

Foreword

Welcome to Roots of Empathy!

The material that I have written for this manual has been strongly informed by all the corners of my life. A thread of empathy has run through my experiences from the cradle to the classroom and beyond. My childhood and family of origin were rich in empathy, curiosity, and joy. Teaching Kindergarten in downtown Toronto revealed to me the kindness of children and filled me with awe at the privilege of being able to touch the future through these little children. It was from the parents of my Kindergarten students that I saw the power of the home as the first teacher of the child. From this epiphany, I changed gears to create 34 Parenting and Family Literacy Centres, which meet the needs of thousands of culturally and linguistically diverse inner-city Toronto families to support parents in their job of raising children. I began to work with families struggling with poverty and adversity and learned what courage meant. Working with battered women, drug and alcohol addicted women, prostitutes, child abusers, children who have been sexually abused, and vulnerable teen mothers, I learned that hope chases despair. A counterpoint through all of these years has been my rich exchanges with colleagues and mentors. And finally, the most defining experience of my life, parenthood. Having my own children brought me in touch with the universals of humanity. It taught me humility and the incredible power of the love between parent and child. This primary relationship of care sets the template for all future relationships, and as a society we have to make sure that every parent is supported in being able to honor that privilege. The information in this manual about infants, parents, classroom students and teachers, is designed to help you teach in the most respectful and knowledgeable manner. The information and philosophy that are captured in these pages are a tool to help you, the Instructor, foster empathy in children and pave the way for the next generation of parents to live in a civic society.

Mary Gordon
Founder/President
Roots of Empathy

About This Manual

This resource manual is designed to give you a comfort level of background information to support your delivery of the curriculum.

It offers information on infant development that will assist you particularly in the family visit, but will also inform your work with the Roots of Empathy parent and the students.

Roots of Empathy places a high value on respectful instruction, for which an understanding of normal and expected development and behaviour of the learner



is required. In the *Roots of Empathy Instructor's Resource Manual* you will find developmental information on the students that you will be teaching to help you gain this understanding.

This manual places a strong emphasis on infant attachment because of its pivotal role in an infant's healthy development. During the family visit it is important to understand and to be able to editorialize the nuances of the interaction between parent and infant. An understanding of temperament theory is also required. *Roots of Empathy* introduces temperament to students by having them observe the temperament of the infant, thus gaining insights into their own temperament.

The concept of a literacy of feelings is key to the delivery of *Roots of Empathy*. We strive to support healthy emotional development of students by identifying emotions through their *Roots of Empathy* baby - by labeling the emotions; by identifying emotions in themselves; and by fostering dialogue about emotions.

It is intended that this *Roots of Empathy Instructor's Resource Manual* be cross-referenced for each lesson plan from the *Roots of Empathy Curriculum Manuals (Volumes 1 and 2)*. If you have questions and would like to speak with a mentor you may take advantage of the toll-free line 1-866-766-8763 or contact us by e-mail at mail@rootsofempathy.org.



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Canadian Institute
of Child Health

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M A Y T R E E

For Leaders. For Change.

Thank you to The Maytree Foundation for its early support of Roots of Empathy.



Introduction to the Program

What is Roots of Empathy?

Roots of Empathy is an award winning, evidence-based classroom program that has shown dramatic effect in reducing levels of aggression and violence among school children while raising social/emotional competence and increasing empathy. The program reaches elementary school children from Kindergarten to Grade 8 across Canada, in English and French, in rural, urban, remote and Aboriginal communities both on and off reserve and is being piloted internationally in Australia, New Zealand, and the United States.

What is the Mission of Roots of Empathy?

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

What are the Goals of Roots of Empathy?

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

How did the program get started?

In Toronto schools, educator Mary Gordon had established Canada's oldest and largest school-based Parenting and Family Literacy Centres, designed to support families, improve parenting skills, and teach family literacy, especially in inner-city areas. In 1996, the Maytree Foundation, based in Toronto, supported her in developing the Roots of Empathy program in the classroom and in piloting of the program.

Who can use the program?

The program is being used with elementary school children from Kindergarten to Grade 8. The curriculum is designed for Kindergarten, Primary (Grades 1-3), Junior (Grades 4-6), and Senior (Grades 7-8).

Who are the Instructors?

Roots of Empathy Instructors may have teaching, early childhood education, social work, guidance counselling, health (e.g., public health nurse, pediatric nurse), or recreation backgrounds. Having an in-depth knowledge of infant development is a major asset, as is having experience in a classroom. Not every Instructor will have classroom experience and expertise with infants and families, but the training sessions and the ongoing support of the mentor fill in any gaps and assist Instructors in those areas in which they lack confidence. The program looks for people who:

* Note that in some school boards, the term "facilitator" is preferable.



- are professional in the classroom;
- are respectful of all the people involved in the program, and their roles;
- respect the privacy of the home and are sensitive to the way things work in the classroom and school, and in the family's home life; and
- are non-judgmental and who see the program as an enabler of people.

Instructors receive four days of intensive training for the Roots of Empathy program, write a test, and are supervised and evaluated by their mentor. At the end of this, having participated in the evaluation process, the Instructor is licensed to teach Roots of Empathy at all levels. The program may only be taught in school boards or organizations that have an agreement with the Roots of Empathy office.

Who are the families?

We look for:

- Families from the school's community. We also work with hospitals who identify for us babies who have been challenged at birth (e.g., cleft palate, cleft lip, craniofacial deformities, and club foot). This may result in the class having a baby who is not from the school's community.
- Families that represent cultural, racial, and linguistic diversity.
- Fathers who will make the classroom visits instead of, or as well as, the mothers.
- A variety of family structures.

What are some key features of the program?

- We honour the family.
- We teach that there is no one right way to parent. Empathy is a key ingredient for responsive, caring parenting.
- The positive models of caring in the family visits can benefit children who have not had responsive parenting.
- We hold the philosophy that developing empathy leads to less aggressive behaviour.
- It is more than just a "baby field-trip." Each child has a unique experience, and it is an experience that all children can understand and contribute to.
- We have a belief in using real, concrete examples. The visits are a three-dimensional, concrete experience. For example, students get to pack the diaper bag, unfold a diaper, offer a toy, play with the baby, sing to the baby, ask the parent(s) questions.

What students ask is what they think. Their answers to our questions are not their own thinking.



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- Every student has a voice. They are listened to and taken seriously. We invite students to ask questions, and no question is ever laughed at.
 - The teaching situation is fun, participatory, and not didactic.
 - We incorporate and teach the new findings about neuroscience, with all grade levels.
 - There are opportunities for reaching real and honest feelings.
 - The values and contributions of all the people involved in Roots of Empathy are recognized equally. Everybody brings something different to the program, and the program's success depends on the ability of everyone to work together.

Roots of Empathy can peel off layers of protection that children put on. It can get beneath the heavy armour and unlock emotions.



Structure of the Program

The program revolves around the following people:

- a baby aged two to four months;
- the baby's parent(s);
- a class of elementary school children and their teacher; and
- the Roots of Empathy Instructor.

The structure of the program involves:

- an initial visit to the family's home by the Roots of Empathy Instructor (approximately one hour);
- nine themes with three classroom visits by a Roots of Empathy Instructor per theme (27 visits);
- for each theme, a family visit (parent and infant) is made with the Roots of Empathy Instructor (approximately 25-30 minutes in duration), for a total of nine family visits throughout the school year;
- two visits per theme are made by the Roots of Empathy Instructor (before and after each family visit), for approximately 25-40 minutes, depending on the grade level;
- ongoing communication between the Roots of Empathy Instructor and the family; and
- ongoing communication among the Roots of Empathy Instructor, the classroom teacher, and the school principal.

Each family visit is based on a different theme. They are:

1. Meeting the Baby
2. Crying
3. Caring and Planning for Baby
4. Emotions
5. Sleep
6. Safety
7. Communicating
8. Who Am I?
9. Goodbye and Good Wishes

A variety of materials are required for the program:

Materials (where to get them, who is responsible for getting them) will be discussed and clarified locally, at the Instructor training sessions. The program mentors will also give assistance in finding materials. Note that detailed lists of materials for each theme appear in the *Roots of Empathy Curriculum Manuals (Volumes 1 and 2)*.



Materials include:

- *Roots of Empathy Instructor's Resource Manual*, which provides the underpinnings of the program - what the Roots of Empathy Instructors need to know
- *Roots of Empathy Curriculum Manuals (Volumes 1 and 2)*, which provide the focus, aims, activities, and related support material (such as handouts) for each of the nine themes, for the four grade levels (Kindergarten, Grades 1-3, Grades 4-6, and Grades 7-8)
- Picture-taking device (e.g. camera, phone, tablet etc.) (for documenting the program and baby's progress)
- Repertoire of songs, rhymes, chants, and finger plays (suggestions provided in a section at the back of this manual and in the accompanying audio recordings in mp3 or other format)
- Collection of books with themes related to empathy - specific titles are provided with each lesson plan in the *Roots of Empathy Curriculum Manuals (Volumes 1 and 2)*;
- Basic classroom art supplies, supplied by the school (markers, crayons, pencil crayons, paper, glue, scissors)
- Baby toys and supplies
- Laminator (optional)
- Variety of diapers (for comparison)
- Diaper bag (for Kindergarten to Grade 6)
- Rug
- Infant roll
- *Roots of Empathy Baby's Big Book* - a monthly photographic record of baby's development (for Kindergarten only) (see the Program Features section for more information)
- Sheets of coloured bristol board and three rings for creating Big Books
- Parents' Photo Album - a photo album/baby book recording the baby's major milestones, and involvement in the program, to be given to the parent and baby at the end of the program (see the Program Features section for more information)
- A classroom Roots of Empathy Bulletin Board (see the Program Features section for more information)

**You can visit local businesses
(grocery stores, drug stores, department stores, etc.)
to solicit donations of materials such as diapers. Explain the
program, using the brochure, and assure the owner or manager
that the program is local and that you will mention
the name of the store in the class.**



Roles and Relationships in the Program

The Roots of Empathy Instructor

Instructors need to be aware that the program is an invasion of the sanctity of the classroom. It is important to respect the privacy of the teacher and the students in that classroom, and ensure that what happens in the classroom stays there.

The Instructor should make a point of learning all the students' names early in the program, because it engages children and shows that we respect them. Some Instructors use name tags for the first classroom visit. Class photographs are usually available early in the year as an aid to memorizing the names. A class list form is included in the *Getting Ready* section of the *Roots of Empathy Curriculum Manuals (Volumes 1 and 2)*.

The program is based on relationships between the Roots of Empathy Instructor and the following people:

The Mentor

Mentors are really the “cement” of the program; they ensure that the program is being delivered in the way it is intended. Their responsibilities are:

- To give ongoing support to the Roots of Empathy Instructors.
- To set up the relationship with the school.
- To locate the families and match them to a school and Instructor.
- To serve as a go-between with the school system and the agency that may have suggested the baby (e.g., pediatrician, public health group, pre-natal group).
- To ensure that all the connections and relationships among the people involved are working.
- To assist the Roots of Empathy Instructors in getting the required materials and resources (e.g., establishing how to get diapers for the *Caring and Planning for Baby* theme in Grades 4-8, establishing who will get materials laminated, who will input and write the text for the *Roots of Empathy Baby's Big Book*).
- To observe and evaluate the Instructor's classroom visit that will give that person accreditation.

Mentors have been exemplary in the Roots of Empathy training and have graduated from the mentoring training sessions. They can become Roots of Empathy trainers. The mentors usually support several Instructors at a time, from five to ten people if they are working with them part-time, or from ten to twenty if they are working with them full-time. Geography is a factor in the number of Instructors a mentor may be supporting. Sometimes, the Instructors may all be from the same agency, for example, a group of social workers or public health nurses, which makes it easier to supervise a greater number of Instructors.



The Family

Specific guidelines about meeting the family appear in the *Roots of Empathy Curriculum Manuals (Volumes 1 and 2)*, under *Meeting the Family*. Roots of Empathy sees “the family” as the cornerstone of society. It is the primary institution on which society can measure its success or failure. The family is the main socializing agency for the child, followed by the school, which plays a subplot in the child’s life. In Roots of Empathy, we have pulled together these two main socializing agents in a child’s life and combined them with the most important relationship in the lifespan-parent-infant relationship. It is with respect and admiration that we invite neighborhood families with infants 2-4 months of age to participate as models and the very heart of the program. Without the loving interaction of the parent and infant, as observed and integrated by the students, we would not have the laboratory experience. It is hands-on learning that makes the learning in Roots of Empathy so powerful.

The Roots of Empathy Instructor becomes skilled in the balance of encouraging the parent’s active participation in the classroom versus acknowledging a parent’s reticence to take part in particular activities. The Instructor supports the parents’ knowledge base and makes every effort to have new information delivered to students through the parent during the family visit.

Roots of Empathy embraces diversity as a strength. We actively engage families that represent cultural and linguistic diversity. Messages of social inclusion are delivered quite naturally by whomever you decide to invite to the table. The value that there is no one right way to parent and that love looks the same through the eyes of all cultures shines through the family visits.

Fathers as well as mothers are encouraged to participate on their own or with their partner. There is value added in having a father as it is not the norm for fathers to be highlighted in a nurturing role.

The Students

Children are not just part of the future; they are 100% the future. The Roots of Empathy Instructor needs to have a working knowledge of the expected behaviour and development of the students he/she is teaching. It is not enough to know the material to be taught; significant learning takes place through a relationship. The better the Instructor knows and understands the students as a group and individually, the better the learning will be for the students. Students need hope and opportunity to be the best they can be. Roots of Empathy opens a window on what the world could be like if we all cared about one another, cared about our planet, and cared about our future. Building a caring climate in the classroom should be nurtured from the very first visit. Students in the Roots of Empathy program are seen as the adults and parents of tomorrow. The



parenting education they receive is hoped to improve the quality and enjoyment of their own parenting and therefore the quality of lives of the next generation of children. Teaching the concepts of emotional literacy to the generation of children in our hands improves their relationships immediately and in the future. Teaching information about infant safety and protection enhances the safety of any babies the students come into contact with in the role of babysitting or later on, as a parent. As students learn the skills of recognizing the facial expressions that delineate various emotions, we are insulating them against possibly becoming child abusers. The students who are involved in the Roots of Empathy program learn to take the perspective of another person and increase their capacity for empathy. This in the future can lead to a more peaceful world where bullying and conflict are not tolerated. Students are given the words to challenge cruelty.

The Classroom Teacher

With this program, the teachers are placed in an uncustomary position of the observer in their classroom, although they are also active participants. The program has no expectations of them in terms of preparation or follow-up for any of the visits. Many teachers do, however, weave the visits into their other classroom activities and teaching. Many also maintain the Roots of Empathy Bulletin Board between visits by posting students' comments, art, poems, or stories.

When teachers are placed in the role of observer of their students, they are given a chance to see them in a different light. In students' interactions with the baby, teachers often see new behaviour. They may see gentleness, tenderness, or vulnerability that they rarely see in some of their students. Teachers' views of the students are allowed to expand as they witness them as caring, feeling individuals and learn about their worries and fears. For many teachers, their own empathy for their students grows.

One comment posted on the Roots of Empathy Bulletin Board between visits: "I hope I can be as good a mom as Joga is to Riki."

The keys to working with the classroom teacher are to:

- Have clear communication.
- Respect the teacher's very busy schedule; the program's schedule has to suit the teacher's.
- Honour the teacher's classroom set-up (do not start rearranging the furniture).
- Invite the teacher to comment on what kind of activity or grouping works best with his or her class.



- Consult the teacher about roles in handling responsibilities - for example, if there is a special needs student, does the teacher want the Instructor to address any situation that may arise?

The classroom should be considered as if it were the teacher's kitchen. Would you rearrange anyone's cupboards, or change where the cutlery is kept?

