



**GLOBAL EMPATHY EDUCATION
CURRICULUM**

**Letter
from The Lunch Project's Founder
REBECCA WOFFORD**



In March 2011, I visited a primary school at the base of Kilimanjaro in Tanzania, East Africa. I learned that there were many similarities between this school and my children's elementary school in Charlotte, North Carolina. For example, the children attended school for the same amount of time as my children, learned many of the same subjects, and had a loving community supporting them. Yet, there were many differences. There were not many classroom books, chalk was so precious it was kept in a locked box, and there was no lunch program. The children in the Tanzanian school attended school all day with no food - no fuel to learn. We started The Lunch Project's first lunch program at this school, Lemanyata Primary School, in September, 2011.

Upon returning to the U.S. from Tanzania, my son's second grade teacher asked me to give a presentation to the second graders about what I had learned and observed. I did not want them to feel sad for the children in Tanzania - I wanted them to experience the joy and hope I had felt when I was embraced by the Lemanyata school community. The focus of the presentation became how this community was working together to solve a problem; i.e., how the community-sourced lunch program needed everyone's help, including the children's, to make sure lunch was served every day. I included some cute animal photos, with the animal names in Swahili, and showed photos of the beautiful geography of this region.

Our education director brought this simple presentation to another level by adding elements of the culture of the Maasai tribe while emphasizing similarities and differences between the culture of their tribe and our communities. She connected all aspects of the presentation together with the theme that different is not bad; different is just different. Differences are something to celebrate.

After reading several research studies from prestigious universities, we had a better understanding of why our presentations were having such an impact on local kids. We were using what the studies called a "zoomed out" approach to teaching empathy. We were connecting children here to children on the other side of the globe, helping them to better understand their world by cultivating a feeling of "walking in their shoes" without feeling sorry for them. Empathy is the counter to apathy, self-centeredness, and the desire to bully another. Studies also show that it is best to nurture empathy in children before middle school begins.

What started as a presentation in the classroom has grown into a Global Empathy Education Program. Our presentation along with this Empathy Education Curriculum has taken learning empathy to a new level. Thousands of children have experienced global empathy through The Lunch Project's Empathy Education program, and as a result, have expressed a desire to be a part of something bigger than themselves. And, to think, it all started from a simple lunch program.

The Importance of Empathy

Empathy is increasingly being regarded as a critical skillset in school and in the workplace where diversity is becoming more commonplace in the growing global economy. Empathy is essential for collaboration, leadership, and relationships, as well as emotional and social wellbeing. The benefits of empathy education not only improve classroom culture, but also the culture of our communities.

The Lunch Project's Empathy Education Program uniquely fosters empathy and cultivates compassion in children by connecting them to their peers in Africa. The students learn about Tanzania, the Maasai culture, and The Lunch Project's Lunch Program through an engaging and interactive classroom presentation. The Lunch Project's literacy focused Global Empathy Education Curriculum takes learning empathy to a new level by integrating common-core subjects into lessons that foster empathy.

“Empathy is the soul of democracy. It is an acknowledgment that each life is unique, unalienable, and deserving of equal consideration in the public square.”

Jeremy Rifkin, author of The Empathetic Civilization.

For additional reading on the benefits of Empathy Education, please see the following articles:

- Empathy is the Future Trend in Education, <https://hundred.org/en/media/empathy-is-the-future-trend-in-education>
- How Empathy Affects Learning, And How To Cultivate It In Your Students, By Saga Briggs, <https://www.opencolleges.edu.au/informed/features/empathy-and-learning/>
- Empathy in the Classroom: Why Should I Care, by Lauren Owen, <https://www.edutopia.org/blog/empathy-classroom-why-should-i-care-lauren-owen>
- Building Empathy In Classrooms and Schools, By Brianna Crowley & Barry Saide, <https://www.edweek.org/tm/articles/2016/01/20/building-empathy-in-classrooms-and-schools.html>

GOAL 1: Increase Empathy

- 1A-Consider the perspective of others and share own perspective
- 1B-Demonstrate a concern for others locally and globally
- 1C-Acknowledge similarities and differences of other cultures and find connections
- 1D-Develop a curiosity about cultural differences by generating questions
- 1E-Participate in experiential empathy by interacting with cultural artifacts
- 1F-Define empathy in own words and give a relevant example

