children become engrossed in the story and share the experience as a group. This spell is broken if comments are made or questions are taken from the children. After reading the books, comments, questions, and reflections are welcome and Roots of Empathy suggests that you turn to the pages you are discussing with your students.***
4. In Roots of Empathy, we use literature to help children explore their own feelings and take the perspective of others. When reading any of the Roots of Empathy books, do so without stopping.
5. Please use the appropriate books for the grade level you are teaching with no substitutions from other grades, as per your Roots of Empathy agreement. These pages are part of the formal curriculum and as such are not to be copied, shared, or altered. The reason for this is that Roots of Empathy's reputation has been established by research on three continents and multiple languages. In every case, the children had similar discussions about the books that they were

reading in various themes because we specifically chose books that allow for those same discussions.

6. You as the Instructor and the classroom teacher may be surprised by some of our literature choices for the junior and senior curriculum as these may appear to be more suitable for younger children. This is not an accident. The intention of literature in a Roots of Empathy class is to capture universal stories which allow older students to reflect on familiar themes drawing from personal experience. The students are not simply listening to a story; they are also getting practice in perspective taking, reflection and expressing their thoughts and feelings.

Day 2 – Reflection and Feedback

Duration: 60 minutes

What you are going to do:

- Introduce the Reflection and the Feedback Form for Day 2.

Why you are doing it:

1. To ensure the goals of Day 2 have been met (Trainees are engaged, learning what they need to know and understand the topics covered on Day 2)
2. To allow Trainees the opportunity to reflect and give feedback on their experience so far

What you need:

- **PowerPoint:** Reflection
- **Feedback – Day 2**

How you do it:

2. Go over the following reminders:
 - Complete and sign the **Roots of Empathy Instructor Agreement** online
 - Complete **Instructor Feedback - Day 2**
 - Homework: Read the **Getting Ready** section of the curriculum and the **Training Document** *Freeing Up Children to Learn*
 - Enjoy your evening!
3. Let Trainees know that we will now be participating in an end of day reflection. This is an opportunity for the Trainees to work together to reflect on and consolidate their learning from the day. This reflection will give an opportunity to discuss; Roots of Empathy's unique approach to Risk Free Learning, the concept of Neuroscience in Roots of Empathy. The "4 threes" in Family Visits and Children's Literature in Roots of Empathy.
4. Divide the Trainees into groups of two people.
5. Once the Trainees are in their pairs, let them know that you will be asking the pair to reflect on a concept that they would have learned today. They will have some time to work together with their partner and share their answers with one another. After each question, we will have a short full group discussion to share with the large group.
6. **Share the first question:**
Roots of Empathy is an evidence-based program. What are the main impacts children experience that have been found in the independent research conducted on the program?
 - Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections with the larger group.
 - Points for the Trainer
 - Research across three continents.
 - Increase in prosocial behaviors (caring, sharing, including others, and kindness).
 - Decrease in aggression, including bullying.
 - Research shows that in children who have participated in Roots of Empathy,

there is an increase in their empathy and it stays up, a decrease in aggression and bullying and it stays down when compared to the control group.

- Children who have participated in Roots of Empathy have an increased knowledge of parenting.

7. Share the second question:

Why do we introduce neuroscience in the Roots of Empathy Program?

- Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections with the larger group.
- Points for the Trainer
 - to explain the concept that "Love Grows Brains" (the link between attachment and neuroscience)
 - to explain that brain development is directly linked to all aspects of learning including physical, emotional, social, cognitive, and linguistic
 - that the Baby's brain development occurs through the senses (touch, vision, hearing, taste, and smell). Touch is the most important.
 - to explain how the attachment relationship influences brain development, which affects learning, development and health over the lifespan

8. Share the third question:

Why are the "4 threes" important in the family visit? (three breaths, three seconds, three songs, three temperament traits)

- Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections with the larger group.
- Points for the Trainer
 - remind Trainees of what they learned in the Tradition and Routine section from day 1
 - these routines help to set the tone for the ROE class and supports emotion regulation
 - builds solidarity through breathing and singing together
 - each child gets a chance to connect one on one with the Baby
 - helps children understand temperament by observing and learning about the temperament of the Baby

9. Share the Fourth question:

Why do we use children's literature in the Roots of Empathy Program?

- Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections with the larger group.
- Points for the Trainer
 - Story provides a non-threatening vehicle for children to identify with one of the Theme we are discussing, it is also a proven way to cultivate empathy.
Literature is a shared experience for all children to discuss the Theme.
 - Gives students practice in perspective-taking which lead to empathy.
 - Discussion about the story provides opportunities for students to reflect and talk about

their own experiences.