The Principal

The principal is usually the person who sets the program in motion in the school, although it may have been a teacher who first introduced the program to the school.

The principal needs to be fully aware of the mandated child welfare laws in terms of responsibility to report any disclosures of child abuse.

Principals can support the program and capitalize on its features by sharing information with the school and the school community. For example, some principals announce the baby's milestones over the PA system, or publish students' writing about the baby in the school newsletter, which is sent to all students' homes. Principals can invite guests in to see the program in action, including other students and teachers from the school, share information about it with other schools and boards. These are all ways to share the richness of the program and make it a whole-school venture.



Philosophy of the Program

Empathy

Empathy is the ability to see and feel things as others see and feel them - to see from another person's perspective. This ability is central to good parenting and to successful social relationships in all stages of life. When children are able to understand others' points of view and respect others' feelings, they develop compassion and tolerance, and aggressive behaviour is less likely to occur.

We explain empathy to students by saying that it means "understanding how people feel."

Children who have experienced little empathy in their preschool years often need support in developing the capacity for it. By observing the baby-parent relationship and learning to interpret the baby's behaviour, students learn about feelings. They learn to interpret and put into context what they observe about the baby, and they use their observations to reflect on their own feelings and experiences.

Empathy builds on a child's ability to be self-aware, which is why we have many opportunities for reflection in the program, and why we ask many questions about what the baby is feeling, and what students are feeling. The more they name and discriminate their own emotions, the more they will be able to talk about and recognize how others feel. Being aware of your own emotions is a cognitive process; basically, the program teaches *intrapersonal intelligence*, as Howard Gardner describes it. (See the *Learning Styles* section of this manual.)

We need to tell children that what they think and feel is important.

In the professional literature on empathy written by psychologists and sociologists, there are different ways of defining empathy. Davis's (1980) findings, based on his Interpersonal Reactivity Index, describe:

- 1. Perspective Taking** (the tendency to spontaneously take the perspective of others). This is crucial to Roots of Empathy. Students put themselves in the baby's role, often getting down on the floor to see what the literal view of life is like from that perspective.
- 2. Fantasy** (the tendency to spontaneously transpose oneself into the role of fictitious characters). The use of imagination and fantasy is also crucial to the program. This is one reason why Roots of Empathy uses literature to foster perspective taking.



3. **Empathic Concern** (the tendency to respond to the plight of others with feelings of concern and compassion). A person can be concerned about someone without being personally distressed, however.
4. **Personal Distress** (the tendency to respond to the plight of others with self-oriented feelings of distress or anxiety).

Davis (1983) refers to empathy as having both a cognitive and an affective component. He describes the cognitive component as an observer being able to understand the other person's perspective, and the affective as the emotional reaction to what was observed.

Roots of Empathy heeds the evidence that there is a strong connection between personal distress and altruism (Litvack-Miller, McDougall & Romney, 1997). In Roots of Empathy classrooms, we often see demonstrations of prosocial behaviours, such as spontaneous comforting, co-operating, and sharing.

Also informing the Roots of Empathy program is Stern's (1987) work with infants and parents, specifically his idea of *attunement* of the parent with the baby. This means the parent's ability to understand the child's communication, to recognize what the baby needs and to respond in an appropriate emotional context. For example, the parent may recognize that a baby who is being held may be indicating that he/she wants to get down and explore. Babies learn to trust that their needs will be met. When students observe this interaction between parent and baby, it is a bridge first to self-understanding and then to an understanding of another person. Getting to this point in the Roots of Empathy classroom works because the people and the situations are real.

This process of attunement that Stern describes is really the basis of empathy in a person's later life. If we did not "get the process right" in a child's early years, the Roots of Empathy classroom can help "get it right" in a child's life now.

The ability to know how another person feels comes into play in almost every facet of our lives. If we do not have the ability to be compassionate and understanding, we are clipped in every relationship we have. In the extreme, a lack of empathy is seen in criminal psychopaths, rapists, and child molesters - in people who are incapable of putting themselves in the position of their victims (Wiehe, 1997).

Empathy is regarded in the literature as a crucial variable in parenting. Research and the literature shows that it is a factor in child abuse-child abuse perpetrators show a deficiency in empathy. There is a new swing in the treatment of child abusers to teach empathy, because if you can reverse the absence of the capacity to feel for others, not only will increased levels of empathy reduce aggression, but it will also help to prevent



parents from causing psychological or physical damage to their children (Wiehe, 1997).

In Roots of Empathy, students are given the opportunities, language, models, and an inviting, non-threatening environment for expressing their feelings, and for learning to recognize and respect the feelings of others.

Neuroscience

Roots of Empathy is the only classroom program I've ever heard of that teaches neuroscience to kids in Kindergarten. - A Principal

Neuroscience is extremely relevant information any time we are talking about learning or early development. With new technologies that allow us to see what learning looks like, we have new information about the way the brain develops and the neurological and biological “pathways” that affect the way we develop throughout life.

We have a new understanding of how sensory stimulation, such as touch, vision, sound, taste, smell, pain, temperature, and positioning affect the structure and function of the brain during early development. When a baby receives stimuli through the sense organs (eyes, ears, nose, tongue, skin, and muscle joints), the baby’s billions of neurons form connections, called synapses, that allow the brain to recognize the signals of the neural pathways connected to the sensory organs. Production of synapses and neural pathways is intensive in a baby’s first three years, particularly *in utero* and during the first year (McCain & Mustard, 1999).



“Old Think” vs. “New Think” on Brain Development (Shore, 1997, p.18):

Old Thinking	New Thinking
<ul style="list-style-type: none">● How a brain develops depends on the genes you were born with.● The experiences you have before age three have a limited impact in later development.● A secure relationship with a primary caregiver creates a favourable context for early development and learning.● Brain development is linear. The brain’s capacity to learn and change grows steadily as an infant progresses toward adulthood.● A toddler’s brain is much less active than the brain of a college student.	<ul style="list-style-type: none">● How a brain develops hinges on a complex interplay between the genes you are born with and the experiences you have.● Early experiences have a decisive impact on the architecture of the brain and on the nature and extent of adult capacities.● Early interactions do not just create a context; they directly affect the way the brain is “wired.”● Brain development is non-linear: there are prime times for acquiring different kinds of knowledge and skills.● By the time children reach age three, their brains are twice as active as those of adults. Activity level drops during adolescence.

In the early-years period, babies’ brains are being “wired” to set them on a trajectory for success in life or for problems in life.

The neural systems underlie our emotional makeup, our ability to form and maintain relationships, as well as our ability to be tuned into and to regulate our own behaviour. The exposure to adversity and the lack of critical nurturing can alter the developing central nervous system, predisposing it to a more impulsive, reactive, and violent individual.



Coping skills, competencies, and later health patterns are established in early years - the brain is the pathway for behaviour, learning, and health. Children who are brought up in adversity and violence are essentially being set on a pathway that will lead to health and behaviour problems in the future. However, while early positive experiences to a child's development are extremely important, those early years are not the "end of the story" for a child; there is always still hope. It is simply much easier to make a difference at these times of key receptivity and development.

Key Points About Brain Development (McCain & Mustard, 1999):

- Early brain development is interactive, rapid, and dramatic.
- During critical periods, particular parts of the brain need positive stimulation to develop properly.
- The quality of early sensory stimulation influences the brain's ability to think and regulate bodily functions.
- Negative experiences in the early years have long-lasting effects that can be difficult to overcome later.
- Good nutrition and nurturing support optimal early brain and physical development and later learning and behaviour.
- There are initiatives that can improve early child development.

In the early years, you can set a child up to be a competent, capable, happy person, or you can set them up for life to be a challenge.

From this new understanding of how the brain develops and how pathways are formed early in life, the messages are:

- It is much easier to set the child up with healthy connections initially than to undo the connections that are destructive to the child's happiness and development.
- There are periods in early development when the child is acutely receptive to positive interventions.
- The brain in early childhood needs good nutrition, nurturance, and stimulation.

The learning about neuroscience in Roots of Empathy is couched in the loving relationship of the parent and baby. Students learn that babies need a stimulating environment, but it must be delivered through a loving person. This relationship is the "showpiece" of the Roots of Empathy program.



It does not necessarily disadvantage an infant if the parent's bank balance is low; it does disadvantage an infant if the parent's emotional balance is low. Certainly, poverty can be disabling and stressful, but the good news about neuroscience is that loving relationships build brains.

Temperament/Attachment Theory

Students learn about temperament traits and attachment theory continually throughout the program by observing the baby and his/her relationship with the parent(s) and through the related activities, the Instructor's commentary, and their own experiences.

Temperament

Temperament is addressed consistently throughout the program; it is not an isolated body of information. When students observe and interact with their baby, and see how their baby reacts to situations, they get to see demonstrations of temperament. There are continual opportunities for comments on temperament, at every session.

Temperament is the way babies react. For example, when a baby rolls over for the first time, that startling experience may trigger laughter in the baby, or it may cause her to cry. The Roots of Empathy Instructor will then relate this incident to students' experience, by asking, for example, "Have you ever accidentally fallen in water, and had such a shock that you cried? Or did you laugh? Or quickly checked to make sure if anyone saw?"

Addressing temperament is an example of how Roots of Empathy provides learning experiences for the parent(s) and the teacher, as well as for students and baby. Parents who have a baby with a number of difficult temperament traits often think they are terrible parents. Teachers who hear students reflect on their own temperaments can develop new understandings about them.

It is a huge load off parents' shoulders to learn that the baby they ordered is not necessarily the baby they got: their baby has a combination of traits that are neither to their credit nor their fault.

In the Roots of Empathy program, what we talk about is "goodness of fit" between parent and child. We ask parents things like, "Don't you get tired of chasing her all the time?" or "Do you get mad when he won't stop crying?" In this way, both the temperament of the baby and of the parent is honoured. There is also an



acknowledgment of the degree of difficulty in parenting, or of being a sibling to a demanding baby.

We use research on temperament as a way to illuminate the uniqueness of the baby and also the uniqueness of the students. If they have an array of knowledge of their own temperament, they can learn to expect certain reactions in themselves, and maybe mediate them. Students may have an edgy baby, or a baby with high intensity who cries louder and longer than other babies. They learn that this is neither good nor bad - it is just who the baby is - and that they still love this baby. They understand that he or she needs a different kind of response than other babies, and they learn how to help. They then take their observational knowledge about that baby and apply it to themselves and also to their friends. Instead of getting angry with a classmate who has a very low frustration level, they figure out how to help. Here is where you see the brilliance of childhood - they catch on to this naturally and immediately.

Identifying and understanding different temperaments honours individuality and invites the consideration of others' perspectives. It helps children understand that there is room for everybody, and we end up with children who feel they belong.

**Children learn that the classroom - and
the world - is an orchestra: some musicians may be percussive
and loud and some may be gentle and tinkly, but every
musician should get a seat.**



Students and parent(s) learn about and recognize the following **temperament traits** (Thomas & Chess, 1977):

TRAIT	BABY	CHILD
<p>ACTIVITY LEVEL:</p> <p>The amount of motor activity as well as the proportion of active and inactive periods</p>	<p>High:</p> <ul style="list-style-type: none"> • moves often and enthusiastically • splashes in bath and squirms in high chair <p>Low:</p> <ul style="list-style-type: none"> • moves slowly and less often, sits still in high chair or comfortably in parent’s lap • can roll over, but seldom does 	<p>High:</p> <ul style="list-style-type: none"> • after school will want to go out and play an active game or sport <p>Low:</p> <ul style="list-style-type: none"> • will quietly work on a puzzle or read a book
<p>INTENSITY:</p> <p>The degree of energy with which a baby responds to either positive or negative situations</p>	<p>High:</p> <ul style="list-style-type: none"> • responses are strong and dramatic; cries loudly or squeals with delight <p>Low:</p> <ul style="list-style-type: none"> • mellow in reactions • is more subtle • responds mildly; fusses rather than cries, and smiles rather than laughs 	<p>High:</p> <ul style="list-style-type: none"> • situations are either great or horrible • has no middle gear • is more difficult to live with <p>Low:</p> <ul style="list-style-type: none"> • is more predictable in reactions • is more subtle in responses • may be incorrectly seen as being unenthusiastic • is easier to live with
<p>SENSITIVITY:</p> <p>(Threshold of Responsiveness): The level of sensory stimulation required to get a reaction</p>	<p>High:</p> <ul style="list-style-type: none"> • is keenly aware of surroundings • reacts to changes in noise level, temperature, texture, and handling • wakes up at the slightest sound <p>Low:</p> <ul style="list-style-type: none"> • sleeps through loud noises • change in light or temperature, or wet or dirty diaper does not bother him/her 	<p>High:</p> <ul style="list-style-type: none"> • complains of socks being too tight, or the label on the back of shirts scratching • notices emotions on people’s faces • may react to approval or disapproval <p>Low:</p> <ul style="list-style-type: none"> • is not bothered by physical discomfort • is not attuned to emotions on people’s faces • scratched knee does not bother him/her



TRAIT	BABY	CHILD
<p>FIRST REACTION: “Approach Withdrawal”:</p> <p>The first reaction to a situation, person, or thing, whether positive or negative</p>	<p>Positive:</p> <ul style="list-style-type: none"> • will smile or reach out in some way to new people, in new places or situations • is open to trying new foods <p>Negative:</p> <ul style="list-style-type: none"> • is cautious in new situations or with new people • will spit out or push away new foods 	<p>Positive:</p> <ul style="list-style-type: none"> • is attracted to new things (whether safe or dangerous) • readily makes and visits new friends <p>Negative:</p> <ul style="list-style-type: none"> • hates new school • hates new teacher • does not want to go to a new friend’s house • is cautious in making new friends
<p>ADAPTABILITY:</p> <p>The ease with which a person adjusts to a situation</p>	<p>High:</p> <ul style="list-style-type: none"> • transitions are effortless • adapts to change easily • sleeps in new places with no problem <p>Low:</p> <ul style="list-style-type: none"> • transitions are difficult • cries when going to sleep or waking up 	<p>High:</p> <ul style="list-style-type: none"> • goes with the flow • easily adjusts to a new bed when on holidays • moves easily from playing to sitting down for dinner <p>Low:</p> <ul style="list-style-type: none"> • takes time settling in • gets very upset when family plans change • difficulty with disappointment
<p>MOOD:</p> <p>Quality of mood is a person’s general disposition. It refers to whether a person has a positive or negative approach to life - Is the glass half full or half empty?</p>	<p>Positive:</p> <ul style="list-style-type: none"> • sunny disposition • smiles often <p>Negative:</p> <ul style="list-style-type: none"> • is serious in mood 	<p>Positive:</p> <ul style="list-style-type: none"> • smiles a lot • is outgoing and optimistic <p>Negative:</p> <ul style="list-style-type: none"> • has a more serious expression when meeting new people • may whine to complain a lot • often appears to be dreaming or in serious thought



TRAIT	BABY	CHILD
<p>PERSISTENCE:</p> <p>The response to situations that challenge persistence</p>	<p>High:</p> <ul style="list-style-type: none"> highly persistent babies have an incredible ability to focus on a task and stick with it even when there are obstacles will practice standing and walking despite falling <p>Low:</p> <ul style="list-style-type: none"> is easily frustrated when presented with a task (such as above) - will stop task, cry or throw object 	<p>High:</p> <ul style="list-style-type: none"> continues to practice new skills, whether sports or musical instruments, despite difficulty <p>Low:</p> <ul style="list-style-type: none"> will give up after a few failures, e.g., when starting dance lessons, will quit after the first few lessons if the child feels he/she is not successful gives up on trying to solve a difficult math problem
<p>DISTRACTIBILITY:</p> <p>The susceptibility to outside factors distracting from current activity</p>	<p>High:</p> <ul style="list-style-type: none"> is easily redirected from an activity he/she is doing is easily pacified <p>Low:</p> <ul style="list-style-type: none"> is not easily diverted from something he/she is doing cannot be distracted from an upset by gentle bouncing or singing 	<p>High:</p> <ul style="list-style-type: none"> homework is always a challenge, as the child is frequently distracted <p>Low:</p> <ul style="list-style-type: none"> will focus on completing a construction toy despite many distractions
<p>RHYTHMICITY (REGULARITY):</p> <p>The predictability or unpredictability of biological functions</p>	<p>High:</p> <ul style="list-style-type: none"> has an internal alarm clock; eating, sleeping, and toileting occur in a predictable pattern <p>Low:</p> <ul style="list-style-type: none"> will wake up early one morning and sleep late the next parent never knows when baby will be hungry or when he/she will go to sleep 	<p>High:</p> <ul style="list-style-type: none"> creates and follows routines easily is well-organized has predictable behaviour <p>Low:</p> <ul style="list-style-type: none"> is disorganized with toys and school work has difficulty being on time finds routines hard to follow



- **40% of infants described as easy**
- **15% slow to warm up**
- **10% difficult**
- **35% don't fit any specific category**

A slow to warm up child is:	An easy child is:	A difficult child is:
<p style="text-align: center;">low in activity negative in adaptability negative in first reaction</p>	<p style="text-align: center;">low to moderate in intensity positive in mood high in rhythmicity positive in first reaction</p>	<p style="text-align: center;">highly active highly intense negative in mood low in rhythmicity negative in first reaction</p>

Attachment Theory

In the Roots of Empathy program, we celebrate relationships as being the core of learning and to life. The first most influential relationship is that between parent and infant. The nature of that bond forms the basis of all future relationships. Erikson's (1966) psychosocial stages describe infancy as the place where trust is either built, or it is not. In Roots of Empathy, we look at attachment forming very closely and describe what secure attachment looks like. We identify baby's anxiety when the parent is not in sight as appropriate, securely attached behaviour.