GOAL 2: Understand The Benefits Of Sustainable Community Development

- 2A-Use compassion as a tool to build sustainable change
- 2B-Recognize the importance of cultural respect in the context of sustainable community development
- 2C-Explain how problem solving is most effective when members of the affected community find their own solutions
- 2D-Acknowledge and appreciate the importance and value of education
- 2E-Summarize the TLP approach to empowering communities

GOAL 3: Develop Confidence In An Individual's Ability To Make Change

- 3A-Describe TLP's approach of ways that individuals can help make changes locally and globally
- 3B-Make a connection to TLP's approach to the classroom and community
- 3C-Demonstrate resilience in the face of challenges
- 3D-Express ways that individuals can change THEIR WORLD and THE WORLD
- 3E-Express ways that they feel personally empowered for making changes in their daily life

GOAL 4: Develop Cultural Competence

- 4A-Share awareness of own culture, acknowledge and respect differences, and examine attitudes about differences
- 4B-Show increased knowledge of Maasai Culture
- 4C-Compare and contrast cultural differences in language (Swahili vs. English vs. Maa)
- 4D-Recognize and describe facts about: geography, biodiversity, climate, ecology and environmentalism in Tanzania

The Curriculum Design information was written by The Lunch Project's Global Empathy Education Curriculum Author, Tosha Arriola, M.Ed., Director of Teaching Fellows Program at Queen University.



Curriculum Design

Universal Design for Learning, or UDL, and Differentiated Instruction give an engaging alternative to a standardized, “one size fits all” model of education. I created this empathy education curriculum using these methods so that the curriculum would be able to be used in a variety of educational settings. It is based on the premise that teachers need to “teach every student” where they are. UDL and differentiation encourage instructors to provide all learners with multiple pathways to success.

In the context of education, we define differentiation as a teacher's responsiveness to a learner's needs. When differentiating, teachers understand that a student's need to express themselves, sometimes work with a group and sometime on their own, and occasionally have additional teaching on a particular skill all play a role in their lesson planning. Differentiation provides a variety of activities, assessments, and strategies for meeting the diverse learning needs of the students rather than teaching the class as though all individuals in it were alike.

Students come from multiple cultures, have different strengths, interests, and learning preferences. Students with very advanced learning skills need a challenge while students who struggle need extra support. All these students have the right to expect teachers who are ready to meet the students as they are and I wrote this curriculum with this framework and methodology in mind. I wanted to give the teachers a variety of activities and integration ideas so that they can adapt the lessons to meet their students' needs and interests. I included activities that meet multiple intelligences, kinesthetic, visual and auditory learning styles, project based learning, and experiential learning activities throughout the curriculum. By designing the content of the curriculum to align with literacy and social studies, it gives teachers the flexibility to use the lessons during their literacy block or social studies class. When it was appropriate, I integrated the lessons into the other subject areas like math, science, and art.

Differentiation of the content, products, and processes were incorporated in the lessons so that teachers can select the activities that align with their learners' interests, skills, and learning styles. By giving students autonomy in selecting the activities that they do, it can increase their motivation and willingness to complete the activities with creativity and passion. It also allows teachers to scaffold their learning by assigning higher level thinking activities to students that may be identified as gifted or talented and easier activities for struggling students.

For more information:

<https://www.aacu.org/diversitydemocracy/2014/fall/kelly>

<http://www.edugains.ca/resourcesDI/Brochures/DIBrochureOct08.pdf>

<http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

em·pa·thy: (ˈempəTHē/) *noun*

The ability to understand and share the feelings of another.

Instructional Implementation of The Lunch Project's Empathy Education Curriculum

Welcome to our innovative and impactful way to teach the important life-skill of empathy.

This curriculum was formulated to be used in conjunction with ***The Lunch Project's*** empathy education classroom presentation which is the catalyst for this work and will be used as an introductory "hook" to get the students excited about the curriculum. Teachers can use this curriculum as an interdisciplinary method to **integrate character and values** while interweaving them with **common core literacy standards and social studies content**.

Empathy education is a transformative tool that can be used in classrooms to not only improve the classroom climate and civility but to also incorporate cultural knowledge in the content areas. By learning about others and making global connections, we allow our students to read, write, learn, and work collaboratively across disciplinary boundaries.