- Encourages the use of imagination therefore improving the capacity for empathy.
10. Thank the Trainees for participating in this reflection activity. Ask if anyone has any further reflections or questions.
 11. Remind Trainees to complete their Instructor Agreement form (if they have not done so) before the end of the training.
 12. Let them know they can now take their Family Visit kits and Children's Literature home.
 13. Remind Trainees of Homework:
 - Read the **Getting** Ready section, including **Meeting the Principal and Teacher Checklist** and **Freeing up Children to Learn** document.
 14. **Feedback Form – Day 2.** Ask Trainees to complete this before leaving today. Make sure to review the Trainee feedback before the beginning of Day 2.
 15. Thank you and see you tomorrow
 16. Prepare for the next morning.

Welcome and Reflection

5 minutes

What you are going to do:

Welcome the Trainees into the training.

Why you are doing it:

1. To set the tone for a well-organized training.
2. To allow time for Trainees to share their reflections.

What you need:

- Training Agenda

How you do it:

1. Welcome the Trainees to the training as they enter
2. When all Trainees have arrived sing the Roots of Empathy Welcome song.
3. Welcome Trainees to day 3 and ask if anyone has any reflections to share from day 2.
4. Ask how the Trainees they are feeling.
5. Share and review the agenda for day 3.

Root of Empathy's Philosophy

Duration: 60 minutes

What you are going to do:

To help Trainees understand the philosophies that are integral to the Roots of Empathy Program.

Why you are doing it:

For Trainees to gain a deeper understanding of the concepts of Attachment & Attunement, Emotional Literacy, and Inclusion.

What you need:

- **Video:** *Attachment & Attunement*
- **Video:** *Emotional Literacy*
- **Video:** *Inclusion*
- 3 Quotes from Mary Gordons Book

How you do it:

1. Share with the Trainees that you will now be discussing some of the Roots of Empathy approaches and philosophy. Let them know that we will be focusing on 3 of these approaches: Attachment & Attunement, Emotional Literacy, and Inclusion.
2. Let the Trainees know that you will be watching 3 videos, some will have Mary Gordon discussing a topic and some will be examples from Family Visits. After watching the videos, we will discuss in a large group activity to deepen our understanding of the topics. We encourage you to take notes if that would be helpful for you in your discussions.

Attachment & Attunement

1. We will first focus on Attachment & Attunement. Let the Trainees know that throughout the Program the children will be observing and discussing the attachment relationship the Baby has with their parent(s).
2. Explain that in Roots of Empathy we also discuss the concept of attunement, which Mary Gordon considers a building block of attachment. This idea is supported by current research by psychologists in the field of Attachment. By attunement, she means being able match the state of the Baby, to be emotionally tuned-in to the Baby. The Baby is automatically attuned to the parent and is aware of the parent's emotional state. We discuss this in other parts of the curriculum as emotion contagion.
3. **Play the Attachment & Attunement video.**
4. Ask the corresponding questions to the group. Allow time for group discussion.

Questions:

- Why does the Roots of Empathy Instructor highlight the attachment relationship of the Baby to their parent during the Family Visit?
- How might you highlight the Roots of Empathy Baby's attachment relationship to their parent(s)? Think about the examples you have seen throughout the training.

If the following points were not brought up address them now:

Why does the Roots of Empathy Instructor highlight the attachment relationship of the Baby to their parent during the Family Visit?

- Highlights to the children what responsive parenting looks like
- Breaking intergenerational cycles of violence and hurt
- Children in the classroom today are the parents of tomorrow
- Families come in all shapes and sizes meaning that culture, language, social economic status, education level, age, and size of the family are not significant factors in a secure attachment relationship. What is a defining factor is the parents' own attachment relationship in their family.
- We want to give children another version of what love can look like and feel like. For children who are in the foster care system they have shattered attachment relationships and Roots of Empathy can be an anchor. (Refer to chapter 1 of Mary Gordons Book "Darren Story"). Birth does not have to be destiny. We enable children to have a deep understanding that they can change their lives.
- As part of authentic communication, we want the children to observe secure attachment behaviours and then they can equitably comment.

How might you highlight the Roots of Empathy Baby's attachment relationship to their parent(s)? Think about the examples you have seen throughout the training.