Attachment takes place over time, along with the baby's cognitive development. Babies are not born emotionally connected to their parents - they learn it. Over the first four months, babies learn to recognize the difference between strangers and familiar people.

Stranger anxiety and separation anxiety are a sign of a baby's attachment. Stranger anxiety often emerges around seven months of age, and separation anxiety begins at about eight or nine months. How a baby reacts depends on the baby's age, temperament, and previous experiences as well as the baby's comfort level in the situation in which he/she is feeling anxiety. Prolonged separations are a very different issue from short separations. In prolonged separations such as hospitalization, babies handle their anxiety by first of all protesting. Next they move to a stage of despair and then, finally, detachment.

Stranger anxiety usually develops in the second half of the first year. Babies show more fear of unfamiliar adults than of unfamiliar children.



Attachment is the enduring emotional relationship between a parent and baby, formed by the baby, where *bonding* refers to the quality of the parent's emotional tie to the baby. The baby's attachment is a source of comfort, security, safety, and joy. It forms a foundation for love and provides the framework for all future relationships.

A healthy, secure attachment is predictive of good friendships and intimate relationships later on in life. An insecure attachment is predictive of a wide range of emotional and behavioural problems.

Teaching attachment theory works in tandem with teaching temperament. In the Roots of Empathy program, we talk about how important it is for a baby to feel secure and safe in a loving relationship. Students observe the loving and nurturing relationship that exists between the baby and parent(s).

Seeing a responsive reaction by the parent to the baby lets us point out the importance of going to babies when they cry, because babies will learn to trust that someone will help them. Students learn that if babies do not learn to trust, they may find it hard to make friends when they grow up, and they will be lonely. We talk about the developmentally appropriate way that babies cry and explain that that is how they communicate. If a baby cries and is not helped, communication, inquisitiveness, and emotional development is shut down. The baby's response is related to temperament, we can point out, because an intense baby will cry long and loud.

We see live and in colour, with every single family visit, how the dance between the infant and the parent is supported.

The Roots of Empathy Instructor's commentary about the behaviour of the baby puts the behaviour in context for students. For example, if the baby whimpers when the parent moves away, we say, "Isn't that great? The baby is showing how important the relationship with his mom is." (In work with teenage parents, it is observed that many of them will think their baby is a wimp because he cries whenever the parent moves away.) By explaining baby's responses, we are actually reducing future incidents of child abuse. What we are doing is telling students that everything the baby does is fine; we have to learn to understand the baby. Again, it is a matter of understanding perspective.

With a demanding, difficult baby in the classroom, students can be told that parents have a hard job, that the parent(s) truly love the baby, but that taking care of this baby is constant and tiring. With Grade 7 and 8 children, many teachers see the program as a very strong influence on early pregnancy prevention. The students learn to respect the vulnerability and preciousness of infancy, because they are dealing with a real person,



but they also become protective of themselves and their social lives. They realize that they do not want any part of the demands of a baby and of this huge responsibility. They realize, when they learn about the neuroscience and the child's development, that they are not in the position to give a baby optimal experiences.

Babies learn to regulate their emotions in the context of the attachment they form to their chief caregiver. Secure attachments bode well for good emotional regulation. Insecure attachments result in poor emotional control.

Types of Attachment

Securely attached babies at 12-18 months

- Have had consistent, predictable care
- Have learned to trust adults because the adults responded to their needs
- Have learned to feel secure and confident in their ability to be effective in communicating their needs to others
- Cry when separated from their mothers and settle easily when she returns

Anxious/avoidant attached babies at 12-18 months

- Have received chronically unresponsive care
- Have had mothers who were either depressed, detached, or stressed
- Have not had their emotional needs met
- Have had mechanistic parenting that was not emotionally responsive to the baby's cues or signs
- Have shut down emotionally
- May seem precociously independent
- When mother leaves them for a few moments they show no concern behaviourally, yet physiologically they are agitated or distressed
- When mother returns to them after a brief absence they avoid her, make no eye contact

Anxious/ambivalent attached babies at 12-18 months

- Have had consistent ambivalent care
- Fuss a lot when mother leaves the room briefly
- Do not settle and get on with their playing when mother returns
- Have trouble accepting comfort and relaxing
- Tend to be whiny and clingy

There is an increasing concern about the high levels of emotional distress among children. The first few months and years of life are a sensitive period when children



develop attachments and learn about emotions. This lays the groundwork for future social, emotional, and cognitive development. Children who do not have secure relationships early in life are at a significant risk for mental health problems, educational difficulties, or conduct disorders.

Types of Attachment for School-Aged Children

Securely-attached children at school age

- Have positive expectations of others and of themselves
- Feel confident and competent
- Have good self-esteem

Anxious/avoidant attached children at school age

- Drive peers and teachers away from them
- Are non-compliant, lack empathy, and may be aggressive
- Are more likely to develop behavioural problems
- May socially withdraw
- Have never learned to count on adults
- Have difficulty socializing with peers and adults

Anxious/ambivalent attached children at school age

- Are very needy emotionally
- Are very dependent on teacher who usually responds but after a while pulls back, reinforcing the child's earlier inconsistent treatment and rejection

Characteristics of Children with Attachment Problems (Kristensen, 2001)

Emotional Development

- Have difficulty getting close to others and/or difficulty being separate (They may have difficulty with both at various times)
- Have difficulty understanding, recognizing, and expressing feelings
- Have difficulty in managing anger, may have frequent rages and tantrums
- Lack empathy for others
- Experience poor impulse control, needs external controls

Social Development

- Get into control battles with authority figures
- Lack basic trust
- Are isolated from others
- Have a strong need for control in relationships with others
- Are self-centred and focused on what they can get from a relationship



- Believe others are out to get them
- Have shallow relationship with others
- Demonstrate poor social skills
- Are manipulative with others

Cognitive Development

- Experience difficulties with cause-effect thinking
- See only one or two alternatives in a difficult situation
- Get stuck in one train of thought or behaviour, demonstrates inflexible thinking
- Experience trouble with logical thinking
- Show confused thought processes
- Lack foresight and planning
- Have short attention span

Moral Development

- Do not show normal anxiety following aggressive or cruel behaviour
- Experience little or no shame or guilt on breaking rules or laws
- Blame others for his/her actions
- Are unable to take other people's points of view
- Take no responsibility for his/her actions

Emotional Literacy - A Literacy of Feelings

One of the goals of Roots of Empathy is to develop emotional literacy - to have students understand the names and meanings of emotions and learn how to express them. This is very liberating for children, giving them an opportunity to hear and express negative emotions that tend to get tunnelled and suppressed. In the program, we try to validate all emotions, so that children learn that there is value in expressing how you feel - because how you feel is how you are.

Research shows that adults who abuse and neglect their children score low on emotion recognition.



Opportunities for labeling and expressing feelings and emotions, and a cushion of comfort for expressing them, are created in the classroom through:

- Observing the baby's experiences and emotions
- The literature
- The activities we use
- Discussion and reflection

By giving students words for emotions, like *angry*, *mad*, *glad*, and *frustrated*, through showing the printed word and modeling their use, they can use them in their journals and their speech. Many students do not have these words, and they are very powerful ones to have.

Students learn that babies cry if they are lonely, or afraid, or frustrated, or angry, and that it is okay to cry for those reasons. Many children do not even have the names for these really important feelings. Literature and music are very important here, because if some emotions are not being expressed by the baby, they can be uncovered through stories and songs.

Students learn to express feelings like, "I feel jealous because you have more stickers than I do" or "I feel hurt when you do not ask me to play with you." What happens, marvelously, is the way students tend to respond with the most generous of spirit to this kind of expression. They might say, "You can share my stickers" or "You can play with us at next recess." Students' understanding of one another is increased. Classroom teachers appreciate this because students learn to use their words instead of their fists, and the tone of the classroom changes.

What we are doing is changing the tone of the classroom by giving the children the language to say who they are, because who they are is what they feel.

The measure of a child's happiness in the school day is very much based on the day's emotional tone. If nobody has a kind word for a child all day, that child is going to go home unhappy. To create awareness in children of how their classmates are feeling is to create incredible change, because that awareness is transferable to the home situation: How is a sibling feeling? Children's experiences are extended through art activities. Students may be asked to draw a picture of a time they helped when someone was sad. The recreation of this experience, in turn, reinforces that positive response.



Diversity

In Roots of Empathy, we celebrate the values of the home. We teach the children to cherish their own heritage and their family traditions. Every family within every culture has its own traditions, its own family culture. We make it clear that there is no one standard, or culture, or language, or set of values for raising babies. Students learn that babies around the world are loved and raised, in many languages, in many situations, and in many traditions.

When we choose families to take part in the program, we look for cultural, racial, and linguistic diversity. We try to find families that can teach us something. We define *family* as a collection of people who care for one another and who spend a great deal of time together. It could be a unit that can be as small as parent and child - we acknowledge the variety of family structures. We look for having the fathers instead of, or in addition to, the mothers. We look for babies with disabilities or who have been challenged at birth (eye surgery, cleft palate, club foot) - we work in partnership with hospitals' cranio-facial departments so that children see that all babies are lovable and fun.

What happens is this: Students develop a close relationship with the baby and the parent(s). If the family is from a marginalized or stigmatized group, the positive relationship between students and family spills over into students' interactions with that entire group. That group is automatically embraced and given all the positive attributes that the children have learned about the family. Open relationships among diverse groups are fostered, leading to the building of harmonious communities.

There is no question that when children in a society understand and appreciate the contributions of marginalized members, you are going to have a more civic society.

In schools, some children do not participate because of language, or because they are from a marginalized culture. If these children can connect through a visiting family that is from the same culture, or through the comfortable, inviting environment of the program, they will participate and feel included. In turn, the classroom teacher may visit the staff room with a revealing story about that student that may not have been possible before.



Research supports the idea that empathy can favourably influence attitude change. Positive empathic feelings for an individual from a stigmatized group can generalize to the whole group (Batson et al., 1997). This is hugely important for anti-racist education and conflict resolution.

In one classroom, a father sang a Tamil lullaby to his baby, and a Tamil boy in the class nearly shook with delight when he heard the familiar song. The class then learned the song together and sang it for the baby at later visits.

The multiplicity of learning and experience that is so much a part of Roots of Empathy is evident in its focus on diversity: Teachers learn more about students; students learn about cultures or races that differ from theirs; and parents experience cultures or races that differ from theirs and feel like involved supporters of their school or their neighbourhood. The walls of exclusion are broken down in completely natural ways, without any didacticism; the process of learning about cultures and values is one of natural unfolding. The subtle lessons that are learned are ones of the importance of inclusion; of valuing contributions from everyone; of seeing and learning the skills and knowledge of particular families and cultures. The ripple effect from this classroom experience is that marginalized groups have a comfort level and sense of inclusion, and there can be a huge impact on anti-racist behaviour.

The baby's achievements can be announced to the whole school, via the PA, when the parent is present. For example, "Grade 5 would like to announce that their baby got her first tooth." This sends an incredibly strong message of inclusion to parents from marginalized groups.

In terms of anti-racist and conflict-resolution education, the Roots of Empathy approach is effective because of its grounding in real life and real experience. Attitudes are about feelings, not a collection of facts or information as in a cognitive-based approach. Putting a human face on a group that suffers from stereotyping makes it much easier to break the stereotype.



Inclusion

Roots of Empathy supports and models inclusion in its broadest sense. The program is about acknowledging and welcoming physical, cognitive, behavioural, cultural, and linguistic differences. We have described earlier some of the ways we do this. For example:

- We make a specific effort to include families with babies who are experiencing a physical or mental challenge, such as Down Syndrome, cranio-facial irregularities, club feet, hearing or vision challenges, or other difficulties.
- We try to choose families who represent a variety of cultures, races, linguistic groups, socio-economic settings and who live in the area.
- We try to make the classroom a place where empathy for marginalized or stigmatized groups is developed.

Roots of Empathy sets a scene for how the world could and should be—a generously laid table, with a place for everyone.

Uniqueness of the Program

Roots of Empathy is a unique program because it is structured around a baby in a classroom. The curriculum is about empathy and child development, but the “textbook” is the parent and baby. The program is also unique in a number of other ways:

- Everybody involved is a learner. The program is set up for students to be the learners, but the parents also learn about development and parenting, the Roots of Empathy Instructor learns from being with the family and children, teachers learn about infant development, about their students as people, and about the visiting family.
- We teach the children as people rather than teaching a menu of “stuff.” We train the Instructors to understand who the learner is. The body of information we want to deliver and the vehicle for relaying it are important, but most important is the student. Having an understanding of the development of children and the array of temperaments is all part of respectful teaching; we honour the learner. Students learn a great deal because they feel respected.
- Nobody owns the information in the classroom. All the participants in the room have a unique contribution to make.



- The program picks up the affective side of education and honours the affective side of both children and teachers. Children are responded to not just as thinking people, but as feeling people. The adults in the classroom are asked to contribute their feelings about things that happened to them. Children are rarely privy to this kind of honest, emotional discussion from adults.

When children hear their teacher, or another adult, say, “I remember one time when I felt very, very sad when I was a child...” they feel quite honoured to be part of that kind of discussion. The program gives license for that flavour of discussion, which in turn creates a safety net for expressing vulnerability.

Classroom Curriculum

The Roots of Empathy program is complementary to the learning objectives of the different grade levels. There are strong links to the established curriculum mandates in, for example, mathematics, language, art, music, and science, and to skills such as co-operative learning, listening, and speaking.

The walls of the classroom are as broad as we choose to make them. When you invite the outside world-the family-to the inside world of the classroom, you have scaled those walls.



Infant and Child Development and Behaviour

This information will give you the background to discuss the baby's development during the family visits.

About Development

One of the beliefs of the program is in honouring development, both of the baby and of the students. There is an understanding of individual timetables of growth, meaning that every baby will reach milestones under his or her own particular guidelines.

There is a very clear message in this program that earlier is not necessarily better, and that childhood is not a race; it is a feast to be enjoyed, with every stage of development to be savoured.

