



**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 ©
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North Carolina
2018

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Topic: Economics (3-5)

Through storytelling, activities, and examples, students will learn to differentiate between wants and needs while learning how Tanzanian families prioritize and acquire their daily needs.



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Essential Learning Targets:

GOAL 1: Increase Empathy

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- 1D-Develop a curiosity about cultural differences by generating questions

GOAL 2: Understand Benefits of Sustainable Community Development

- 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
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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
- 3D-Express ways that individuals can change THEIR WORLD and THE WORLD.

Goal 4: Develop Cultural Competence

- 4A-Share awareness of own culture, acknowledge and respect differences, and examine attitudes about differences
- 4C-Compare and contrast cultural differences in language (Swahili vs. English vs. Maasai)

Essential Question(s):

How do children contribute to meeting their family's wants and needs in Tanzania? How does the main character demonstrate his character traits in this story? How does The Lunch Project support Tanzania's economy and UN Millennium Goals (from PowerPoint)?

Materials: Book: My Rows and Piles of Coins, Copies of Worksheets
 Video: Eureka Africas Child Living with Lions Kenya
 (First 9 minutes) <http://bit.ly/childlivingwithlions>

Standards:

SOCIAL STUDIES:

- 3. E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).
- 4. E.2.2 Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.
- 5. E.2.1 Explain the importance of developing a basic budget for spending and saving.

ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.W.4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.W.5.8

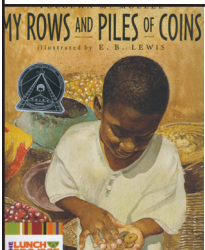
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes.

My Rows and Piles of Coins

Author: Tololwa Mollel

Illustrated by: Catherine Stock

Theme: Eggs/hens, perseverance, Tanzania, facing fears, grandparents, coffee farm, rural markets, vocabulary in Arusha Maasai



Synopsis

The main character, Saruni, sees so many wonderful things at the market, but he doesn't buy anything because he is saving his rows and piles of coins. He has been saving for a long time and is extremely disappointed that he does not have enough money to buy a bike. He shows courage, determination and perseverance as he attempts to buy the bike to use it to help his mother carry heavy loads from the market.

Lesson Procedures: (45 minutes not including extension activities)

1. Look at the coins on the cover of the book. Explain that the setting of this story is contemporary Tanzania which is the same country where The Lunch Project takes place. This location offers a different perspective to the way that the Maasai live although it takes place in the same country.
2. Read the book aloud stopping to ask predictions, make connections and check for comprehension. Sample discussion questions: What things did Saruni see at the market that he wanted to buy? Why didn't he buy anything? Where did Saruni store his money? Why did he place the money in piles and in rows? What type of things did he and Yeyo sell at the market? Why didn't they go to the market in March? Explain what happened when Saruni tried to buy the bike with the 305 coins that he had. How did he end up getting a bike? What was he going to buy next?
3. Students will answer the comprehension questions independently or with a partner. (Resource A)
4. Tell the students that the Maasai live in Tanzania and in Kenya and they measure their wealth in the number of cattle or goats that they have. Watch the **first 9 minutes** of the video below to learn more about the Maasai [Eureka Africa's Child Living with Lions Kenya](http://bit.ly/childlivingwithlions) <http://bit.ly/childlivingwithlions>.
5. Use the Venn Diagram on (Resource B) to compare yourself to the boy in the video. Compare how the family earned money in the video with how people earn money in your family. How do their wants and needs differ from yours? How are they the same?
6. Discuss how lunches and the cafeteria in our school is different than in many other countries including Kenya and Tanzania. Programs like **The Lunch Project** help students get a healthy lunch everyday while they are at school to fuel their minds. Have students discuss how school would be if there was no cafeteria, no food available, or time for lunch in the schedule.
7. Watch **The Lunch Project** Power Point and take notes. You will be able to use your note sheet for the comprehension game Kahoot afterwards.



Heart of the Matter/ Presentation Tie-in

Through The Lunch Project's community-run lunch programs it takes 9 cents to provide lunch to a student just like you in Tanzania. This provides not only a hot lunch that gives students the fuel to learn, it also pays the farmers that grow the food, and the mamas to cook the food. This brings new opportunities to the whole community.

In My Rows and Piles of Coins we will meet an East African boy who realizes how a few coins can change lives.

Empathy Development Discussion

The Lunch Project could not work if the students of Lemanyata School didn't themselves contribute. Students bring wood for the cooking fires and water to make the porridge.