- Sing a group song, with you singing and holding the Baby, then sing the same group song with the parent singing and holding the Baby. Observe the difference.
- If the Baby starts to independently crawl and looks back at their parent for reassurance this is an example of safe based exploration and a secure attachment relationship, *draw the children's attention to this*. Ask the children "why do you think the Baby is looking back at their parent?"
- If the Baby is startled by a sudden sound (ex. A bell in the school) they will often look to their parent for reassurance, *draw the children's attention to this*. The parent's response in comforting and reassuring the Baby is an example of attunement. *draw the children's attention to this*.
- If the Baby cries and their parent comforts them, *draw the children's attention to this* and discuss what the parent is doing to help the Baby learn to regulate their emotions and which senses are involved.

Emotional Literacy

1. Next, we will watch our Founder and President discuss the concept of emotional literacy. In Roots of Empathy, we help children develop emotional literacy.

- Emotional literacy develops as the children begin to identify and label the Baby's feelings, reflect on and understand their own feelings, then bridge to understand the feelings of others.
- As children develop emotional literacy throughout the Program, they are able to discuss their own feelings, relate to the feelings of their classmates, solve conflicts more readily, gain a deeper understanding of self and have more satisfying friendships.
- We validate all emotions in Roots of Empathy, so that children learn that there is safety and reassurance in expressing how you feel.

2. Play the Emotional Literacy video.

3. Ask the corresponding questions to the group. Allow time for group discussion.

Questions:

- **How does observing the Baby and labeling the Baby's emotions help the children in the classroom develop emotional literacy?**
- **How do you think you can do this in your Roots of Empathy Program?**

If the following points were not brought up address them now:

How does observing the Baby and labeling the baby's emotions help the children in the classroom develop emotional literacy?

- When Instructors guide children to observe the Baby's behaviour, to read their emotional cues, and help them label the Baby's feelings, the children in the classroom.
 - Learn to understand their own feelings. The Instructor coaches them to observe the Baby's feelings and invites the children to share when they have had the same feelings.
 - Gain a vocabulary for their feelings.
 - Gain comfort in discussing their feelings.
 - Learn that all feelings are okay even though they may feel pleasant or unpleasant

How do you think you can do this in your Roots of Empathy Program?

- Asking: How does the Baby feel? Why do you think that? and How does that make you feel?
- Guiding the children's observations of the Baby's emotions, then bridging to the children's emotions by asking them "When have you felt like the Baby?"
- Coaching the children in using their new vocabulary of emotion words.
- Supporting children who might not have the vocabulary by providing the opportunity to express how they feel through art.
- Building their vocabulary of emotion words through discussion of the children's literature used in the Program. Children are coached to take the perspective of the characters and reflect on their own emotions.

Inclusion

1. Lastly, we will be focusing on Inclusion. The Roots of Empathy Program acknowledges and welcomes physical, cognitive, behavioural, cultural and linguistic differences.
2. We will now be watching a video where Mary Gordon will be describing how we promote Inclusion in the Roots of Empathy Program.
3. **Play the Inclusion video.**
4. Ask the corresponding questions to the group. Allow time for group discussion.

Questions:

- **How does the Roots of Empathy Program create a sense of inclusion for all children?**
- **How can you do this in your own Roots of Empathy Program?**

If the following points were not brought up address them now:

How does the Roots of Empathy Program create a sense of inclusion for all children?

- Roots of Empathy is a universal program, not a targeted program, meaning that we come to a whole classroom including all children rather than targeting the program to children who have behavioral challenges.
- No children are excluded from the Roots of Empathy Program.
- Children learn to have empathy for their classmates.
- Creating a sense of solidarity in the classroom through activities and singing.
- The children have empathy for the Baby and learn that we all share the same feelings. "We are all just bigger babies."- Mary Gordon
- Inclusion isn't just about joining the group, but also being part of the group. Your values and ideas are respected.
- Children need to experience inclusion so that they will include others.

How can you do this in your own Roots of Empathy Program?

- Rather than calling on the first child to have their hand up, call on the 6th or 7th child who raised their hand. This gives all children the time to reflect and gather their thoughts, demonstrating that we do not value or reward quick answers but rather reflection and giving every child the time to answer in their own time.
 - Accepting all answers without judgement (ex. Thank you).
 - In the Meeting the Teacher and Principal meeting the Instructor will explain to the host classroom teacher that we would prefer that no children are disciplined by being excluded from the Roots of Empathy class.
5. Once you have completed this section ask if anyone has any questions or reflections they would like to share.

Partner #2: The School

Duration: 1 hour 15 minutes

What you are going to do:

- Discuss the Instructor's relationship with the school.
- Practice the Meeting the Principal and Teacher visit.
- Discuss classroom engagement strategies.
- Discuss Roots of Empathy's philosophy on Freeing up Children to Learn.