The intent is not to accelerate development but to anticipate and enjoy it. All development takes place along a continuum. Our approach is not to say "At five months, a baby should..." Instead, we say, "After a baby develops a particular skill, the next skill set you should expect to see demonstrated is..."

One of the things that is universal in childhood is development - the patterns or the unfolding of development are the same all around the world. But the ecology of childhood is very different around the world. Every culture looks at children differently and, as a result, they are socialized differently. Growth and development of babies should be celebrated and stimulated, but it is not something that can be mediated. Some parents feel that if you do not stimulate like crazy, you are going to miss a period of potential growth. The neuroscience message shines a light on the importance of the infancy period, but that message is dangerous if parents use that period to force-feed development and overstimulate their babies.

We are very careful in the program about explaining neuroscience, about explaining how babies learn. We talk about sensory learning, how neurons are connecting, how the baby is developing brain power. But we also talk about not overstimulating the baby. We talk about how to watch for the baby's cues that tell us when a baby has had enough. A parent who is excited about teaching a baby to track a visual, moving object might force the baby to keep doing this exercise. Babies who have low intensity and fairly high levels of frustration simply refuse to look, and may look away (many parents miss this cue). Babies with high intensity and low frustration levels will cry or scream.



Roots of Empathy helps children understand what is normal and expected behaviour in babies. Instructors and parents explain the baby’s behaviour and put it in context for students. For example, if a baby is biting, or repeatedly pounding a toy against a surface, students will be told that a baby is practicing this new skill. Then students think about what toys they could give to or make for the baby that would be safe and helpful for this skill. Students also learn by seeing the baby’s development as it is connected to his or her temperament and attachment.

Another point we try to emphasize in the program is the need for early identification of disabling conditions in babies, such as:

- failure to thrive;
- developmental lag; and
- vision and hearing challenges.

We use this as a way to reinforce the need for babies to be seen regularly by the same health care professional.

Observing Infant Development

The first thing to know about referring to charts and information such as the following is that it is simply not true for all babies. These are guides only and, while most babies do follow along a similar continuum, every baby follows it *at his or her own rate*. Some babies may skip an entire milestone; for example, some babies may skip a long crawling stage and move directly to standing and walking. Some babies may stay at one stage for a long time.

During baby’s classroom visits, point out the baby’s development by referring to these charts. Let students know that most babies follow along the path of these developments, and that they are milestones, either major or minor. For example, if the baby brings his or her hands together, say something, in an excited tone, like, “Look at (Baby’s name) bring her hands together! She could not do that a month ago! Her hands used to just move randomly, without control. Many babies are able to do this around the age of three months. What do you think she will be able to do with her hands next?”

Age	Motor Developments
0-2 months	<ul style="list-style-type: none"> • has random hand movements • holds fingers • looks at faces
3 months	<ul style="list-style-type: none"> • lifts head 45 degrees • follows an object in an arch 6” above face, past the midline • brings hands together • smiles spontaneously



Age	Motor Developments
4 months	<ul style="list-style-type: none"> • lifts head 90° • laughs • follows an object 6" above face, for 180° • uses forearms to support chest • may turn in the direction of a voice • reaches for objects
5 months	<ul style="list-style-type: none"> • holds head steady when upright • on stomach, raises chest, supported by arms • rolls over one way • reaches for objects • grasps a rattle held to fingers • squeals in delight • focuses on small objects
6 months	<ul style="list-style-type: none"> • keeps head level with body when pulled to sitting • may bear some weight on legs when held upright • sits with support • reaches and can grasp objects
7 months	<ul style="list-style-type: none"> • sits without support • feeds self finger foods • may pick up small objects in fist
8 months	<ul style="list-style-type: none"> • bears some weight when held up • rakes a small object with fist
9 months	<ul style="list-style-type: none"> • stands with support • uses pincer grip to pick up small objects
8-12 months	<ul style="list-style-type: none"> • explores new objects by poking with finger • stacks objects and places objects inside one another • can not intentionally put object down but releases by dropping or throwing • creeps on hands and knees • crawls up and down stairs • begins to stand alone and creep around furniture • walks with support



Personal-Social Development: 4-8 months

- enjoys watching people and activity;
- smiles, coos, babbles, reaches out;
- responds appropriately to smiles or frowns;
- imitates facial expressions, sounds, and actions;
- raises arms to be picked up; and
- establishes a trusting relationship with parents when needs are met.

Perceptual-Cognitive Development: 4-8 months

- becomes more object-oriented;
- begins to co-ordinate actions;
- becomes intrigued by an object's variety of properties;
- early on, displays no apparent object permanence;
- shows pattern of searching for missed object;
- searches for object where it disappeared;
- brings hands together in the midline;
- makes definite response to speaking voice; and
- follows moving person with eyes.

Speech and Language Development: 4-8 months

- babbles using vowels: aa-aa, oo-oo;
- looks at you with interest when spoken to;
- makes several different sounds;
- makes speech-like sounds: ba-ba, ga-ga;
- takes turns making sounds back and forth; and
- is able to discriminate language from non-language sounds.

Personal-Social Development: 8-12 months

- exhibits a fear of strangers, has stranger anxiety;
- wants parents in constant sight;
- is sociable and outgoing as long as parent is in sight;
- enjoys novel experiences and examining new objects;
- begins to be assertive, may kick, scream, or throw self on floor;
- offers toys to others;
- becomes attached to a special toy or blanket;
- understands "no";
- carries out simple directions; and
- shows need to be picked up.



Perceptual-Cognitive Development: 8-12 months

- shows awareness of distant objects by pointing at them;
- watches people and action;
- both eyes work together (binocular co-ordination);
- follows simple, one-step direction;
- drops first item he or she is holding when offered three items;
- recognizes the reversal of an object (cup upside down);
- hits two blocks together;
- drops toy intentionally and repeatedly looks in direction of fallen toy;
- shows appropriate use of everyday objects (brush, cup);
- has object permanence in place; and
- is beginning to show understanding of causality.

Speech and Language: 8-12 months

- shakes head for “no,” nods for “yes”;
- looks for voice when name is called;
- waves bye-bye, plays pat-a-cake;
- says “da-da,” “ma-ma”;
- enjoys rhymes, songs, dances to music;
- babbles in sentence-like sequences;
- babbles to get social action going; and
- may shout to attract attention; listens, then shouts again.

Infant Emotional Development

Babies cannot verbalize how they feel - we must surmise based on the sounds they make, their facial expressions, and their physiological responses. Some emotions are considered to be innate; for example, disgust, as measured by tasting something disagreeable. Their startle reaction can be considered the precursor to the emotion of surprise. Anger, surprise, and joy emerge during the first four months. Fear and shyness develop in the second half of the first year.

Babies at six months can show a facial expression of joy in response to a parent’s face. Anger can be seen as early as two months in a baby’s response to pain, or at four months, when their arms are held down. The baby’s social smile emerges between six and eight weeks. Babies as young as three weeks may smile in response to a high-pitched voice, and at six weeks will usually respond to a human face.



Babies in all cultures smile along generally the same time frame. Even blind babies smile. At about four months, cultural and family influences direct the smile reaction. The smile is a powerful cement in the infant-parent relationship, and we reinforce this by smiling back, talking to, or picking up the baby.

Shame, guilt, and embarrassment, considered the moral emotions, appear only in the second year because there is a connection with the development of causality, object permanence, and intentionality. This approach to babies' emotions is one of connecting cognitive development and emotional development. There are, however, other theories that the two develop independently of each other.

Babies' emotions are key because they communicate the baby's current state and draw the parent to engage. The baby's facial expression has huge impact on the parent. A smile creates a state of happiness for the parent and a cry can send the parent into a problem-solving frenzy. It is crucial that parents learn to interpret their babies' expressions. Babies, on the other hand, are quite expert at decoding the expressions of the people they love. At three months they can discriminate happy, sad, and surprised faces. By six months they can react quite negatively to sad, frowning, or crying faces. By twelve months, babies will look at the faces of their parents to get information on how to react to something; for example, "should I be scared?" or "is it funny?" This is called social referencing. Social referencing is related to safe-based explorations. In safe-based exploration the baby uses the parent as a safe home-base from which to venture out and explore. The baby continually looks back to check in with the parent, or comes back for reassurance only to venture out again. Not only can babies recognize emotional expressions, they are affected by them.

The parent-infant relationship rests on how well the baby's temperament fits with the parent's expectations. For example, cuddlers and non-cuddlers seem to declare themselves at birth. If the parent is expecting a submissive cuddler, an independent non-cuddler may be a disappointment.

Moral Development

In general, people's expectations of children's moral behaviour is too high. There is a misunderstanding in the general population about children's ability to comprehend right and wrong. Also, a child may be told he/she is a thief, but in early years, to covet is to have. Children around four years of age may be told they are liars, when really they are simply owners of a very rich fantasy life.

Many developmental psychologists have presented various theories on how children develop moral reasoning. Gilligan's (1982) theory of moral development gives a



feminist perspective of morality, as seen through the eyes of females in North America, and is based on caring relationships. Her theories are in direct response to the more broadly recognized theories of Kohlberg (1976). See “Moral Stages and Moralization: The Cognitive-Development Approach” in *Moral Development and Behaviour*, Thomas Lickona, editor. Kohlberg fashioned his ideas of moral development exclusively with boys and with Western culture in view. Kohlberg constructed his theory mainly to work in tandem with Piaget’s theory of cognitive development. He proposes a sequential, multi-staged map of moral development, summarized as follows.

Preconventional:

- Emphasis on avoiding punishment and receiving rewards; the most primitive stage, present in childhood.
Stage 1: The child’s moral reasoning goes no further than avoiding punishment, and the highest value is obedience to authority (might is right).
Stage 2: The child’s self-interest is prime (looking out for number one; the reason for being nice to someone is reciprocation).

Conventional:

- Social-rules based reasoning; usually at middle school to adolescent and/or adult.
Stage 3: Behaviour that is seen as pleasing other people and winning praise defines what is “good.” Social approval has a higher value than any other reward.
Stage 4: Law and order: what is right is what the rules say, and there is little flexibility in that definition. Obedience and good citizenship are seen as positive values.

Post Conventional:

- Deals with abstract moral principles and personal judgement; adult.
Stage 5: The social contract - the understanding that societal rules are created to foster peaceful coexistence and justice. At this level, a person may break the contract if those rules are deemed by the person to be destructive.
Stage 6: Universal ethical principles - general universal principles or values dictate right and wrong. A person’s upholding of these principles may hold sway over legal dictates.

Gilligan (1982) contrasts gender-related moral development issues and claims that boys form moral judgements based on the ethic of justice versus relationship and responsibility. Damon (1977), author of *The Social World of the Child*, posits that children between ten and eighteen have more likelihood of making advances in moral reasoning than at any other stage in the life span because of the convergence of other developmental factors such as, the onset of cognitive development that allows them



to think in the abstract, psychosocial development that allows them to question rules, standards, and values, and their increasing bank of personal experiences.

Moral reasoning increases with age, but will vary according to the situation, the child's temperament, the child's mood at the time, and the culture in which the child lives. Eisenberg (1982), author of *The Development of Prosocial Behaviour*, has identified six levels of moral reasoning, summarized as follows:

1. **Self-centred reasoning** (the person is concerned with the consequences of a situation only as they affect him/her).
2. **Needs-oriented reasoning** (the person shows concern for the needs of others even if they conflict with his/her own needs).
3. **Stereotyped and/or approval-oriented reasoning** (the person holds stereotyped views of what is a good or bad person or good and bad behaviour; also often wants to win approval of other people; a common mode in some school-age and adolescent children).
4. **Empathic reasoning** (the person shows evidence of empathy and of taking the role of another person, and may have awareness that helping others feels good and that not helping can cause feelings of guilt; a predominant mode for many adolescents).
5. **Partly internalized principles** (choices around helping or not helping others involve values such as concern for rights of others, or feelings of responsibility, although these values may not be clearly thought out).
6. **Strongly internalized principles** (choices around helping or not helping others are based on strongly felt values).

Children need to be seen as valuable, contributing human beings, worthwhile for who they are right now and not for whom they will become. The Roots of Empathy program stresses the importance of infancy and of the student at the stage they are in. It aggressively addresses the intrinsic value of children and honours them for who they are right now.

The word “childish” is perceived as a negative quality; “childlike” is perceived as positive. Being childish should not be seen as negative; it devalues the child.



Friendship Issues

Friendships in childhood are important to both the emotional and social development of children. The activities in the Roots of Empathy program build on opportunities to foster friendships among the children in the classroom. Having a good friend in childhood is protection against the many wounds of schoolyard life. Having a friend in your corner means that the challenges that might seem insurmountable to a child can be dealt with when there is someone who has empathy for you.

Friendships in childhood have many functions. There are six functions as outlined by Gottman and Parker (1987):

1. Companionship
2. Stimulation
3. Physical support
4. Ego support
5. Social comparison
6. Intimacy/Affection

Hold a true friend with both hands. - Nigerian proverb

Selman (1981), author of “The Child as Friendship Philosopher,” in *The Development of Children’s Friendships* (Asher and Gottman, editors), has proposed that children’s ideas of friendship develop in four stages. These stages reflect the functions listed above. The stages he outlines are:

Playmateship (preschool):

Geography defines friendship; children who live in the area or who go to the same daycare centre or play groups.

One-way assistance (early school years):

A friend is someone who *knows* you, i.e., knows what you like to play and don’t like to do.

Fair-weather co-operation (later school years):

The dawning of awareness of the reciprocal nature of friendship; flexible to the likes and dislikes of other people. Friendships tend not to be long-term and may serve to counter loneliness or boredom.

Intimate and mutually shared relationships (late childhood/early adolescence):

Intimacy and mutual support factor into friendships and friends can weather conflicts without spoiling the relationship.



Bullying/Aggression

Bullying is the repeated abuse of social power. Bullying is a form of violence. It may be physical, emotional or verbal. Bullying may take the form of name-calling, ethnic, racial, or religious slurs, teasing, taunting, threatening, hitting, stealing, extortion of money, assault, pushing, tripping, swarming, or intimidation. The name calling often is related to appearance, gender, or has homophobic overtones. Typical slurs include: “Paki,” “slut,” “faggot,” “fat pig,” “jew boy,” “nigger.” Addressing bullying and any other social injustice is ongoing with Roots of Empathy programming. Bullying is formally addressed in session four, but the expectation is that sensitivity to and education about bullying will permeate the entire program. The Roots of Empathy approach is not so much to speak in terms of bullies and victims, but to speak in terms of people’s feelings about what is fair and just. Children who are bullied often feel isolated and rejected by peers.

Some bullied children appear vulnerable because they lack self-confidence and are prone to being anxious. Bullying reinforces any pre-existing feelings of anxiousness or lack of confidence. Children who are the victims of repeated bullying often suffer headaches or stomachaches and may be reluctant to go to school. A bullied child is in emotional pain. As bullied children tend to be unassertive, they should not be expected to handle the situation on their own. The adults in the school need to have a policy for addressing bullying on a school wide basis. Children feel safe and supported when the adults in their lives recognize when they need protection and make sure that they get it. In the work place policies exist to protect the individual worker against harassment of any kind. Schools should have corresponding policies. Part of the hopelessness that bullied children feel is their lack of power as a child to change their circumstances. School absenteeism and transfers are often the result of a bullied child looking for peace and hoping for a pain-free future. In the extreme, students who are bullied have become so disappointed that in the teen years they have committed suicide.

The Roots of Empathy Instructor should familiarize him/herself with local “safe school” or “anti-bullying” policies. Local language should be used, and if no such policies exist, the Roots of Empathy Instructor should discuss the issue with the mentor. Children’s bullying behaviour must be challenged if it occurs during a Roots of Empathy visit. Whether the activity is related to a put-down such as calling another student “a loser,” or grabbing someone’s hat, cruelty must be challenged. If we fail to do so we are essentially condoning the bullying.