How do you contribute in your school?

In what small ways do you make a big difference in the world?

Brainstorm ways you can put empathy into action.

Empathy Education Exercise

Children are the bright moon. – A Maasai proverb

Discuss what that proverb means.

Be a Bright Moon to another student in your class. Randomly and secretly assign each student the name of a peer. Ask the students to quietly be aware of their assigned person's feelings throughout a week. Look for opportunities to be their Bright Moon, to do small things that will make a positive difference in their day. Put yourself in their shoes at different times and imagine if they are feeling something different than you. Find ways to put empathy in action that do not cost money.

At the end of the week see if anyone can identify who their Bright Moon was. Once revealed, reverse roles and have students write a note thanking the individuals for being their Bright Moon and how small acts of kindness made them feel using anchor chart feeling words.

Discuss: Did it feel different in your classroom this week?

How did you feel about yourself when you did small, kind acts?

Did putting yourself in another person's shoes make you think differently of them?

Differentiation/Multiple Intelligences:

Students can choose one of the following activities:

Use the menu and choose one appetizer, one entrée, and one dessert.
(Resource C)

Write down and explain the six steps to making coins
<http://bit.ly/CirculatingCoins>
(Resource E)

Use the graphic organizer to record 3 facts about one of the circulating coins of your choice, one lexicon and a fun fact from the other resources section.
<http://bit.ly/CirculatingCoins>
(Resource F)

After viewing the Power Point, use the flowchart (Resource G) to walk the students through the Micro-Economics of **The Lunch Project**. Have students answer questions at the bottom of the sheet.

Assessments:

Formative Assessment:

Students can accurately answer discussions questions and essential questions.

Summative Assessments:

Multiple Choice Questions
(Resource A)

Worksheet Answers:
1-C, 2-B, 3-B, 4-C, 5-A.
(6-12) answers may vary.

Extensions/Connections:

Math Integration:

Complete activity the entrée activities on the menu.
(Resource C)

Social Studies Integration:

Learn about coins on this website. Record 5 facts that you found interesting:
(Resource D)

<http://bit.ly/CampCoinKid>

Name: _____ Date: _____

Multiple Choice Questions

Choose the best answer for each question about My Rows and Piles of Coins.

1. What genre is this book?
 - a. Fantasy
 - b. Non-Fiction
 - c. Realistic Fiction
 - d. Fable

2. Why was Saruni interested in saving his money to buy a bike?
 - a. He wants to ride with his friends.
 - b. He wants to help his mother.
 - c. He wants to race.
 - d. He doesn't want a bike, but wants to buy other toys.

3. What is the main idea of the story?
 - a. Riding bikes is difficult and dangerous.
 - b. You can reach your goals with hard work.
 - c. Saving money is not worth the effort.
 - d. Always think of yourself first.

4. Which best describes the setting of the story?
 - a. A busy city
 - b. In the mountains of the Amazon
 - c. In a small Tanzanian village
 - d. In an Asian countryside

5. How would you describe the main character?
 - a. Selfless and responsible
 - b. Selfish and rude
 - c. Happy and dishonest
 - d. Shy and gives up easily

6. Why do you think that Saruni put the money in piles and rows?

7. What are the pros and cons of saving up money?

8. Why do you think Murete gave Saruni his bike?

9. How would you describe the main character Saruni?

10. How would you have felt if the man in the market laughed if you were trying to buy a bike that you had been saving for?