Why you are doing it:

1. To devise strategies for building effective working relationships with the principal and teacher
2. To help Trainees develop a repertoire of classroom engagement strategies
3. To help Trainees understand the philosophy and approach in the Roots of Empathy classroom

What you need:

- **Roots of Empathy Curriculum** - *Getting Ready: Meeting the Principal and Teacher Checklist* and *Freeing up Children to Learn*
- *Roots of Empathy Program Information for Schools*
- Engagement cards

How you do it:

1. Explain that the second partnership that Instructors need to develop is with the school, the principal, teacher and school staff.
2. Explain that some of us will need more support with building relationships in a school if we have not had previous experience. Meeting with the principal and teacher before the Program begins is a key part of a successful start-up process. They may or may not have previous experience with Roots of Empathy so it is up to the Instructor to set up a meeting to explain the Program to them.
3. Highlight the importance of establishing a climate of trust, respect and credibility that will set you up for success in the year to come.
4. Ask the Trainees to turn to the Program Commitment section and review with them the school's commitment. Any questions?
5. Divide the Instructors into groups of three to practice the Meeting the Principal and Teacher visit following the outline from their *Getting Ready* section.
6. Give the groups 15 minutes to practice and then bring the whole group together to debrief. Ask the group to share what was most challenging and any questions or reflections they may have.
7. **Ask how the Instructor could continue to build this relationship?** (e.g., discuss engagement techniques, review lesson plans and assign teacher tasks, ask for

feedback after the lesson).

Engagement

1. On chart paper, list all the positive engagement techniques that Trainees remember seeing during the training so far. Can they add more to the list?
2. Split the Trainees into 5 groups and hand each group an Engagement Card.
3. Ask the groups to discuss their scenario, how you might respond and potentially how the scenario might have been avoided. Ask each group to pick a recorder and reporter.
4. Invite the reporter to read their scenario and share the strategies the group discussed.

Risk-Free Learning Environment

1. Ask Trainees to review *Roots of Empathy: Freeing up Children to Learn* document. This document guides the Instructor in using the ROE philosophy and approach with children.
2. Discuss the document and approach with the Trainees:
 - When communicating, we practice empathic listening with our students. This shows respect and understanding. As a result, children feel comfortable to continue contributing.
 - Roots of Empathy creates an inclusive learning environment, where every child feels welcome.
 - We ask teachers not to exclude any children from the lesson, unless safety is an issue.

Roots of Empathy Child Safety and Disclosure Policies

Duration: 15 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 may be 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:

- **Training Documents:**

- *Roots of Empathy Child Abuse Protocol*
- *Provincial Information Regarding Reporting Abuse*
- *Roots of Empathy Disclosure Report*

How you do it:

Abuse and Disclosure:

1. 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.
2. For International Trainings, please have the KPP speak to or provide information on the correct protocol for the training region.
3. Ask Trainees to review document: *Roots of Empathy Child Abuse Protocol* and the information pertaining to reporting abuse in the training jurisdiction.
4. Please refer to the "*Roots of Empathy Disclosure Report*" and explain that this document should be completed and sent to the Manager of Program Integrity if, in your role as a Roots of Empathy Instructor, you are witness to a disclosure in your Roots of Empathy class. Please ensure no identifying information is added to this report, we only need to know that a disclosure was made and the date.
5. 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.

Communication Guidelines

Duration: 20 minutes

What you are going to do:

Introduce the Communications Guidelines to Trainees.

Why you are doing it:

1. To familiarize Trainees with the Communications Guidelines
2. To explain the importance of gathering permission forms from all students, the volunteer family and other adults who may be present in the classroom
3. To explain how to use social media
4. To explain that they should submit photos and permission forms online
5. To explain that we need all Instructors to sign off on having read and understood the guidelines

What you need:

- **Training Document:** *Communications Guidelines*
- **Training Document:** *Photo/video release form for Baby's Parent/Guardian*
- **Training Document:** *Photo/Video and Artwork/writing Release Form for Children's Parent or Guardian*

How you do it:

1. Explain that communicating what we do in Roots of Empathy is how we build a sense of community and share our impact and as Instructors, they are our best storytellers. We've developed *Communications Guidelines* to help them which are available on the Instructor Dashboard.
2. Mention that Roots of Empathy has a communications team that can support them through their Mentor and answer any questions they may have.
3. Permissions – ask Trainees to look at the permission forms and point out that they are crucial to the safety of the children and the integrity of the program and that if a child or adult has not submitted a signed permission form, then you cannot take their photo or video, or submit their artwork or comments. Explain that the student form requires only a YES check. If they do not check that YES box, then that means permission has not been granted and photos or videos of that student cannot be taken. The parent/guardian permission form gives them more options, which we offer since they and/or their Baby will be in the majority if not all of the photos.
4. Social media - explain that social media is everywhere and Roots of Empathy uses it to share the joy and impact of our programs. To keep up to date on the most current Roots of Empathy news, encourage Trainees to follow us on Facebook, Twitter, Instagram, YouTube and LinkedIn. Our handle on all channels is @rootsofempathy. Instructors can share on social media too if they follow the guidelines on safe sharing.