Bullying robs children of confidence in all areas of their lives. It robs them of their social power and compromises their learning capacity. A child who has been bullied on



the morning bus ride to school has a broken spirit for the whole day.

Studies show that one in seven children experience bullying. It usually begins at the age of eight. Teachers do not usually witness bullying because it happens quietly, out of the classroom. Much of it happens on the bus or in the school playground. It can be an incident as seemingly simple as having a hat taken and not being able to get it back. Girls usually bully with exclusion, putdowns, jeers, and looks. Boys usually bully more physically.

A study conducted in Toronto by Ziegler and Rosenstein-Manner (1991) found the following:

- 20% of students said they had been bullied more than once or twice during the term
- 15% of students acknowledged bullying others more than once or twice during the term
- 23% of boys and 8% of girls reported bullying
- Boys and girls are equally likely to be victims
- Teachers and parents were unaware of individual students' involvement
- 90% of students indicated that it is unpleasant to see someone being bullied

The study also focused on the covertness of bullying - why adults do not know about the bullying that takes place, and why it is not reported by victims. They found that students:

- May fear threats
- May be ashamed of needing help
- May be viewed as “tattling”
- May feel that nothing can be done about it

Bullying is endemic in North America. Scandinavian countries have reduced bullying incidents through community-based, concerted efforts. Why can't we call for a moratorium on bullying?

Children who have high levels of empathy feel bad when they witness bullying incidents, and may intervene. In a Roots of Empathy classroom, when a literacy of feelings or emotions is established, the chance of bullying incidents is lessened, and the students feel it is safer to intervene when they witness bullying. There is a consensus of feeling about the social injustice of bullying in a Roots of Empathy classroom, and children from that classroom will feel empowered to tell a bully to give back the hat,



or let the child play. To protect a young child from becoming either a bully or a victim, Ziegler and Rosenstein Manner (1991) recommend:

- nurturing a strong sense of self worth (warm and trusting relationships);
- encouraging positive friendship building skills (co-operation, sharing, and respect toward peers;
- helping to increase the ability to tolerate frustration and control impulses (can accept limits set by others); and
- parental monitoring of child's behaviour and friends.

Bullying happens when children do not feel responsible for how they make others feel. Roots of Empathy helps children be highly aware of their own feelings, so that they can understand and respond to the feelings of others. The program gives them the license and the language to gain this understanding.

Bullying bruises the heart.

Prosocial Behaviour

When we talk with students about what it feels like to experience bullying and how to be empathic, we gradually witness a change in behaviour. The classroom takes on a more co-operative and supportive tone, students become intolerant of cruelty, and they feel empowered, as a group, to make sure that things are fair. Students become prosocial (see the functions of friendship in the preceding Friendship Issues section).

If students feel that their learning environment is fair, they become fair.

In the literature, “empathic distress” is shown to be a prosocial motivator, rather than an egoistic one, because it is caused by another person's misfortune; a major goal in the response of the observer is to help; and the observer's gratification is contingent upon helping someone else. Also, cognition is seen to play a role in empathy; a cognitive process “serves the motivational component of empathy since [the observer]... is involved in assessing what, if anything, should be done to help the other person” (Hoffman, 1977).

Prosocial behaviour is also connected to self-esteem - how children see themselves. There are stages of self-esteem: how children see themselves as social beings, as physical beings (which includes their skill in sport, dance, agility, as well as their physical “packaging”), and as learners (Selman, 1980). Our role in this is all about supporting children to view themselves positively.



Children's view of themselves has a lot to do with how they fit in their family, and how their family views them. Unconditional love from a parent, an expression of love for the child - not how he looks, or what she did, or what she achieved - as in, "I just love who you are," gives children a sense of _____ who they are and how they fit.

In many areas of life, acceptance depends on meeting a set of conditions. In the Roots of Empathy program, the baby is treated as tremendously valuable - intrinsically.

Profiles of Students

As teachers, it is important that we are acutely attuned to the learner; learning is based on a teacher-learner relationship. It is essential, then, that the Roots of Empathy Instructors understand what is normal and expected at the ages of the students they will be teaching. Overriding this knowledge of a profile of a certain age, however, is one of the basic premises of the Roots of Empathy program: Each child is an individual, with his or her own temperament, learning style, and set of experiences.

The purpose of the following student profiles is to give parameters to help you be respectful and understanding of the students. They are not templates of children's behaviour; they are outlines of some typical behaviour that you can expect to see at different ages. They are meant to help you know what you might expect and to prepare for your first experience stepping into a classroom. The profiles are drawn from research on development and from over thirty years of experience of working with students, parents, and teachers. We know that there are children who defy the parameters - some babies walk and never crawl; some students do not fit any profile. Children have a great deal of influence on how they develop; we need to respect their individual temperaments and their environments. The individual temperament of the child will influence behaviour more than will the traits of a particular age or stage.

Children have different needs at different stages and they think differently at different stages. We can support their growth and development by being aware of their needs and understanding the limitations of their thinking.



On Being Four

Four is a wild and enthusiastic age, when children's behaviour is often out of bounds. Children at this age crave playing with friends. Four is extremely affectionate with friends and family.

Four:

- is constantly testing limits in a search for independence;
- can be loud and belligerent;
- has speech that is 95% intelligible;
- has moods that change rapidly;
- can have imaginary playmates with whom he/she has conversations;
- is boastful, exaggerates, and stretches the truth to appear the hero;
- tattles on other children;
- can be very silly;
- has a low frustration level and often has a tantrum over what appear to be minor issues;
- averages 10-12 hours sleep at night;
- wants to be with children all the time;
- can use words and verbal constructions that are far beyond his/her level of intellectual comprehension;
- can make drawings that reflect his/her new perceptual motor skill and his/her intellectual limitations;
- is the question-asking age, and "why" questions predominate;
- needs simple, purposive answers to questions;
- means that boys and girls have no hesitation in playing together;
- is more independent than Three but has many fears (dogs, the dark, etc.);
- likes to be a social clown and tends to make up stories;
- is often out-of-bounds emotionally, physically, and verbally, with wild exaggerations;
- marks the beginning of bathroom humour;
- lapses into profanity which is best handled as any other exuberance;
- loves true stories about himself/herself; and
- believes in magic, tooth fairies, or cultural myths.

On Being Five

Five is the golden period of the early childhood years. Most five-year-olds are happy, secure, even tempered, optimistic, and delightful people.

Five:

- has a sense of reality that is still shaky, so enjoys stories that depict situations he/she has experienced;
- needs rules because they provide a framework that gives security;



- plays games involving role play, often based on a TV show;
- will reflect preoccupation with relationships between individuals (often play “house” or “school”);
- is not ready for group games with a set of rules;
- is happy to play with a mix of boys and girls;
- usually has not developed powers of negotiation or compromise;
- is usually affectionate;
- sees parents and teachers as the ultimate authority;
- is able to judge own limitations and is thus able to prevent frustrations;
- is usually not a worrier;
- is proud of self and often accepts a compliment graciously (“Five-year-olds can do that.”);
- is an expansive age intellectually;
- has relatively few tensional outlets (chewing clothing, hand to mouth gestures, tapping pencils);
- is moving away from story preferences of fantasy and magic to comedy and realism;
- has a better notion of time and space;
- starts to lose baby teeth, usually at the end of the fifth year;
- still does not blow nose efficiently;
- still needs adult comfort when hurt;
- may be so caught up in play that he or she may not make it to the bathroom in time; and
- will panic if separated from a parent in a store.

On Being Six

Six is an active, outgoing age. The activities and pleasures of the six-year-old take precedence over everything else. Six is egocentric while also very loving and at times defiant.

Six:

- is a know-it-all stage, further complicated by very hurt feelings when criticized;
- can be affectionate and loving;
- often has a best friend and often excludes and hurts the feelings of another child;
- is already moving toward same-sex friends;
- works best in spurts and does not show the persistence you will see later on;
- is usually babyish about hurts or having to take medications;
- is very interested in sex-play;
- is beginning to understand death and different reasons for it;
- still believes that he/she is eternal and now believes that death is not reversible;
- is very proud of any academic accomplishments;
- is beginning to understand time and has a better understanding of the past;
- is expanding intellectually, and interests encompass sun, moon, planets;



- often steals little trinkets or small sums of money;
- is extremely active, jiggling and bouncing in seat;
- can be clumsy and a dawdler;
- needs to win and be first;
- is often bossy, assertive, and very sensitive to real or imagined slights;
- can be verbally aggressive, using phrases such as “You’re weird” or “You’re weird-looking”;
- usually adores mother but if something goes wrong, it is “all her fault”;
- often chews on things like T-shirt neckband as a tensional outlet;
- is the centre of his/her universe;
- has humour that is not subtle: consists of silly giggling and uncontrollable laughter over words like “pee-pee”;
- often embarrasses parents by showing off to company or doing silly things;
- is beginning to be interested in games with rules and that are played with several people;
- may regress from time to time because of stress of being in school full-time; and
- experiences the turmoil of adaptation, which you can expect to see again in early adolescence.

On Being Seven

Seven is often a subdued age when many children have a variety of fears and worry broadly. Tears are often near the surface. A seven-year-old can be delightful company if we acknowledge their feelings and sensitivities.

Seven:

- is relatively quiet compared to Six;
- is reflective and serious;
- can be moody, sad, and negative;
- has activities that are not as active as Six; they think and plan a lot more;
- is sensitive to what other people say and do, rather than what they think;
- often complains about being treated unfairly and worries about being liked;
- shows politeness and consideration of adults;
- has lost the confident optimism of being able to do all things well;
- is less impulsive than at Six;
- often feels he/she has bad luck;
- is easily disappointed and discouraged;
- is one of the most thoughtful, inward, serious ages of childhood;
- has language that is often in a complaining mode;
- is starting to use mature expressions, such as “It was embarrassing”;
- usually is not ready to accept own mortality;
- is beginning to have an abstract concept of good and bad;



- is interested in pregnancy and own birth story;
- is linked to his/her teacher for success in school, to a certain extent, as is still emotionally connected to teacher;
- worries about being laughed at and about children being mean and not liking him/her;
- wants to be perfect;
- is a good student and listener;
- takes in more than he/she gives out - we are often unaware of the intensity of their thought;
- is reasonable and is beginning to be able to see another person's point of view;
- has many fears, particularly visual - the attic, basement, the dark, also war, burglars, and people hiding under the bed or in closet. Fears are stimulated by the media; and
- interprets shadows as ghosts and witches.

On Being Eight

Eight is an outgoing, curious, and very social age. It is the year when many children become aware of social status, clothing, and appearance. They are extremely evaluative of friends, parents, teachers, and themselves. They need protection from being overly critical of themselves.

Eight:

- usually feels pretty good about self;
- is the age when you see a noticeable separation between boys and girls;
- tends to be a collector of things;
- is curious about nature, people, and manufactured things;
- starts to show an interest in how children live in other cultures (in the "old days," "days of knights");
- has developed beyond here-and-now and can think of the future;
- is more self-confident than Seven;
- tries to find out who he/she is through dramatic play;
- usually looks forward to school; main reason is to be with friends;
- is more concerned with peers than with teacher;
- evaluates and judges self very critically;
- often turns off doing art work because he/she now criticizes the discrepancy with reality;
- is very critical of own reading and spelling ability;
- has frequent tears and frustrations at what he/she judges to be poor performance;
- forms friendships more on basis of personality than proximity or common play; and
- is aware of a new confidence as he/she moves further from home base in the neighbourhood.



On Being Nine

A child at nine seems more independent and self-controlled. The behaviour is still uneven. This age is not known for any outstanding characteristics; the individual differences tend to override the characteristics typical of the age.

Nine:

- is very interested in own strength and ability and in beating own records;
- is keen to trade things like sports cards and comics;
- likes competitive games;
- is more interested in getting around on own in community;
- is time conscious, loves to own a watch, and tries hard to fit things into a day;
- is interested in “old times” and enjoys reading biographies;
- is a low point for girl/boy relationships;
- is proud of older siblings and protective of younger ones;
- is quieter and more thoughtful than Eight;
- is often sulky or finds fault if things do not go his/her way;
- seems to drum fingers or fidget as a tensional outlet, some still suck thumb;
- is reluctant to try new foods;
- is more impressed by friends’ opinions than parents’;
- has noisy roughhousing and teasing for many boys; and giggling and whispering for many girls;
- questions parents’ rules;
- is loyal and devoted to friends, standing up for them if in trouble;
- is strong in likes and dislikes and critical of children they do not approve of;
- is less egocentric than Eight but still needs individual attention;
- is unable to judge things objectively;
- is in need of structure to find limits but still needs freedom to play;
- is interested in knowing everyone’s age; and
- is interested in the monetary value of things.

On Being Ten

Ten is seen as the age of equilibrium or calm, of good adjustment, of easy interactions with all in his/her world.

Ten:

- is happy, relaxed;
- is companionable, very friendly with adults and children;
- recovers quickly from hurt feelings;
- enjoys play;
- is very active, enjoys outdoor play;



- is very sociable. Friends are important, but friendships are uncomplicated and not intense;
- is well-behaved in school;
- is positive about school and teachers;
- is eager to learn, worries about being late;
- is very truthful;
- is overly concerned about fairness, particularly with parents' handling of sibling fighting;
- is adoring of parents;
- is polite, obedient, compliant;
- is critical of swearing; and
- enjoys punning, but cannot take a joke on self.

On Being Eleven

Eleven is a stormy age for many children. Eleven is out to test the limits of what authority will and will not allow. Eleven is harder to live with than ten.

Eleven:

- is rude, argumentative, and unreasonable;
- is moody and cries a lot;
- is restless and fidgety, bursting with energy;
- is less concerned with play;
- is a daydreamer in school; generally has poor school behaviour;
- is critical and demanding;
- has good control through conscience;
- is rebellious, competitive, talkative;
- is one of the angriest ages;
- is one of the most worried ages: about school, homework, being late;
- is a fearful age: about snakes, bugs, high places, being left alone after dark;
- is a time when girls are anti-boys and vice versa;
- is a highly emotional time, more tentative and unsure; and
- is a period of rapid growth, especially for girls - the beginning of puberty for most girls.

On Being Twelve

Twelve is the sunshine after the storm of eleven. Twelve tends to exude outgoing enthusiasm for everyone and everything.



Twelve:

- is confident and secure, happy;
- is more mature in moral development; will take blame for actions to ensure positive regard of peers;
- is fond of double meanings and “dirty jokes”; usually has a good sense of humour, geared to insulting friends;
- is worried that friends will make fun of or laugh at him/her;
- is concerned that he/she will not be liked;
- is good-natured and reasonable;
- is the age when girls become interested in boys;
- is extreme in likes/dislikes;
- is able to see another’s perspective;
- is not fearful but doesn’t like to be alone in the dark;
- worries about school-related issues;
- is tolerant of self and others;
- is physical in response to anger or will give angry verbal response;
- is beginning to be independent of family, with friends playing a bigger role;
- finds friends more important than adults; and
- is self-conscious and feels that everyone is watching what they wear, do, and say.

On Being a Young Adolescent (13-15)

These are called transition years because so many changes are taking place. Young adolescents are preparing to move to high school, undergoing puberty, and learning to become independent and develop a sense of identity.