This empathy education curriculum is literacy based which allows teachers the flexibility to use the read aloud book from each lesson in any part of their literacy block. Special care was taken to make sure that a **variety of learning styles and multiple intelligences** were addressed in the lessons so that teachers have multiple options to differentiate their instruction. This curriculum **also highlights 21st century skills including communication, collaboration, and critical thinking**. The **culminating project-based learning component** allows students to collaborate in small groups while solving a real-world problem with a service learning lens.

Some teachers teach one lesson a week for five weeks during their literacy block and allow the differentiation or multiple intelligence activities to expand the options during centers. Other teachers allow their students to choose which activities in the extension or connection portion of the lesson they would like to complete to add more depth and rigor to their learning. Many teachers wait until their social studies time to teach the cultural components of the social studies curriculum with these lessons. Some may choose to reserve this curriculum towards the end of the year after end of grade testing is complete to keep students engaged, attentive, and motivated to continue learning. Students feel empowered as they learn about how they can make a difference in the world through the activities presented in the lessons. This curriculum does not need to be taught in any specific order and each lesson can be a standalone lesson which allows teachers the flexibility to teach this when they have time.

We would love to hear about how you taught this curriculum and opened the minds and hearts of your students. We will send teacher and student surveys for you to complete and return to education@thelunchproject.org.

Sincerely,
The Lunch Project

www.thelunchproject.org

The Lunch Project's Global Empathy Education Curriculum ©
Published by The Lunch Project
North Carolina
2018

The materials in this curriculum are freely available for anyone to use, adapt, and share (with attribution), but no one is permitted to sell either the original curriculum, an adaptation of it, or lesson plans that reproduce any part of it.

Topic: Culture (K-2)

Students will develop cultural awareness by comparing and contrasting cultural differences between the United States and Tanzania, helping to facilitate inclusiveness and empathy within the classroom and beyond.



**GLOBAL EMPATHY EDUCATION
CURRICULUM**

Essential Learning Targets:

GOAL 1: Increase Empathy

- 1A-Consider the perspective of others and share own perspective
- 1C-Acknowledge similarities and differences of other cultures and find connections
- 1D-Develop a curiosity about cultural differences

GOAL 3: Develop Confidence in an Individual's Ability to Make Change

- 3C-Demonstrate resilience in the face of challenges
- 3E-Express ways that they feel personally empowered for making changes in their daily life

GOAL 4: Develop Cultural Competence

- 4A-Share awareness of own culture, acknowledge and respect differences, and examine attitudes about differences
- 4B-Show increased knowledge of Maasai Culture (Tanzania)

Essential Question(s):

How is the way of life (culture) in the United States the same as in Tanzania? How is it different? Compare how you feel to how the character feels in the story.

Materials:

Copies of the worksheets

Book: *Elizabethi's Doll*

Smart Notebook File (if you have a Smart Board - if not, use matching game cards for group sort)

Additional resources: May need paper and markers or paint for a differentiation activity

Standards:

SOCIAL STUDIES:

K.C.1 & K.G.2 Understand how individuals are similar and different & Understand interactions of humans and environment.

1. **C.1.2** Use literature to help people understand diverse cultures.
2. **C.1** Understand how various cultures influence communities.

ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales, from diverse cultures, and determine their central message, lesson, or moral.

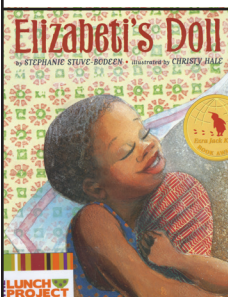
CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Elizabethi's Doll

Author: Stephanie Stuve-Bodeen
Illustrated by: Christy Hale

Theme: Siblings, family traditions, responsibility, African traditions, responsibilities



Synopsis

When Elizabethi's baby brother is born, she decides that she wants a doll that she can care for the way her mother takes care of the new baby. Elizabethi finds the perfect doll to love and names her Eva. She copies the way that her mother changes the baby, gives the baby and bath, and sings a lullaby to the baby with her doll. When Eva gets lost, Elizabethi is sad and wonders if she will ever get her back.