- they must have signed permissions
 - only share photos of your Roots of Empathy Baby/parent(s)
 - no sharing artwork online as this is part of our curriculum
 - no identifying details such as children's names
 - do not describe the content of the curriculum or the purpose of the toys in order to protect our program's intellectual property
 - follow program best practices
5. Submitting photos and permission forms – explain that this is all done online and that the guidelines explain how to do it. Very easy with your phone, or by scanning and emailing.
 6. Support on the Instructor Dashboard - Explain that Instructors can find all information on the Instructor Dashboard - the *Communications Guidelines*, videos that explain the guidelines, what we look for in photos and how to submit your photos.

Taking Pictures

Duration: 10 minutes

What you are going to do:

- Discuss effective picture taking.
- Discuss Roots of Empathy bulletin board.

Why you are doing it:

1. To give Trainees helpful advice for taking and processing powerful pictures during the Family Visits
2. To introduce the Roots of Empathy bulletin board

What you need:

- **Training Documents:** *Roots of Empathy Photo Guide* and *Roots of Empathy Bulletin Board*

How you do it:

1. Training Document: *Roots of Empathy Photo Guide*
2. Ask Trainees why they think the photos in the document were chosen? What drew their eye to the picture?
3. Explain that it is the teacher's role to take pictures during the Family Visit. Please share this information with your classroom teacher at the beginning of the school year. Pictures are used to post on the bulletin board, keeping a monthly record of the Baby's progress and capturing magical moments in the Program. This encourages the practice of reflection among the students and is an everyday reminder of the Roots of Empathy Program.
4. The pictures will be used in a photo album at the end of the year for the family.
5. Show the Trainees the Kindergarten Big Book and explain that this part of the Kindergarten curriculum only. You will add a photo and sentence to the book after each theme. (Regions that do not deliver the Kindergarten curriculum can skip this point.)
6. Explain that photos are also taken to celebrate, promote and build awareness of the Roots of Empathy Program and share the impact. We will discuss how to submit photos to Roots of Empathy in the Communication section.
7. Ask Trainees to review the document on their own time and go over the details with their host classroom teacher.
8. **Training Document:** *Roots of Empathy Bulletin Board*
9. Explain that the Roots of Empathy bulletin board is an ongoing cooperative project between the Instructor and the host classroom teacher. Responsibilities for the development and maintenance of the bulletin board should be discussed at the Meet the Teacher meeting.

10. Decide how photos will be saved, printed, and posted for the bulletin board, and put into the photo album for the parent at the end of the year.

Workshops -Part 1

Duration: 45 minutes

What you are going to do:

Provide an opportunity for the Trainees to observe the preparation and delivery of a Pre Family Visit.

Why you are doing it:

1. To help Trainees understand all of the steps involved in preparing for a visit and the importance of observing best practices.
2. To help Trainees understand the Roots of Empathy philosophy behind the activities.

What you need:

- The Overview for Theme 2
- The Focus for Theme 2
- Curriculum for Junior, Theme 2: Pre Family Visit
- Photograph of Crying Baby (Appendix Theme 2-A)
- Roots of Empathy Doll
- Never Shake a Baby brochure
- Flipchart paper and marker or Smartboard
- Clear glass jar
- Raw egg

How you do it:

1. Let the Trainees know that we will now be workshopping Theme 2: Crying. Explain that you will demonstrate the delivery of the Theme 2, Pre Family Visit using the Junior curriculum and then they will work in small groups to practice delivering the Post Family Visit.
2. Start by sharing that you will first show the Trainees how you prepared for this Theme.
3. Ask the Trainees to open their curriculum to Theme 2, in the Junior curriculum and turn to the Overview page. Let them know that to prepare, you will read this Overview. Some information that you learned or found interesting:
 - Crying is an infant's primary means of communication.
 - A crying infant has both a psychological and physical effect on their caregivers.
 - Babies cry for physical and emotional reasons.
 - How loudly or often a Baby cries is influenced by their individual temperament.
 - There are two important messages for this theme: A crying Baby is not a bad Baby but a Baby with a problem and to never shake or hit a Baby.
 - There is a brochure that goes with this theme.