Young adolescents:

- often feel that everyone is watching them critically;
- develop new friendships quickly and intensely;
- look in the mirror a lot;
- often engage in loud horseplay (boys) in public places;
- need privacy yet often feel lonely;
- often feel unique and that nobody can understand them;
- feel invulnerable, which can lead to risk-taking;
- are sensitive to criticism and are easily hurt;
- need parents’ love, understanding, and acceptance;
- are at the height of peer pressure; have a strong need for acceptance from peers;
- resent parents’ rules and advice;
- want more freedom and independence and chance to make own decisions;
- conform to friends’ ways of dress, speaking, thinking, behaving;
- become temporarily clumsy;
- feel critical of parents’ style of dress, hair style, and interaction with friends;



-
- have strong likes/dislikes;
 - become defensive if questioned;
 - have heroes or role models;
 - ask themselves “Am I normal?”;
 - worry about a wide range of things: saying or doing something dumb, tests and grades, who will like them, fighting with friends;
 - experience frequent, unexpected mood swings; and
 - feel shy and are self-critical, and get embarrassed easily.



Curriculum Approaches

Central to managing the program is understanding the program's philosophy of empowering the student. Students are seen as individuals with insights, feelings, and life experiences that are extremely valuable and significant. There is an honouring of the students' individual learning style, temperament and talents/intelligences.

Students involved in the program say: they never feel stupid, they are listened to, and they get to do neat things.

Learning Styles

The attention we give to learning styles is an honouring of how we learn, and an acknowledgment that there are different styles of gaining knowledge. It gives credence to the fact that we all don't come at the same piece of knowledge by the same course or path.

Multiple Intelligences

Gardner's (1993) theory of multiple intelligences honours different gifts or abilities by describing them as a form of intelligence. He dismisses the myth that intelligence is defined only within the realm of mathematical and logic ability and language competencies. The intelligences he has identified are:

Linguistic

- The intelligence of words
- Writers, journalists, lawyers, storytellers

Logical-Mathematical

- The intelligence of numbers and logic
- Ability to reason logically, see numerical patterns, put things in sequence, think in terms of cause and effect, solve problems
- Often computer programmers, scientists, accountants

Spatial

- Ability to think visually and move things around in one's mind
- Can see in their mind how things look and move
- Architects, artists, mechanical engineers, photographers, pilots, chess players



Musical

- Ability to produce and appreciate rhythms, melodies, harmonies
- Musicians and also people who “have a good ear”

Bodily-Kinesthetic

- Intelligence of the physical self
- Ability to control body movements and handle objects skillfully
- Athletes, craftspeople, mechanics, surgeons

Interpersonal

- The ability to work with, get along with, and understand other people
- Ability to recognize and be responsive to people’s moods, temperaments, wants
- People who can view the world from another person’s perspective

Intrapersonal

- The ability to recognize and understand one’s own feelings
- Can be introspective and meditative but can also be very independent, self-disciplined

Naturalist

Gardner has recently made an addition to the seven intelligences: that of naturalist. This is the intelligence of nature and the environment, and skill with animals and/or plants.

Of these intelligences, the most valued, traditionally, are *linguistic* and *logical-mathematical*. The focus, in Roots of Empathy, is on the intrapersonal and interpersonal, but there are opportunities for capitalizing on all the intelligences. For example, in terms of linguistic intelligence, the curriculum is really one that is based on talk. Students discuss, share, listen, read, and write. For those with musical intelligence, there are many opportunities for songs, rhymes, and rhythms. For bodily-kinesthetic learners, the program entails movement from floor to desk, from class to group. Logical-mathematical intelligence is tapped through problem solving and through activities asking students to compare, calculate, predict, or measure. In terms of spatial intelligence, students make mental representations in the form of art.

Intrapersonal intelligence is valued highly in the program. Students are encouraged to reflect often. This intelligence relates closely to one of the tenets of the program: we need self-knowledge before we can know others. Finally, interpersonal intelligence is one that Roots of Empathy capitalizes on greatly, because we are evoking prosocial behaviour. Students are constantly asked to participate, share, ask questions, and to value the relationships that result.



Learning Styles in the Classroom

Classrooms need to accommodate students who might be bodily-kinesthetic learners and would be all over the room, or the auditory learners who might want to *sing* their times tables. Then there are the visual learners who are motivated visually and will need to see as well as to hear what the theme is. All Roots of Empathy teaching should allow for these three types of learning by giving all children opportunities to move, talk, draw etc.

But if we, and students, realize that it is valid to have different styles of learning, the children are far more tolerant of themselves. This can help at home when students try to explain to a parent that it helps them do their homework if they can do it in the beanbag chair, with a snack. The focus on learning styles helps children have a better understanding of who they are and how they learn. The more understanding they have of themselves, the more understanding they will have for others.

Gaining/Maintaining Classroom Control

In a classroom, we try to work around the teacher, and respect the system that he or she has established. It is important to communicate with the teacher, both at the outset and as issues arise, about assignment of responsibilities. For example, who will intervene in behavioural problems that arise? Who will call for the class's attention? What role will each of you play in maintaining order?

There are a number of ways to get students to sit quietly and be ready to pay attention.

- We remind them of a time they sat very still and quietly for the baby, so as not to alarm or disturb him or her. The students quickly recall the time, and adopt that behaviour.
- We use voice modulation as a way to get attention and as a model (e.g., speak in hushed tones).
- We use finger plays or rhymes or songs to help make transitions or bridges between activities and to get attention.

Younger students become bored if required to sit too long without any action. If you perceive that students are losing interest in a discussion, switch to a more active exercise, such as singing action songs, practicing a clapping rhyme to use with the baby, standing up and stretching. Try to relate activities to baby's development. For example, if you do a clapping song, or a marching song, talk about when the baby might be able to clap or march. Talk about how they think the baby would react if he or she could watch you do this activity.

With older students, you may be surprised at how eagerly they take to activities that you may have thought they would consider too young for them. For example, most



students enjoy being read to, even if it is a book for preschoolers. For a change of pace, invite students to do the reading to the rest of the group (though you should give them a chance to practice first). Many classes enjoy singing nursery rhymes and the welcome and goodbye songs to the baby. If you sense reluctance, however, you may have to sing these songs on your own. One way to make the older students feel comfortable is to treat them as the young adults that they are: make them feel more like your peer in their responsibilities toward caring for younger siblings or while babysitting. Ask frequently about their own experiences in these situations, or their plans for the future. Also, many children at this age enjoy remembering and asking family members about their own early years. Invite this kind of anecdote, being sensitive to students who may not have had an ideal start in life.

Being with a baby poses situations that students may find embarrassing, or awkward, or hilarious; for example, diapering and breastfeeding. What we do is prepare students in advance of the family visits. We can talk about the situations and even tell students to practice laughing, and say, “I understand why you’re giggling now, but it isn’t okay to make someone else feel uncomfortable when you laugh.” Or, “If we laugh when the baby is being diapered, how will we make the dad feel?”

Breastfeeding

Breastfeeding is strongly valued in the Roots of Empathy program. When Roots of Empathy mothers are identified before they have given birth, we ask them about their plans for feeding the baby and explain our position of having the opportunity to share public health information universally in the classroom. We would never impose this breastfeeding preference over bottle feeding on a parent who has decided for whatever reason to bottle feed. Before the first family visit, at every grade level, we discuss with the children how they would suppose the baby is going to be fed. We discuss with the mother her comfort level around breastfeeding in the classroom.

At all grade levels, children will have varying degrees of information about breastfeeding and a variety of attitudes about it. If the baby is to be breastfed, the students need to be prepared for it, in the pre-family visit of the first theme. With younger children, it is useful to ask them if they have siblings, cousins, or other babies they know who are breastfed. Gather information from the students and fill in the gaps. Students should be reminded that giggling out of shyness or discomfort might embarrass the parent and that they should be aware of how other people are made to feel by what they do.

We encourage discussion of issues surrounding breastfeeding. For example, with senior students, it is not unusual to have discussion around the lack of support in Western



society for breastfeeding, as played out through workplace practices and receptivity for breastfeeding in public spaces. Many of our senior students are outraged at the degree of difficulty a mother can experience in trying to give her baby optimal nutrition via breastfeeding. We see an opportunity here to sensitize a generation of children to issues of entitlement and social justice. Once students have reached abstract thinking they are able to entertain issues such as what policies are in place around family-friendly workplaces that would support the optimal development of an infant. In senior grades, discussions often flow into maternity leaves, availability of space in the workplace for pumping breast milk, refrigeration for pumped breast milk, sick-leave policies that allow parents to stay home with a sick child, and a range of economic issues. Roots of Empathy mothers are coached to be forthright in their discussion with senior students in the nuts and bolts of breastfeeding. This is particularly useful when we think of these students as the parents of the next generation. We are able to demystify the whole topic and show students how one problem solves a difficulty with breastfeeding by using information and the support of health practitioners. Part of the puzzle of being a competent parent is related to knowing what is normal, expected behavior and development and how to find help when you need it. The breastfeeding discussion with students of all grade levels deals with neuroscience. Students are taught the crucial aspect of touch in the wiring of an infant's brain and they learn how breastfeeding provides multi-sensing pathways to the brain and has benefits to both the infant and the infant-parent relationship.

In diverse classrooms, there is always respect for the sensitivity of cultural and religious beliefs and attitudes to breastfeeding. For example, some of our male Muslim students are acutely uncomfortable with public breastfeeding and need to have advance warning and discussion so that they can process their feelings before they find themselves in the position of seeing their baby breastfeeding. A letter home to the families of our students at the beginning of the year outlines the program and the possibility of breastfeeding in the classroom so that families who might be concerned about this issue have an opportunity to explore it. We discuss with the students how they will handle their possible feelings of embarrassment or shyness the first time they see breastfeeding. The students' recommendations for dealing with this discomfort range from: "look the other way," "pretend it's not happening," "remind yourself that the baby's having a drink of milk" and "tell yourself this is how babies were intended to be fed."

We find that by the end of the Roots of Empathy year, when their baby has been breastfed, students have a comfortable, easy relationship around breastfeeding and generally harbour positive attitudes toward it.



Co-operative Learning

Classrooms have a tendency to have a structure of social power. For example, in Grade 8, the boys tend to dominate. Co-operative or collaborative learning diffuses this social power; students work together to come to a consensus of opinion. Rather than valuing competition or compliance, we value contribution and collaboration. The family's and Roots of Empathy Instructor's visits provide a concrete, three-dimensional, living-colour experience for children. Although each child has a unique experience of the visit, all children can understand it equally, despite their language or culture or experience.

Rather than trying to do "better," we try to do "together."

In a Roots of Empathy classroom, no student has more social power than another. Children can ask no question that would be called silly. There is usually no one right answer. Experiencing babies invites absolutely non-threatening learning, and the children do not have to feel at risk when they answer a question, offer an idea, ask a question, or create a piece of art or writing. All children are made to feel that what they are giving is invaluable. We want to build respect into the way children work and live with one another. **If we want a civic society, we can start with civic classrooms.**

Students are often asked to prove what they know. Roots of Empathy instead invites them to share who they are. This only happens when you allow children to solve problems together, build consensus, and be creative, and when you create a comfort level for them to do so. We concern ourselves less with students' knowledge of facts and more with their ability to solve problems and their growing emotional maturity.

Imagination is more important than knowledge. - Albert Einstein

Groups should offer students a safe place for courageous, creative, outward thinking - a place to let them say what they truly think and feel. There must be clear censure of any putdowns, or dismissive comments or looks. Children need the experience of having a voice and hearing their own ideas. Also, hearing other students' views and feelings gives them a reference point for their own.

Pre-adolescence is an especially lonely place. Too often, children feel like they are "islands of emotion." We should be putting lifeboats out there to bring them to a safe and not-so-lonely shore.



Grouping Strategies

Roots of Empathy supports collaboration, co-operative learning, and group problem-solving through its many activities that involve group work. In groups, students work together, listen to one another, solve problems collectively, and build consensus. The rules of working in a group are:

- you listen to who's speaking;
- everyone gets a chance to speak without interruption;
- there are no right-and-wrong answers;
- you can tell a person politely that they are taking up too much time; and
- nobody laughs at something a classmate says, unless it is meant to be funny.

If students need help with any of these rules, provide modeling for them. For example, demonstrate, through mime, some bad listening skills such as yawning, stretching, not looking at the person, making distracting noises, slouching at a desk. Then demonstrate good listening skills, such as keeping eye contact, looking interested, not interrupting, sitting up attentively. You can also post a list of these rules, or give oral reminders periodically throughout the year, before students begin their group work.

More than likely at some point, chaos will break out in one or more of the groups. But the classroom teacher always seems to be there watching, for the “hot spots” in the class.

When we put children in groupings that are different from their usual classroom grouping, we reshuffle the pecking order. Children who previously did not take leadership roles may do so in a new grouping where the power structure is up for grabs. Many children do not have the confidence to speak out in class in case they make a mistake, or somebody laughs at them. In this format, children have a chance to experience leadership because they each get a turn to be the group's reporter. When they realize they are not reporting on their own thinking but that of the group, and that they will not be laughed at because it is just not allowed, even the most shy of students will try it.

Try to ensure that each student has at least one chance at being the group's spokesperson. This may require you to do some note-taking in order to keep track. You can use a class list and put a checkmark beside the student's name when he or she plays this role.



To encourage a shy, soft-voiced child, you can tell the class that they should be quiet and listen carefully because “Jocelyn’s voice is soft,” rather than telling Jocelyn to speak up.

If left to form their own groups, students tend to always form the same groups, or join friends. This can lead to students feeling left out, so it is always best to form the groups for them. This also ensures heterogeneous grouping; the group is not put together by ability, age, interest, or gender. In some classes, students may already be sitting in group formations. You can use those groups, but it is also wise to mix those groups up from time to time. You may want to discuss this with the classroom teacher first. Ideally, groups should have four or five members.

These groups can be maintained for the pre and post family visits - and they become a little family themselves for those visits. The groups should change, however, for the next round of visits in the following month and thereafter.

Following are some ways to form groups quickly and with variety. As the year goes by, you may need to form groups based on which students have not been grouped together before. Keep track, using a simple method such as a series of initials or first names.

Numbering

This is a very quick and easy method of getting students into groups, especially if you assign the numbers yourself. Go around to all students, assigning each one a number from one to six (or as many groups as required). Then point out the areas where you would like the 1’s to gather, the 2’s to gather, and so on. Posting the number or having one student hold up the number is helpful for younger students.

Lettering

This is a similar method as the numbering, but choose letters instead. It is fun to have the letters you choose spell out a word, without telling students what it is. They can spell it out together after they have formed the groups. Mix up the letters when you use this method subsequently. Use relevant words such as “Empathy,” the baby’s or parent’s name, “Crying” or “Safety” (be sure there are no repeating letters in the word and that the word is the right length).

Colour Codes

Pass out stamp-sized, coloured pieces of paper at random (use as many colours as the number of groups you need). Call for the yellow papers to meet in a certain area; move to the next area and call for the blues, etc. You could also use coloured stickers, but they tend to be distracting and can end up adhered to items all over the classroom.



Problem Solving

We highly value contribution and co-operation in the Roots of Empathy program. All of our problem-solving projects are based on working together to solve a problem, rather than to see who can get the answer first, or who can get it right. Coming up with a solution is always a team effort.

The program presents to students authentic, real-world problem solving experiences rather than pencil-and-paper exercises. The process of problem solving:

- values process over product
- encourages creative thinking rather than using memory
- asks students not about what they know but, rather, about what they think and who they are
- gives students opportunities for collaborative learning and consensus building

We are not overly concerned with what facts children know in this program; we are concerned with developing emotional maturity and the ability to solve problems.

Imagination

Opportunities for children to develop imagination are dwindling. Children are reading less, and radio is rarely used for storytelling anymore. If children can imagine, they are essentially taking a role, which means they are taking another perspective. By encouraging and inspiring a child to imagine, we are building that child's capacity for empathy. The literature in the program speaks to empathy, but also to taking a child on "trips" where they become someone else in a most healthy, creative way. The activities we use in Roots of Empathy are targeted to the four components of empathy, as described in "Empathy" in the *Philosophy of the Program* section in this manual.

Increasingly, with all the screens in their lives, children are being told how to see the world. Imagination is losing its value.