Lesson Procedures: (45 minutes not including extension activities)

1. Look at the cover of the book. Make a prediction about what you think Elizabeti's doll looks like. Draw a picture of it in the top box of your worksheet ([Resource A](#)). (Give students 3-5 minutes to make a quick sketch.) Tell students: "Put your picture down, and we will read the story to see what the doll really looks like and draw a picture of it after the story." We are going to read this story that takes place in Tanzania, which is where **The Lunch Project** supports students by providing lunch to fuel their learning.
2. Read the book aloud stopping to ask predictions or make connections. On page 10, what chore is Mama doing? Why does Mama put the baby in the kanga? On page 12, how do you think Elizabeti feels when her friend laughs at her? Turn and talk to a partner about a time that someone laughed at you and it hurt your feelings. On page 17, make a prediction about what you think happened to Eva (her rock doll)? What things does Elizabeti do to show that she will be a good Mama one day?
3. After reading the story, let the students draw a picture of what her doll really looked like and check their prediction with a partner. ([Resource A](#))
4. Students will choose their favorite toy and imagine if it were lost. Write about (or turn and talk about) how they would feel by empathizing with the main character. Think about where they would look for it and what they would do in this situation.
5. After reading the story *Elizabeti's Doll*, answer the multiple choice questions ([Resource B](#)).
6. As a class, complete the T chart as a conclusion to the lesson to summarize the ways that we are alike and different. Students should note that we have many more similarities than differences. (There should be a much longer list of how we are similar including: human, have families, wear clothes, eat rice, cook food, need water, play outside, take care of babies, live in houses, play make believe, sing songs, take baths, love our Mamas...)
7. Explain to the students that **The Lunch Project** helps provide lunches for students in Tanzania that are similar to Elizabeti. Think about how difficult it would be to go without lunch or snacks during the school day. As a class, think about and discuss how that would make the students feel. Discuss how the Mamas cook the lunches over a fire in Lemanyata Primary School in Tanzania just like Elizabeti's mama did in this story.



Heart of the Matter/ Presentation Tie-in

The speaker from The Lunch Project introduced the Maasai culture of East Africa. Ask students what they remember from the presentation. Help students remember that Lemanyata School is full of students just like themselves. Examples:

- Both learn reading, writing, social studies, math and science.
- Both have classrooms and come to school each weekday.
- Both have recess every day; Soccer is a favorite game.
- Both have summer off from school, have spring break, winter break.
- Both take tests.
- Students in Tanzania and America all have their own personalities and feelings. Some are shy, outgoing, well-behaved and class clowns. Some love school and some prefer recess!
- Both find it hard to concentrate when they feel hungry.
- Students in Tanzania and America love their friends and families.

In *Elizabeti's Doll* we meet an East African girl with very few possessions, but she feels many of the same feelings that you do. Listen for ways that you and Elizabeti are the same.

Empathy Development Discussion

A necessary part of empathy is developing the ability to identify your own feelings, and recognizing the feelings of others.

Discuss the difference between what someone does and the way that they feel.

Encourage students to think about their weekend. Share a **feeling** they had this weekend. Students will likely share something they did. Help them see the difference, figure out and express the feeling that resulted instead.

Example:

Action: I learned to ride a bike.

Feeling: I felt proud when I learned to ride my bike.

Action: I had to get stitches.

Feeling: I felt scared when I went to the hospital.

Using the feeling words that students practice, create an anchor chart of FEELING WORDS. Post this and use it in the classroom for future reference during empathy education lessons, writing, and problem solving.

Empathy Education Exercise

Assign students partners. Have one student make a facial expression expressing an emotion, with no words or sounds. Have the other student try to identify the feeling. Tell each other about a time you experienced that feeling. Examples: Excited, shy, scared, proud, sad, bored

Take turns until time is up. Discuss the experience as a class. Do you think the kids in Tanzania have the same feelings?

Differentiation/Multiple Intelligences:

Students can choose one of the following activities:

- Elizabeti did not have a doll but she made one. If you could make your own doll or pet, what would it look like, what would you name it, and what would you do with it? Write a story and draw a picture.
- Make Maasai beaded necklaces (Resource C)
- Use a sheet of paper to draw or paint a pattern for a kanga that you would like to design. Write a few sentences to describe it.
- Choose your favorite illustration from the story and write 3-5 sentences using your senses of what you would see, hear, smell, feel, and taste if you were in that picture. OR Practice walking by carrying something heavy on your head. Write about how it feels.