Adults don't always understand that babies cry for more than just physical reasons. A Baby is a full-fledged person with emotions.

4. Say that after you have read the Overview, you would have then read the *Focus*. You might note that the *Focus* has some of the same points as the Overview however, this is more of a summary. Some information that you learned or found interesting:
 - Babies cry for a reason
 - Temperament traits directly associated with crying include intensity, mood, adaptability, and sensitivity.
 - There are many techniques for soothing a crying Baby.
 - Babies are not being spoiled when responded to or held for comfort.
 - It is normal for caregivers to feel frustrated.
 - The risks and dangers of shaking a Baby.
 - Many cultures treat boys and girls differently when it comes to crying, which can negatively affect their mental health.
5. Explain that you have now prepared for the Theme by reading both the Overview and the *Focus*. Next, you will open the *Pre Family Visit* section and look at the *Aims*. The *Aims* give us a good understanding of what we are trying to achieve in the Pre Family Visit. Read the *Aims* aloud to the Trainees:
 - To help students understand that crying is a Baby's main means of communication.
 - To help students understand that crying Babies are not bad Babies; they are Babies with a problem who need our help.
 - To help students understand the reasons a Baby cries and how crying is related to temperament.
 - To emphasize the important role of the parent and/or caregiver in understanding a Baby's needs and the Baby's temperament.
 - To demonstrate the dangers of shaking a Baby and to stress that it is never okay to hit a Baby.
 - To teach students the skills for soothing a Baby.
6. Now we will look at the steps in the *Preparation* section of the Pre Family visit:
 - Read both the *Crying* and *Temperament* sections of the *Roots of Empathy Instructor Resources*. This is important because it builds on your own knowledge. You will be more prepared to deliver the Theme and answer any questions the students might have. Reading the *Instructor Resources* will also help you to feel
 - more confident delivering the Theme because you will have background information in addition to what is in the curriculum.
 - Contact the teacher using the communication method you determined while "Meeting the Teacher" at the beginning of your Program (i.e. text, phone, email). Confirm the date and time of the visit, give a brief overview of the activities you will be leading, and ask the classroom teacher to help you during the visit by writing the students' responses on a flipchart/smartboard.

7. Next, you would prepare for this visit by gathering all of the materials. Show the Trainees the following materials:
 - Photograph of Crying Baby (Appendix Theme 2-A)
 - Roots of Empathy Doll
 - Never Shake a Baby brochure
 - Flipchart paper and marker or Smartboard
 - Clear glass jar
 - Raw egg
8. Let the Trainees know to prepare for the Theme, you would have reviewed the activities at least a couple days before the visit; if you had questions or could not find something there is time to contact your Mentor. It is also helpful to read through the activities of the Family Visit and Post Family Visit to give an overview of the whole Theme.
9. Now that the preparation is complete, say that you will demonstrate the delivery of the Pre Family Visit. Let the Trainees know that while you are delivering the activities, they do not need to act or speak like children, and they are asked to participate so that they can see the flow of a visit.
10. Deliver Theme 2: Pre Family Visit for the Trainees. Remember to demonstrate best practices.
11. After delivery, ask if anyone has any questions.

Why we have the shaken egg activity: Shaking baby often occurs because parents/caregivers are exhausted and frustrated and don't know the impact of shaking. We are trying to demonstrate to the children the vulnerability of the brain of an infant and can make the point that throughout life our brains are vulnerable to trauma, which is why we wear helmets when riding a bike, tobogganing, skateboarding, rollerblading, and many sports. It is an invisible form of abuse and we can do something about it generationally by showing the children in the Roots of Empathy Program the impact of shaking a baby. The children receiving this activity may already be babysitting and this will be important information for them now.

Workshops -Part 2

Duration: 45 minutes

What you are going to do:

Provide the Trainees with an opportunity to practice delivering a Post Family Visit and provide an opportunity to reflect on the experience.

Why you are doing it:

1. To help Trainees become familiar with the curriculum.
2. To give Trainees an opportunity to experience how classroom visits unfold.
3. To give Trainees an opportunity to integrate the Roots of Empathy philosophy through the activities.
4. To give Trainees an opportunity to question and experience a "risk-free learning environment" so that they can implement it in their Roots of Empathy classroom.