Predicting

Children's ability to predict responses and reactions is important to the development of empathy. When they interact with the baby and parent, they are asked to make predictions around the child's development. They are also asked to make predictions based on their understanding of their baby's temperament, which is related to considering perspective and point of view - the keys to developing empathy.

Curriculum Connections

Roots of Empathy provides strong links to mandated curriculum outcomes and expectations, and offers opportunities for a variety of activities across the curriculum. Classroom teachers need to be reassured that there are few requirements of them for the program.

For example, through the literature, students read and use language skills. They write reflective pieces and comments, create poems and stories, and then read them chorally. In terms of music curriculum, they sing and create songs. For math, the older students may calculate the expense of diapering. For science, they study the biological aspects of neuroscience, as discussed when the brain is presented as the pathway to learning, behaviour, and health.

The program delivers to the classroom teacher, as a gift, the Roots of Empathy Instructor as well as established curriculum connections.

Using Music

Music is one of the most effective vehicles for students to connect with their own experiences what they are observing in the Roots of Empathy visits. ("I remember that my favourite lullaby was..." or "The person who used to sing to me the most was...") The music helps to forge links between the students and their parents. They see the baby's delight when he or she hears the singing or chanting, which leads them to think about what they need from their own parent(s) - something that children often forget to do.



Songs are used as a joyful way to greet the baby, a way to calm the baby (with lullabies) and say goodbye to the baby. Some babies learn that when they hear the goodbye song, the snowsuit comes next.

In the program, just the voice is used, not instruments, and many Instructors will be reassured to know that the quality of the voice is not important.

Using Art

Art is used regularly in the program because it is an unabridged expression of how a child feels. Because art is so personal and imaginative, we do not judge it. Nor do we give prescriptive art activities, which would stifle creativity and discourage independent thinking. Rather, we will ask children to create, for example, a picture of a time they helped someone, or a time they felt sad. Any art activity should be process oriented rather than product oriented; the purpose is to develop students' creative potential rather than develop a skill set around art. Children's art can show an incredible depth of feeling and compassion.

Generally, we try to avoid drawing in Kindergarten activities, because of their level of skill in doing so and our purpose in using art.

The program does not take a “colouring-book approach” to art activities: we do not limit children with a frame and an idea of what we want from their art. The art should lead to self-discovery.

The art supplies are simple: markers, pencil crayons, crayons, paper, glue, and scissors. It is wonderful to be able to give each student a new set of markers with which to create their art. Look for donors from local stores or community groups.

The art can be bound into a book and given to the Roots of Empathy family, but it is mainly a way to help children explore experiences and express their feelings. It helps to teach a literacy of feelings or emotions and it gives children a non-threatening way of expressing something intangible. It can be hard for children to put feelings into words, but they can put them into colours and forms.

Art empowers children - it is easy to be a leader with a paper and a pen.



In terms of empathy, if you ask children to paint a picture about how a child feels to be excluded from a group, every one of them has a scenario. The art can give a concrete record of identifying things that are not fair. Subsequent pictures can be about what we can do about that unfairness. Art gives students the experience of imagining what it is like to be in someone else's shoes, but also the opportunity to take action, through paper and pen. When students become the champion of the underdog in their art, making it happen in their real life becomes more possible. Passive onlookers of bullying can become active challengers of the bully.

The art activities in the program are not about art therapy; they are about communication.

Children should be encouraged to talk about what they have expressed in their art. If they want to add a story to it, they can, or the Instructor can help them to do so. If they do not wish to have a story added, that decision is also respected.

When students make art for their baby, they see that a gift of their own making is a true gift.

When it comes to commenting on the children's art, the program acknowledges that art is personal, and should not be directed, nor judged. Neither do we always say "It's beautiful" or "It's good," lest the children become "praise addicts," and because children will not learn what is good for them if we define it for them. Instead, we say "You were so involved with making that picture for the baby. You must feel really proud."

We suggest that you make photocopies of three or four of the "best work" of students' art in any activity, to give to the mentor as a record of the outcomes of the program.

Using Literature

Stories and poems are used in every pre and post family visit in Kindergarten and frequently in the other grades. In the lesson plans for each theme, in the *Roots of Empathy Curriculum Manuals (Volumes 1 and 2)*, there are specific suggestions for using the books and guiding the discussions around them.

A list of books is included with the lessons. The books are chosen for their relation to the theme of empathy and are targeted to the four components of empathy. The books are also chosen to represent diversity and children's reality and experiences. The message of inclusion happens easily and naturally with literature.



Books show you how to imagine how another person feels, which improves capacity for empathy. Children who read frequently show more tendency toward empathy.

Literature opens doors to feelings and provides a common experience for all children. It gives children “special glasses” for seeing into the hearts and souls of others. Just as their time with the baby provides a non-threatening springboard for thinking about their own experiences and their feelings toward others, so too does the literature. The role of the Roots of Empathy Instructor is to bridge the experience of the book to children’s experiences. Children need to speak about things from their own experiential base-to talk about things that they have seen, felt, and done. Children often lack this opportunity.

When you open the door for children to the honest discussion of things, you open the door to change and you may also get an unexpected disclosure of physical abuse, neglect, or sexual abuse. Be aware of the local reporting procedure and always share with the teacher if he/she did not hear the disclosure.

Teachers really appreciate the tone that happens in the classroom when children communicate with words rather than jabs or jeers or stares. The literature gives us very sensitive inroads into issues that would be awkward if they were brought up cold. It is like talking about things in the third person and then gently making connections to the individual.

When we discuss the books, we talk about the style of writing, the pictures, and the author’s perspective, because we are trying to have children see themselves as writers. Whenever you introduce a book, hold it up and show the author’s name and illustrator’s name, and share any information about them that may appear on the book jacket. Skim the pages in front of students and ask for comments on the type of illustration or the style of the text (if it is in a poem format, for example, or if there are lots of paragraphs.) As you read, be sure you give students time to see the pictures and to think. Stop the reading, if appropriate, or wait until the end, and ask extending questions, such as:

- Has anything like this ever happened to you? How did you feel?
- What did you think about this story? What did it make you think about, or remind you of?
- How do you think (the character) felt? Why do you think (the character) did this/reacted this way?



We extend students' thinking by having students write journals, poems, and commentary on pictures, books, or situations. We invite students to give their view of the world, and we tell them we want to know what they think. Again, make copies of three or four "best works" of the class to give to the mentor as a sample of the kind of responses that the Roots of Empathy program elicits.

Literature is a person's perspective of a piece of the world in time and space. Children are just as true in their portrayal of how they see life and how they feel about it. In Roots of Empathy, we encourage them to tell us what they think. We can all learn from children's take on the world.



Program Features

The Roots of Empathy Bulletin Board

The Roots of Empathy program tries not to interfere with the teacher's classroom set-up, nor do we require much work of the teacher, but one classroom feature we do request is the development and maintenance of a Roots of Empathy bulletin board.

The bulletin board serves as a visual reminder of the baby and of the program. It is like a large-size photo album or scrapbook that marks not just the events, but also the challenges and emotions around the Roots of Empathy experience. The Roots of Empathy class becomes like a family, and the bulletin board is like the family album.

In some schools, the bulletin board is placed outside the classroom so that the rest of the school can view it and feel involved.

The bulletin board is a place to display:

- A large Roots of Empathy sign (part of the Appendix in the *Roots of Empathy Curriculum Manuals Volumes 1 and 2*).
- An enlarged photo of the baby - This can be the centerpiece of the board.
- Photographs of the baby's development (in Kindergarten and Grades 1-3, the photos can be photocopied and enlarged).
- Photographs of the students interacting with the baby.
- Students' writing (poems, songs, comments about the baby, memories of when they were younger. The bulletin board writing can have an almost a graffiti-like nature. Some Instructors tack on an empty tissue box and make available blank notepaper cut in a heart shape. Students can write anonymous messages or notes and place them in the box.).
- Data about the baby's development (measurements, weight, etc.).
- The flip charts that are made up during pre family visits and used in family or post family visits.

In one classroom, the baby had undergone surgery for club feet. Afterward, the class put up the baby's casts on the bulletin board.



The Roots of Empathy Baby's Big Book (for Kindergarten)

For Kindergarten classes, we create a large-scale, annotated photo album about the baby and the students, in addition to the Parents' Photo Album. In taking and selecting photographs for the album, we try to:

- Document events in the classroom that are related to the themes, or refer to a developmental milestone.
- Include a variety of baby's emotions, including crying.
- Include every student in the classroom at least once.

The text that accompanies the photographs should refer to something that is happening in the photo or that relates to temperament; for example, "Our baby smiles a lot" or "Our baby is afraid of big noises" or "Meeka is being very gentle with the baby."

When writing the text for the books, some instructors promote literacy development by using a pattern of words or sentence structures; (for example, they may use the structure: "Brandon is crying... Brandon is sleeping... Brandon is playing...as a way for students to learn forms to predict the pattern, using the picture as a prompt.

The pages of the book can be made from coloured bristol board that has been cut in half. The pictures can be photocopied and enlarged to 8 1/2" x 11" sheets on a colour photocopier and then attached to the bristol board. The text should be typed or printed in very large print, with only a few lines per page. When it is assembled, it can be laminated and bound using metal rings.

Kindergarten teachers say that their *Roots of Empathy Baby's Big Book* is the most-read book in the classroom.

The album promotes the idea of the class as a family; a group of people who care about one another and who spend a lot of time together. The classroom teacher can use the album to connect with students individually and help them feel good about themselves, or see themselves demonstrating positive behaviour; for example, "Find a picture of a time you were sitting beside a friend" or "Show me a picture of a time you were sitting quietly and helping the baby calm down."



The Parents' Photo Album

This is a small photo album that includes photos of the baby involved with the students, the baby with the parent, and the classroom teacher.

Family Visits

The family visit is the highlight of the program. Students consistently rate it as the most fun and the best learning. For family visits, it is recommended to have students ready and sitting in a U-shape around the baby blanket for the baby's arrival.

While some variation in these visits is encouraged, certain ingredients are a must for every family visit.

Welcome

The family is usually welcomed with a song.

Show and Tell

The parent or the Instructor demonstrates for the children the baby's newly acquired skills and tells the children of the baby's accomplishments, understandings, milestones. This checking-in and checking-up provides the continuum of development in the social, emotional, cognitive, physical, and linguistic domains. How these gains and changes are demonstrated varies. Toys may be used so that students can observe the baby's explorative play. Infant exercises can demonstrate baby's growing strength. Songs and rhymes may be used to observe baby's response and engagement and growing delight in the predictability of some of the songs. Discussion with the parent about his/her observations about the baby and any anecdotes about the baby is welcomed. Questions from the children springing from the pre-family visit are also addressed. The family visits provide rich material for the live and in-colour discussion of how attachments are formed and how temperament plays out.

The flow of the family visit is dependent on the baby's state. If the baby is in active or quiet-alert state, the visit will proceed well, but the baby's temperament will also mandate the tone of the visit. If the baby is asleep or hungry, or is nursing, it presents special challenges. Always we put the baby's needs first and suggest to the parent that if a baby needs a diaper change, or if the baby needs to sleep, the parent should address the need. The message is then clear that babies need to be responded to immediately and contingently. They will learn to trust and will learn that the world is a good place to be. During these times of sleeping or feeding, the Instructor can engage the parent in questions. Students can sing soft lullabies or reflect on all the things that the baby has learned to do. This can be done through looking at the toys and discussing what the



baby can do, asking how the baby might react if he/she were to wake up to see all the students watching. Having a book related to the current theme is also recommended.

Goodbye

The visit is nearly always closed with a song, either sung in unison or by the Instructor.

Time-Out Trick for Effective Interaction

Parents traditionally act differently with their babies than they do with other people: they use exaggerated facial expressions and they slow and elongate their speech. Babies enjoy having interactions with a parent when they feel that they are in the driver's seat. Parents need to sensitively blend periods of interaction with periods of rest. For example, if a parent is engaged with language, he/she needs to pause and give the baby a five-second time-out to regroup and respond. If the parent tries to get the baby to respond during this required five-second consolidation period, the interaction will run amok, leaving the parent feeling ineffectual and "out of sync" with the baby. A successful language play interaction might look like this:

Parent: "How's my handsome baby boy today?"
Pause: 1-2-3-4-5
Baby: May coo or smile
Parent: Continues the interaction
Pause: 1-2-3-4-5

This is the rudimentary skill of turn-taking in conversation.

Measuring and Weighing the Baby

In the first, fifth, and ninth family visits, the baby is weighed and measured. This is done with all classes, from Kindergarten to Grade 8. You will need the equipment for measuring and weighing: The blocks are probably available in the classroom. You will need a measuring tape, and a set of scales. You could bring these from home, if possible, or check to see if the school has them.

The method used for measuring differs among the age groups, as do the curriculum connections. In Kindergarten, the baby is measured with square unit blocks that are placed beside the baby as she or he lies on the rug. The concept of more and less is used with this age level; students compare the size of the baby with their own size. Squares of paper, the same size as the blocks, are pasted on chart paper to record the baby's size.



Older students use a measuring tape to measure the baby, and use problem-solving skills to figure out a way to weigh the baby. They see that they cannot place the baby on a set of scales because she might fall, and the scales are cold, so they come up with the idea of weighing the parent while she or he is holding the baby. (Be sensitive here. Check with the parent first to see if he/she is comfortable with this. If not, you can do it yourself, or get a student to do it.) Students then use their math skills to calculate the baby's weight and to record the data and recognize patterns of growth and weight. The data can be posted on the bulletin board and kept on record for the *Roots of Empathy Baby's Big Book*.

Measuring the baby provides solid links to the school curriculum and taps students' problem-solving skills. Another important facet of the exercise, however, is that it gives the message, especially to senior students, that all babies need a regular doctor. Students see the importance of having one health care professional monitor the baby over time so that proper, ongoing tracking of the baby's development can be done. For example, if a baby is not gaining weight at an appropriate rate, it may not be noticed unless seen by the same doctor over time.

Using the Toys

There are specific infant toys that are required over the course of the Roots of Empathy program. These toys allow Instructors to demonstrate infant development, temperament, neuroscience, and attachment. No other toys are to be introduced or substituted, and Roots of Empathy parents are requested not to bring toys from home. The family visit provides a rich opportunity to demonstrate the baby's growing competencies. The toys have been chosen to correspond with specific skills the baby is developing. It is important to remember and articulate for the children that although there are general developmental outlines, each baby is unique in his/her developmental timetable. There are no "should's" about a baby's development, only "not yet's." For example, "Dylan is *not yet* able to take the wrist rattle off even though he wants to" with the inference being that this is not a failure; he is just not ready yet. This is a reassuring message to children who struggle with school subjects. We will wait for baby Dylan to be ready and then celebrate his success. Also, tell students that, philosophically, there is no one right way to play with a toy. Babies' unique approaches and individual ways of problem solving are to be respected and marvelled at.

Use the toys to demonstrate and remind children what constitutes a good toy: It should offer challenges to the stage of development the baby is currently in; it should be open-ended, offering many different uses; it should be safe; and it should be clean. Toys function as learning tools. They should be multi-use, safe, and cost-effective. The toys we have selected are developmentally appropriate and open-ended in their use.



The toys will be a way for the children to observe the baby's growing competence. Instructors are asked to try the same toy before the baby is able to respond to it. For example, in the first family visit, in putting on the wrist rattle and foot finder, the baby registers no awareness. Whereas, at subsequent family visits, the baby may actively work at removing the wrist rattle but not be able to coordinate taking off the foot finder. The toys provide a wonderful vehicle for infant observation skills. For example, when introducing a toy, ask the students, "What is the baby's reaction?", "What do you notice?", or "Remember when the baby was not yet able to grab the sensory toy and now the baby can."

The toys are safe, with no sharp edges, no small parts, no long strings. They offer challenges to stages of development yet to be displayed.