Assessments:

Formative Assessment:

Students can accurately answer discussion questions and essential questions.

Summative Assessments:

Vortex &
Venn Diagram Sorts
Multiple Choice Questions

Worksheet Answers:
1-A, 2-C, 3-A, 4-A, 5-B
(Resource B)

Extensions/Connections:

Social Studies Integration:

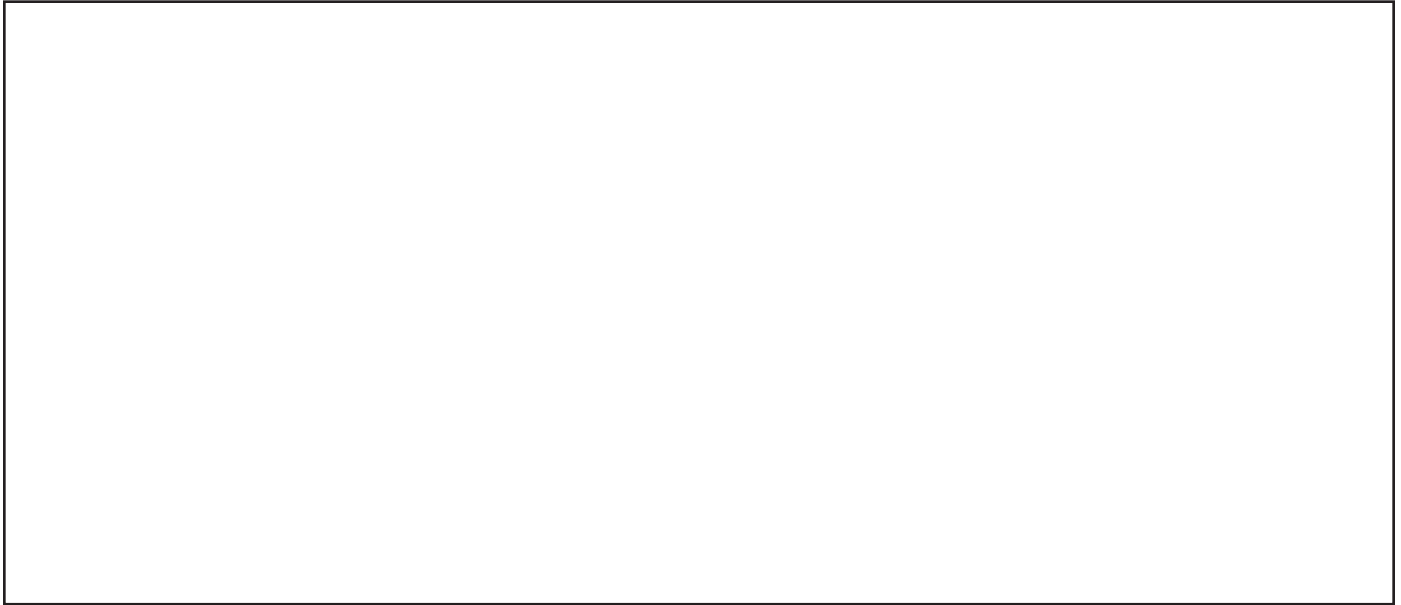
Help students locate Tanzania on a globe or world map. Questions that students might answer based on the map include:

- On what continent is Tanzania? (Africa)
- On what part of this continent is Tanzania located? (southeastern)
- On what ocean is Tanzania? (Indian Ocean)
- What is the capital of Tanzania? (Dodoma)
- What large lake forms a border with Tanzania? (Lake Victoria)

Adapted From: <https://www.leeandlow.com/images/pdfs/elizabeti.pdf>

Name: _____ Date: _____

Draw a picture of what you think Elizabeti's doll looks like:



Draw a picture of what her doll actually looks like:



What would you do and how would you feel if you lost your favorite toy?

Name: _____ Date: _____

Multiple Choice Questions

Choose the best answer for each question about Elizabethi's Doll.