What you need:

- Workshop packages for each curriculum level

How you do it:

1. Let the Trainees know that now they will get a chance to practice delivering a Post Family Visit.
2. Divide the Trainees into groups of 3 or 4 based on which curriculum level they will be delivering, either kindergarten, primary, junior, or senior.
Note:
 - If there are not enough people delivering a curriculum level (e.g. kindergarten or senior) add them to the next closest curriculum level, (e.g. a Trainee delivering the kindergarten level would join the primary group).
 - If no one is planning to deliver a curriculum level, omit this group. If more than 4 people are planning on delivering a curriculum level, create more than one group.
 - If you need to make a smaller group of 3, one person will be assigned two sections.
3. Provide each of the groups with the workshop package for their corresponding curriculum level.
4. Explain that in their groups they will divide the visit into 3 or 4 parts with each Trainee delivering one of the sections to their group. Mention that the Trainee who is assigned the first activity will also deliver the Introduction (Including 3 breaths and welcome song) and the Trainee who is assigned the last activity will also deliver the Conclusion.
5. Ask the Trainees to take 5-10 minutes to review their assigned section and gather the materials they will need.

6. Remind the Trainees to follow best practices when delivering their section, whether it be reading a book all the way through, or responding according to Roots of Empathy's *Risk-Free Learning* philosophy.
7. Once everyone in the group has reviewed their section, they will then deliver their section to the small group. The rest of the group will act as the students and respond appropriately. Remind them that they do not need to speak like children but to answer questions so that they can see the flow.
8. At this point, the Trainer(s) will circulate around the room answering any questions that come up and providing support.
9. Once all the groups have completed the activity, ask if anyone would like to share any reflections about how they felt during the activity.
10. Ask the Trainees if they have any questions.

While circulating among the groups, if you observe something that is not a Roots of Empathy best practice, please join the group and gently correct the concern. Answer any questions they may have to help get them back on track.

Certification

Duration: 25 minutes

What you are going to do:

- Go over the steps required to become a certified Roots of Empathy Instructor.
- Discuss the role of the Mentor.

Why you are doing it:

1. To clarify that Instructor certification is a year-long process
2. To emphasize the importance of communication with the Mentor

What you need:

- *Training Documents:*
 - Certification Process
 - Role of the Mentor
 - Communication Guidelines
 - Who to Call - KPP or Mentor?
 - Self-Reflection Questionnaire

How you do it:

1. Ask Trainees to review the *Certification Process* document and go over what has been completed and what still remains.
2. Refer to the *Role of the Mentor* Training Document. Discuss the interactions between the Mentor and their assigned Instructors. Emphasize the importance of communicating with Mentors as part of the certification process. Instructors should notify their Mentor of any changes to contact information, and should respond to requests from their Mentor as quickly as possible.
3. It is important to let Mentors know the best method of communication and preferred times to connect. The Mentor will also communicate their availability (hours, numbers and email addresses).
4. KPP or Mentor: Review *Who to Call?* Training Document and review how communication with a KPP differs from that with the Mentor.
5. Classroom Visit Observation: It's important that the Instructor tries to work around the Mentor's timetable when scheduling the Classroom Visit observation. Mentors are scheduling many Instructors in a short time period and appreciate as much flexibility as possible.
6. Review the *Self-reflection Questionnaire* Training Document. Explain that Instructors will complete this reflective document on their own before the Classroom Visit observation. It is a helpful process to prepare them for the Mentor coming into their classroom. This document is for personal reflection and is not intended to be shared with the Mentor.

Next Steps

Duration: 30 minutes

What you are going to do:

- Review Getting Ready section in the curriculum.
- Discuss preparation time and time management.
- Emphasize the importance of collecting program information and submitting the Classroom Information Form (CIF)
- Familiarize Trainees with Instructor Dashboard

Why you are doing it:

1. To ensure that Trainees are prepared to start the Program
2. To remind Trainees of their commitments

What you need:

- Roots of Empathy Curriculum - Getting Ready Section: Instructor Program Start-up Checklist
- **Video:** *Introduction to the Instructor Dashboard*
- Trainer's stone

How you do it:

1. Have Trainees open their curriculum to the *Getting Ready* section. Go over each item and explain its significance (review the *Instructor Program Start-up Checklist*).
2. Discuss preparation time. We generally say that there are 2.5-3 hours of preparation time per Theme. Once materials are ready and the Instructors are familiar with the content, the lessons become easier to prepare in the second and subsequent years of program delivery. Remind Trainees to read through the entire theme before delivering the Pre Family Visit.
3. Time management: It's really important to set up a schedule of classroom visits right at the beginning of the year. If there have to be changes from time to time, they can be accommodated as long as everyone is informed (parent, host classroom teacher, and Instructor). However, if changes are necessary that put the program outside of standard delivery, the Mentor should be notified immediately. Remind Trainees that they will need to also allow for set-up time and time to prepare the teacher for upcoming lessons.
4. All questions about missing Instructor materials (e.g. books, toys, doll) should be directed to the KPP. Questions pertaining to program delivery should be directed to the Mentor.
5. Explain that Instructors will have to submit online Classroom Information Form (CIF) through their Instructor Dashboard as soon as they start instructing. This is very important information that forms the basis of our yearly statistics.