From a perspective of class control, it is wise to keep all of your toys in the bag until you are using them and to have only one toy out at a time. The reason for this is that the students themselves are drawn to the colourful, interesting toys and frequently reach for them and are distracted by them. Also, the baby will be distracted if there are many toys on the rug and you are trying to engage him/her with one toy.

1. Cribside Graphic Panels

- Can be used in the first family visit; during the early phase, in which babies do not have control over their limbs, a great deal of their learning takes place visually.
- Baby's visual abilities can be discussed and demonstrated by using the black-and-white panels.
- Features of baby's vision to be discussed while showing the baby these panels is their preference for high contrast patterns, bold designs.
- Baby's visual preferences can be discussed and demonstrated.
- Babies over 2 months who have colour vision in place will prefer the coloured panels and, if they focus, will enjoy looking in the mirror.
- Students will appreciate how neural pathways are being formed in babies' brains as they respond to these panels.
- When using this toy, students need to be asked "How can you tell if the baby is interested in looking at this? What are the facial cues and body gestures that help you decide? Are there sounds? What about the baby's attentiveness?"
- This toy should be discussed in terms of how and where the parent might use it (e.g., crib, car seat).

2. Wrist Rattles

- The idea of this toy is to orient babies' hands and eyes to work in unison.



- Babies discover their hands earlier than 3 months but have difficulty co-ordinating them - these rattles reinforce babies' efforts to bring their hands together and to work their eyes and hands in unison.
- Wrist rattles are designed to visually attract the baby and have sound that reinforces the baby's efforts.
- When baby's hands are engaged in play, their brain is engaged in learning.
- This wrist rattle is best demonstrated to students by involving them in singing a song or a nursery rhyme that encourages clapping; i.e., if the parent claps the baby's hands to "Pat-a-Cake" (see Clapping Songs) with the students rhyming in unison, the baby is more likely to notice the wrist rattle and to search for it.
- Students need to be directed in their observation with what is happening in terms of the baby's learning.

3. Foot Finders

- Babies' awareness of their feet is limited because development takes place in a top-down direction with the upper part of the body developing dexterity before the lower.
- These foot finders, when combined with feet rhymes (see Foot Play, following) will allow baby to experience the power of his/her own little feet.
- The visual animals are stimulating but it is the sound reinforcement that encourages babies to kick.
- It is not until about 7 months that a baby will be able to intentionally coordinate foot and eye movements.
- Involving students in foot rhymes while training them to observe the baby's reaction and development serves as a joyful way of involving everyone in participatory learning.

4. Sensory Toy

- This toy invites interactive play with another person through its peekabook flap.
- It offers a number of built-in activities that the baby who has use of hands and fingers can do: It has moveable plastic rings that can be handled; it offers multiple opportunities for grasping and shaking; its handles offer a variety of shapes and textures; and the chime in the middle delights babies who are able to shake the entire cube.
- Watching how a baby responds to trying to grab the cube and then play with it opens the discussion of temperament. The Instructor might ask, "What do you think the baby's frustration level is? How persistent do you think the baby is? How intensely is the baby playing? Can we redirect the baby from the cube easily?"
- Any toy that invites adult involvement provides opportunities for fostering positive attachments.



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- The intricate patterns and vibrant colours have great appeal to babies. These points need to be brought out to students so they can understand how the baby's brain is being wired through the sensory interaction of vision, sound, touch, and movement.

5. Roots of Empathy Balls

- The three balls provide safe fascination play for babies.
- Babies respond positively to the wild movement of the patterned disk (i.e., *Roots of Empathy* logo and smiling face) inside the balls.
- Babies who have mastered two-handed play find the size of these balls manageable. When they are able to hold a ball in each hand, students delight in the baby banging them together. When the baby has a ball in each hand, introduce a third ball and observe the baby's problem solving abilities.
- Before 6 months we use one of the balls for observing a baby's visual tracking abilities while he/she is leaning on the infant roll, as yet unable to reach out and grasp it.
- Crawling babies delight in chasing the rolling ball.

6. Stacking Ring

- These rings of increasing size will probably never be used by the baby in the Roots of Empathy program as a traditional stacking toy because ordering the rings in progressive size is beyond the capabilities of the age range in which we work.
- Each ring offers an individual delight of sound, texture, pattern, and colour.
- Babies particularly respond to the crunchy sound of one of the rings.
- The rings can be put on the baby's wrist and used in the same way as the wrist rattle.
- If the parent puts a ring on his/her head and shakes it off, it is enough to bring some 8-month-old babies to hysterical laughter.
- By tying an elastic around one of the rings, it is possible to demonstrate visual tracking with an infant under 4 months, lying on his/her back.
- The same ring can be used to encourage a baby of 4 months to grab.
- The rings also encourage two-handed play.
- Students need to be reminded that adults should not take over a baby's play by putting all the rings on in the right order, but should rather follow the baby's lead in what the baby finds intriguing.

7. My First Fish Bowl

- Babies of all ages delight in this fish bowl, which is comprised of a well-balanced, fabric fish bowl with water-filled plastic sides and four individual, fabric fish.



- Each fish offers a unique sound, a different texture, a colourful intricate pattern and has a shape all its own with protruding bits for sucking or fingering.
- The movement of the water in the bowl provides fascination for sitting babies and younger babies can be engaged when adults jiggle the bowl.
- The babies are attracted to the smiling faces on each fish, which can be used effectively to demonstrate a baby's ability to track visually and auditorially while lying on his/her back.
- The milestone of two-handed play is easily demonstrated when babies transfer the fish from one hand to the other.
- A good toy can be recognized if it encourages open-ended, imaginative, and interactive play. If the baby is in an active alert state and the parent puts a fish on his/her head and then makes it fall off, it is enough to bring an 8-month-old baby to gales of laughter. If the baby is in a quiet alert state, the Instructor can pretend to be the voice of one of the fish and engage the baby in a dialogue.
- The fish may also be used to demonstrate object permanence.
- The milestone of *reaching* and the milestone of *crawling* may be demonstrated as babies are tempted to reach for a fish or crawl to get the fish.
- The action song: *All the Fish are Swimming in the Water* begs to be sung as the baby plays with this toy.
- Each fish also provides a wonderful opportunity for discussing the importance of cleanliness of baby's toys, because everything goes into the mouth. Students marvel at the brain development that happens as babies gum a fish and shake it. The mouth, as a key vehicle for exploring and learning, is of interest to most students.

Baby Exercises

Baby exercises are done at each family visit, as part of the “Show and Tell” session. The exercises allow students to:

- Note the baby's reactions
- Note the baby's development and changes
- See the interaction between the baby and the parent (or you)

When doing exercises with the baby, it is important to be attuned to the baby's preferences. For example, some babies prefer smooth, gentle touch, sound, and movement while others prefer bouncy, more active and intense touch, sound, and movement. These preferences, like so many others, relate to the baby's temperament.

When handling the baby, you and the parent need to be aware of any resistance or signs that the baby is not enjoying the activity, and if there are, the activity should stop and change to something else.



The exercises can be done either by you or by the parent. You should ask the parent before each visit which he or she would prefer. The exercise time does provide an opportunity for the program to “highlight” the parent since the parent knows the baby’s body and preferences better than anyone.

During the exercise session, encourage students to watch the interaction and the baby’s response carefully. They should be learning how the baby’s body works, what the baby is able to do, noting whether the baby seems to be enjoying the exercises.

Sample Exercise Session: 1-3 months

For a baby’s first three months, the goal of exercise is relaxation. At this age, babies’ fists are often clenched and tense, as is their body, so the goal is to help them loosen up. When you meet the parent(s) for the first time, you can demonstrate these exercises. They are delicate and gentle, and what you are looking for is muscular co-operation. For example, when you stretch the baby’s arms to the side, if the baby does not co-operate, you could strain the baby.

Arm Exercise

Move the baby to the floor, laying him on his back. (If the baby shows displeasure or seems threatened, pick him back up.) Take the baby’s hands and cross his arms gently over his chest. Be careful not to overextend this stretch. Explain what you are doing as you go; for example, “I’m doing this very slowly and gently so I don’t hurt the baby.” Also comment on the baby’s response, or invite the students to. For example, if the baby smiles, say something like, “The baby is communicating with us! She’s telling us that she’s enjoying this!”

Notice what happens to the students when the baby smiles: They usually all break into smiles themselves. They know it’s a special moment. Emotions such as happiness can be contagious.

While you do these exercises, talk or sing to the baby, or have the students sing a song or say a rhyme with you, and work in sync with the rhythm.

Leg Exercise

With the baby still on the floor on her back, hold her lower legs and gently bend the baby’s knees up, one at a time. Babies often expel gas during this exercise, which students will find hilarious. It helps to explain before you begin the exercise by saying something like “When we do this next exercise, the baby might pass gas, which will



make her tummy feel better. It might be funny, but remember that we talked about ways to try not to embarrass the mom (or dad).”

Do this movement to a song like *Twinkle Twinkle* or *Frere Jacques*, or have students decide which song they would like to sing.

Relaxing the Legs

A good way to relax the baby’s legs is to put your middle fingers under the babies’ knees and your index fingers up the sides of the baby’s legs, for support. Then bend the legs slightly and jiggle them gently.

Using the Baby Roll

The roll needs to be full and firm. It can be stuffed with blankets or a pillow. Place the baby on the roll, with the roll under the baby’s arms. The baby’s trunk will be lifted up and the head will be higher.

Very gently push the baby back and forth on the roll—a distance of about 15 cm (6 inches). You can place a toy on the other side of the roll as an enticement. The baby will not be able to reach it, but students can see the continuum of the experience of moving toward and away from the object.

Some babies will be frightened by this new experience. Stop if the baby is unhappy, and tell students that it is fine, that all babies react differently to new experiences. Relate the reaction to the baby’s temperament, making sure you explain that the baby’s reaction, whatever it is, is perfectly fine. This relates to the temperament trait of “first reaction” or “approach-withdrawal.”

Explain to students that this exercise is good practice for the baby in holding up his/her head. Point out that this is hard work for the baby, and that the head wobbles. Students can time how long the baby can hold his/her head up (they often do a countdown, or cheer the baby on). Explain that this is a new position for the baby, and that it gives the baby a whole new perspective, or view of the world.

As you repeat these exercises each month, ask students to notice the gains that are made in the baby’s development; for example, the baby will gradually be able to hold the head up longer; the baby will be able to reach farther, etc.

Sample Exercise Session: 3-6 months

At this stage, babies are usually more relaxed than in the earlier months. The focus can change from helping babies relax to helping develop their co-ordination for sitting.



Rolling Over

Babies can be taught to roll over. The experience is exciting for some and traumatic for others. Be sure to say that the baby's response is fine, and normal, and that all babies are different. Babies usually start to roll over in their fourth month, usually from front to back. Again the temperament trait of "first reaction" or "approach-withdrawal" is at play.

If the baby is on her back, flex the baby's hip on one side and raise the opposite arm above the baby's head. Gently turn the baby over by holding the flexed leg; the flexing of the hip is what allows the baby to roll. This is always done only with the baby's cooperation. If the baby keeps her leg stiff do not try the exercise. Wait for another visit when she is happy for you to flex her leg.

Foot Games or Play

In the period of 3-12 months, a baby develops a progressive awareness of his or body and what it can do. In a way, the baby's body is really its best toy. The awareness proceeds from top to bottom, so that the baby's feet are one of the last body parts that the baby becomes aware of. Games such as tickling, patting, and kissing the feet are exciting to the baby because the feet have received little attention!

When doing the feet play, you can use socks that have little pictures or bells on them as an extra stimulant. Put the sock on the baby and do one of the feet rhymes (*Shoe the Old Horse, This Little Piggy*, etc.). Ask students if they think the baby knows the sock is on. Usually the baby will notice only after they are 6 months old, and will try to reach for it only at that age. Try putting the sock on at various points throughout the year to see how the baby reacts each time; students can see the changes in development.

Always remember to tailor the interaction to the baby's temperament. If the baby prefers gentle, slight movements, do the games in that manner. If the baby prefers high-energy, faster, intense movements, do the game that way, saying the rhyme at a high speed, with more enunciation, or use sound effects such as *tikka-takka-tikka-takka, ta, ta, ta*. If the baby is not enjoying the game, stop and move to something else.

Foot play is one kind of play that you can invite students to do with the baby (with the parent's permission). Many parents do not seem to mind the baby's feet being touched, whereas finger play with the baby causes some anxiety in terms of germ transfer.



Songs and Action Rhymes

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

Welcome and Goodbye Songs

Greeting Song to Students (Hello Everybody)

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

Hello Everybody and how are you?

How are you?

How are you?

Hello everybody and how are you?

How are you today?

Greeting Song to Baby

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

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

How are you?

How are you?

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

How are you today?

Goodbye Song to Baby

The Roots of Empathy goodbye song is sung at the end of the Family Visit to say goodbye to the baby and to express sadness that he has to go. Again, carry the baby around the circle to say goodbye. Verses can be added to say goodbye to all family members. The tune for this version is the same as the greeting song.



Goodbye Song

Goodbye (Baby's Name), see you soon
See you soon
See you soon
Goodbye (Baby's Name), see you soon
See you very soon

Rocking Songs and Lullabies

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

Sweet-A-Little Baby

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

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

Rock-A-Bye Baby

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

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



Hush-A-Bye

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

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

Hush Little Baby

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

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

Japanese Lullaby

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

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



Twinkle, Twinkle Little Star

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

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

Foot Rhymes

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

Shoe the Old Horse

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

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

Tic Tac Two

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

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



Tickling Rhymes

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

Round and Round the Garden

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

Slowly, Slowly Garden Snail

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

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

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

Songs for Finger-Play and Hands

Eensy Weensy Spider or Itsy Bitsy Spider

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

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



Row, Row, Row Your Boat

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

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

Two Little Blackbirds

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

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

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

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

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

Pat-a-Cake

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

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

Bake me a cake
As fast as you can.
Roll it and pat it, (roll baby's hands gently, pat tummy)
And mark it with a "B" (draw letter on baby - use baby's initial)
And put it in the oven
For baby and me.



Peas Porridge Hot

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

Peas porridge hot (clap baby's hands together)

Peas porridge cold

Peas porridge in the pot

Nine days old

Some like it hot (repeat actions)

Some like it cold

Some like it in the pot

Nine days old

Lifting

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

Doctor Foster

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

In a shower of rain.

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

Right up to his middle

And never went there

Again!

The Grand Old Duke of York

The grand old Duke of York (sitting on floor, pull your knees up

He had ten thousand men. and hold baby on your knees)

He marched them up to the top of the hill (lift baby)

And he marched them down again. (lower baby)

And when they were up, they were up (lift)

And when they were down, they were down (lower)

And when they were only halfway up, (lift halfway)

They were neither up nor down. (lift up and lower)



Pop Goes the Weasel

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

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

Humpty Dumpty

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

Jack and Jill

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

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

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



Bouncing

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

Ride a Cock Horse

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

She Didn't Dance

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

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

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

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



To Market, To Market

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

(bounce baby on your knee)

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

Little Red Wagon

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

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

Songs from Curriculum

Theme 2: Crying

Sometimes Harry Cries

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

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

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



Sometimes I Cry

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

Sometimes I cry because I'm mad

Sometimes I cry because I'm mad

Sometimes I cry

The tears roll from my eyes

Sometimes I cry because I'm mad

Theme 5: Sleep

Sleeping Bunnies

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

See the bunnies sleeping until it's nearly noon

Come let us wake them with a merry tune

Oh so still

Are they ill?

Wake up little bunnies

Hop, hop, hop

Wake up little bunnies

Hop, hop, hop

Wake up little bunnies hop and stop



Songs for Students

Two Fat Sausages

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

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

Open Them, Shut Them

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

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

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

Miss Mary Mack

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

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



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

Humpty Dumpty Rap

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

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

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

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

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

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



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