1. What was the first thing that Elizabethi picked up to make her doll?
 - a. A stick
 - b. A hen
 - c. A toy
 - d. A piece of paper

2. What did she name her rock doll?
 - a. Dolly
 - b. Obedi
 - c. Eva
 - d. Pendo

3. What is one thing that Elizabethi did NOT do with her doll?
 - a. Give her a ride on a bike.
 - b. Sing her a lullaby.
 - c. Give her a bath.
 - d. Tie her to her back.

4. How did Elizabethi feel when she lost her doll?
 - a. Sad
 - b. Happy
 - c. Mad
 - d. Tired

5. What was different about the way that Elizabethi carried water from the way that we carry heavy things?
 - a. She had a friend carry it with her by holding one of the handles.
 - b. She carried it on top of her head.
 - c. She pulled it in a wagon.
 - d. She pushed it in a cart.

Maasai Beaded Necklace Activity

Supplies Needed:

- Pictures of Maasai jewelry from internet
- Plain white paper plates, cardboard, or poster board
- Pencil
- Scissors
- Ruler
- Glue
- Decorative items such as colorful beads, small stones, hard pasta, dried beans or seeds
- Markers or paints



1. Look at pictures of Maasai necklaces to get an idea of how they look.
2. Use paper plate and measure about 3 inches from the rim using your pencil and ruler. Repeat several times around the plate. Cut the inner circle out following the pencil lines, this opening will be the necklaces neck hole.
3. Sketch your design on the paper plate. Use markers and paint to make it colorful. Decorate with beads, buttons, stones, pasta, or seeds.



Photos from: <http://bit.ly/Maasaibeadednecklace>

Glossary

Working Definitions for Empathy Education Curriculum

- **Empathy** – The ability to imagine and connect with what another person is experiencing and feeling.
- **Sustainable Community Development** - Empowering community groups to problem-solve within their own cultural context with long-term solutions as the end goal.
- **TLP Model for Sustainable Community Development**

The TLP model has 4 equal parts

Farmers selling locally grown food to The Lunch Project	Mamas earning a living wage to cook healthy, traditional lunches for students
Kids in Tanzania contributing wood and water for the kitchen and working to be successful students	Kids in America raising funds and awareness for their peers in Tanzania to have the fuel to learn

The Lunch Project recognizes that each of these parts is vital. Each person - children and adults alike - understanding their equal significance in the process develops empathy and empowers everyone involved to be culturally-sensitive change-makers.

Acknowledgments

The Lunch Project's Global Empathy Education Curriculum was created thanks to numerous people including Tosha Arriola, Sarah Morgan, Lecia Shockley, and others.


Tosha Arriola is an instructor at the Cato School of Education at Queens University of Charlotte. She is also the Director of the Teaching Fellows Program, where she supervises leadership and community service projects to enrich the students' educational experiences.

Tosha taught for fifteen years in the Charlotte Mecklenburg School district and also served as a Peace Corps volunteer in Costa Rica early in her career. She received her B.A. in Spanish and Education from SUNY Cortland and her M. Ed. in Literacy from Queens University. She has a certificate in Executive Coaching and has recently completed a Master's in Science in Organization Development at Queens University of Charlotte.


Tosha's most recent awards include:

- Leadership in Education Award: Queens University of Charlotte, 2016
- Outstanding Female Faculty Award: Black Student Union, Queens University, 2016
- Excellence in Teaching Award: National Society of Leadership and Success, 2015
- MeckEd Teacher of Excellence: Charlotte Mecklenburg, 2014

We are so grateful for Tosha's contributions of time, expertise, and dedication to The Lunch Project's Empathy Education program.



A special thank you to **Sarah Morgan** whose experience and expertise with the initial experiential classroom presentation was the springboard and foundation for this curriculum. Her Heart of the Matter tie-ins are an integral part of bringing empathy into the classroom through this curriculum.



We would also like to thank **Lecia Shockley**, CMS Teacher of the Year, whose real-world approach to education at Selwyn Elementary School provided an invaluable perspective that ensured this curriculum would easily resonate with teachers and students and have a lasting effect.



The Lunch Project is a 501(c)(3) nonprofit organization and could not exist without the generous support of donors. **We would especially like to thank the Reemprise Fund** for its contributions to the creation of this curriculum.

Have additional curriculum ideas?

We would love to hear from you. Please email education@thelunchproject.org

TheLunchProject.org