6. **Play the Video: Introduction to the Instructor Dashboard**
7. Make sure all Roots of Empathy Instructor Agreements, tablet acknowledgements, and Feedback Forms are submitted.
8. Ask Trainees if they have any reflections or questions.

Day 3 – Reflection, Feedback, Thank you and Goodbye

Duration: 65 minutes

What you are going to do:

- Introduce the Reflection and the Feedback Form for Day 3.

Why you are doing it:

1. To ensure the goals of Day 3 have been met (Trainees are engaged, learning what they need to know and understand the topics covered on Day 3)
2. To allow Trainees the opportunity to reflect and give feedback on their experience so far

What you need:

- **PowerPoint:** Reflection
- Feedback – Day 3

How you do it:

1. Go over the following reminders:
 - Complete and sign the Roots of Empathy Instructor Agreement online
 - Complete Instructor Feedback - Day 3
 - Good Bye and Good Wishes
2. Let Trainees know that we will now be participating in an end of day reflection. This is an opportunity for the Trainees to work together to reflect on and consolidate their learning from the day. This is a chance to review the learnings from the day.
3. Divide the Trainees into groups of two people.
4. Once the Trainees are in their pairs, let them know that you will be asking the pair to reflect on their learnings from the day. They will have some time to work together with their partner and share their answers with one another. After each question, we will have a short full group discussion to share what you discussed with their partner.
5. **Share the first question**

It is important for the teacher in the Roots of Empathy Program to understand the philosophy and their role in the Program. What information will you be sharing with the classroom teacher?

 - Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections with the larger group.
 - Points for the Trainer
 - Information about the Program
 - refer to the “Meeting the Principle/teacher Checklist”
 - Roots of Empathy philosophy, Risk-Free Learning, inclusion and curriculum

- teacher's role and involvement
- teacher will be asked to complete a feedback form, that will ask questions pertaining to their experience in the Roots of Empathy Program, at the end of the Program
- Logistics
 - teacher's preference for communication (email, text, phone) and timing of communication (evenings, weekends)
 - date and time of visits – need to be flexible (e.g. if Baby is ill)
 - use of name tags and how the volunteer parent and Instructor will be addressed by the students (e.g. Mrs., Smith, Kerry)
 - classroom management strategies
 - students with special needs
 - assistance with taking photos and help with writing on flip charts
 - space for a ROE bulletin board

6. Share the second question

Why are each of the Roots of Empathy philosophies of attachment/attunement, emotional literacy, and inclusion important?

- Give the pairs time to reflect on the question. Then ask the Trainees if they would like to share their reflections with the larger group.
 - Points for the Trainer
 - Attachment:
 - breaking intergeneration cycles of violence and poor parenting
 - children experience and understand how a loving relationship impacts the Baby's growth and development
 - children have for life a memory of what love looks like
 - Emotional Literacy:
 - helps children understand their own feelings and the feelings of others allowing them to make friendships and have a way to connect to others throughout childhood and into adulthood
 - emotional literacy contributes to emotional health and wellbeing
 - Inclusion:
 - important for children to understand and discuss how they feel when they are excluded and how other children feel when they are excluded.
 - every person has a right to feel like they belong and matter
2. Thank the Trainees for participating in this reflection activity. Ask if anyone has any further reflections or questions.
 3. Feedback Form – Day 3. Ask Trainees to complete this.
 4. Have Trainees participate in a closing circle:
 - Invite all Trainees to form a circle. Mention that you will be passing your Trainer's stone, which you bring to all trainings, along to each Trainee. Explain that when the stone comes to them, they can share how they are feeling, or if you are short on time

- 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 share how they are feeling now that 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 society. Mention that the stone they held has passed through the hands of many Instructors in trainings around the globe. Point out that when a stone is dropped in the water it causes a ripple effect. Like the stone that creates ripples, they will be spreading Roots of Empathy values and messages to their children, families and community.
 - Thank Trainees for their time over the last three days and wish them well as they return to their communities to implement the Roots of Empathy Program.
5. Make any last notes in the Trainer's Report and Submit Trainers Feedback.
 6. Submit the attendance on the Training Dashboard and check all agreements and acknowledgments have been submitted by the Instructors.
 7. Pack up!