A logo with a heart and text

Description automatically generated with medium confidenceWHAT HAPPENED TO YOU? BOOK READ

Facilitator’s Guide

***Empathy journal***

Each participant should be given a physical journal or an empathy e-journal so they can keep track of their thoughts and reflections through each of the steps.

A poster of a graduate

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***Frame the learning experience***

One of the Competencies of [NC DPI Portrait of a Graduate](https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate) is empathy which recommends developing and supporting empathy in our graduates. One of the ways to teach students empathy is by Instructional Leaders and Teachers modeling what empathy is for students. In addition, engaging in empathic interactions with students can promote a sense of belonging in math class for each and every student.

***Common Book Read***

We recommend starting with *What happened to you?* *Conversations on trauma, resilience, and healing,* by neuroscientist Dr. Bruce D. Perry and Oprah Winfrey (nice to have an electronic or hard copy to take notes on but also great on audible because it is read by the two authors)

Other books/videos if you liked this one:

* *The empathy effect: Seven neuroscience-based keys for transforming the way we live, love, work, and connect across difference*s by neuroscientist Dr. Helen Reiss
* Videos: [The Power of Empathy](https://www.youtube.com/watch?v=baHrcC8B4WM) by Dr. Helen Reiss; Reimagining empathy: [The transformative nature of empathy](https://www.youtube.com/watch?v=e4aHb_GTRVo) by Paul Parkin

A book cover with a person in watercolor

Description automatically generated***Suggested pacing***

|  |  |
| --- | --- |
| Session 1  90 minutes | Intro & Chapters 1-3 |
| Session 2  90 minutes | Chapters 4 & 5 |
| Session 3  90 minutes | Chapters 6 & 7 |
| Session 4  90 minutes | Chapters 8-10 |

**NOTE**: Facilitators can adjust the reading schedule and questions to fit the participants and the schedule.

**Facilitation**

Begin by asking participants to read the first page of the Discussion Group Guide. Set the ground rules collaboratively by either having participants reflect on them in their journals or aloud, offering new ones as appropriate.

Participants can take notes on each chapter's reflection questions in their empathy journal or the facilitator can ask them during the meeting. It can be helpful to have the questions beforehand and/or while reading for participants who like to be prepared.