11. What ways can you help your parents or family?

12. What ways can you help out in your community?

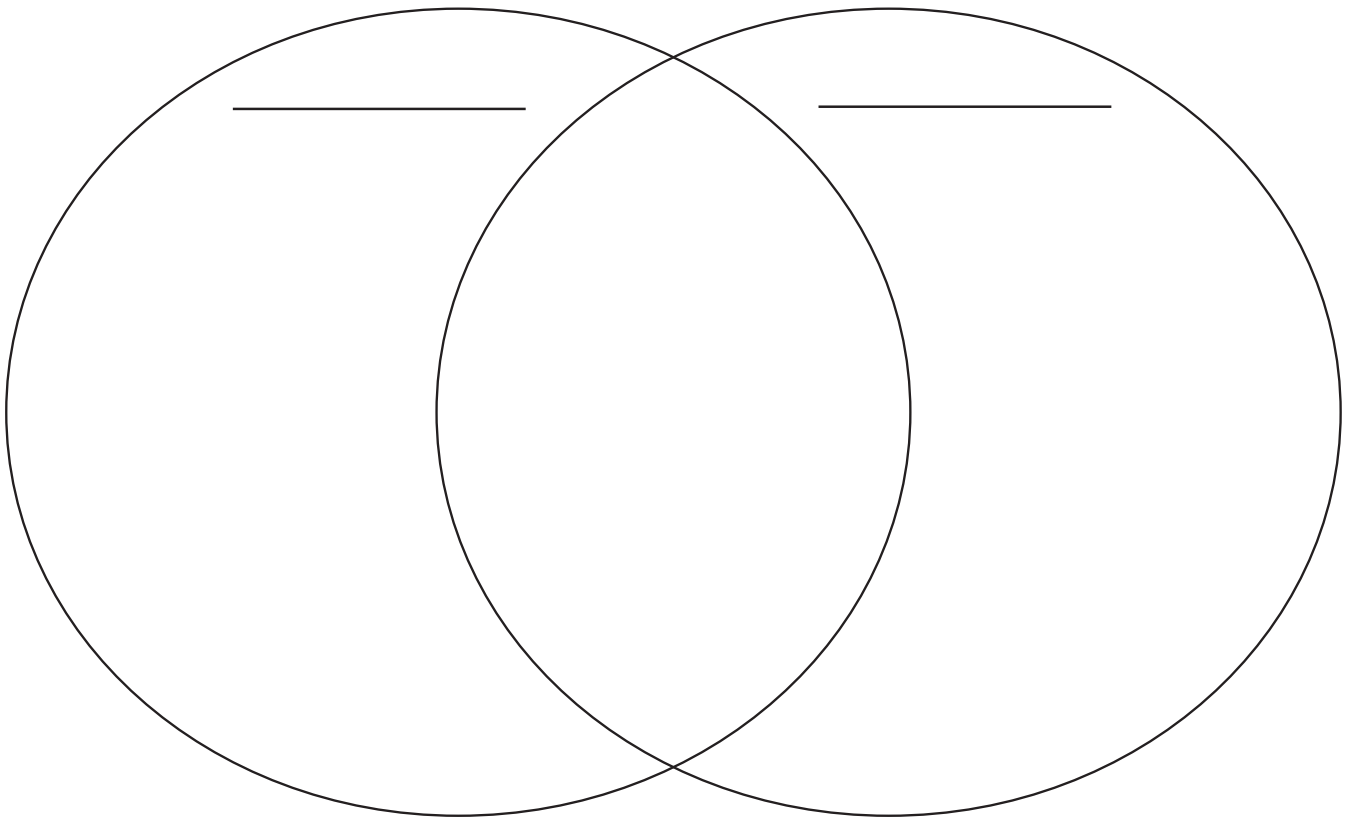
Name: _____ Date: _____

Venn Diagram

Watch the first 9 minutes of the video below to learn more about the Maasai Eureka
Africa's Child Living with Lions Kenya

<http://bit.ly/childlivingwithlions>

Use the Venn Diagram below to compare yourself to the boy in the video. Compare how the family earned money in the video with how people earn money in your family. How do their wants and needs differ from yours? How are they the same?



Write a paragraph using the information about the Venn Diagram.

Differentiation Menu

Menu: My Row and Piles of Coins

Read the activities and then complete one from each category.

Appetizer -Writing (choose 1)

Choose one of the three writing prompts below to write a story.

1. Small actions can make a difference, for example 9 cents can buy a school lunch in Tanzania. In what small ways do you make a big difference?
2. Maasai children have a lot of responsibility in their families. Write about a responsibility that you have to help your family.
3. Children play an important role in The Lunch Project. Explain in your own words the impact that children make both locally and globally.



Entrée -Math (choose 1)

Play one of these 3 math money savings games:

1. <http://bit.ly/EdBank>
2. <http://bit.ly/MoneySkillGames>
3. <http://bit.ly/PocketCents>



Dessert -Economics (choose 1)

1. \$85 pays for 900 lunches in Tanzania. How many lunches could you buy in the United States for \$85? Discuss why money goes further in other countries.
2. Watch this video about the definition of economics and write a definition in your own words:
<http://bit.ly/WhatisEconomics>.
Relate how economics impacted the character in the story My Rows and Piles of Coins.
3. Look up the exchange rate between the US dollar and the Tanzanian shilling. When The Lunch Project sends \$85 to Mr. Ernest Mmbaga, the program coordinator, how many shillings does he withdraw to pay for the lunches?

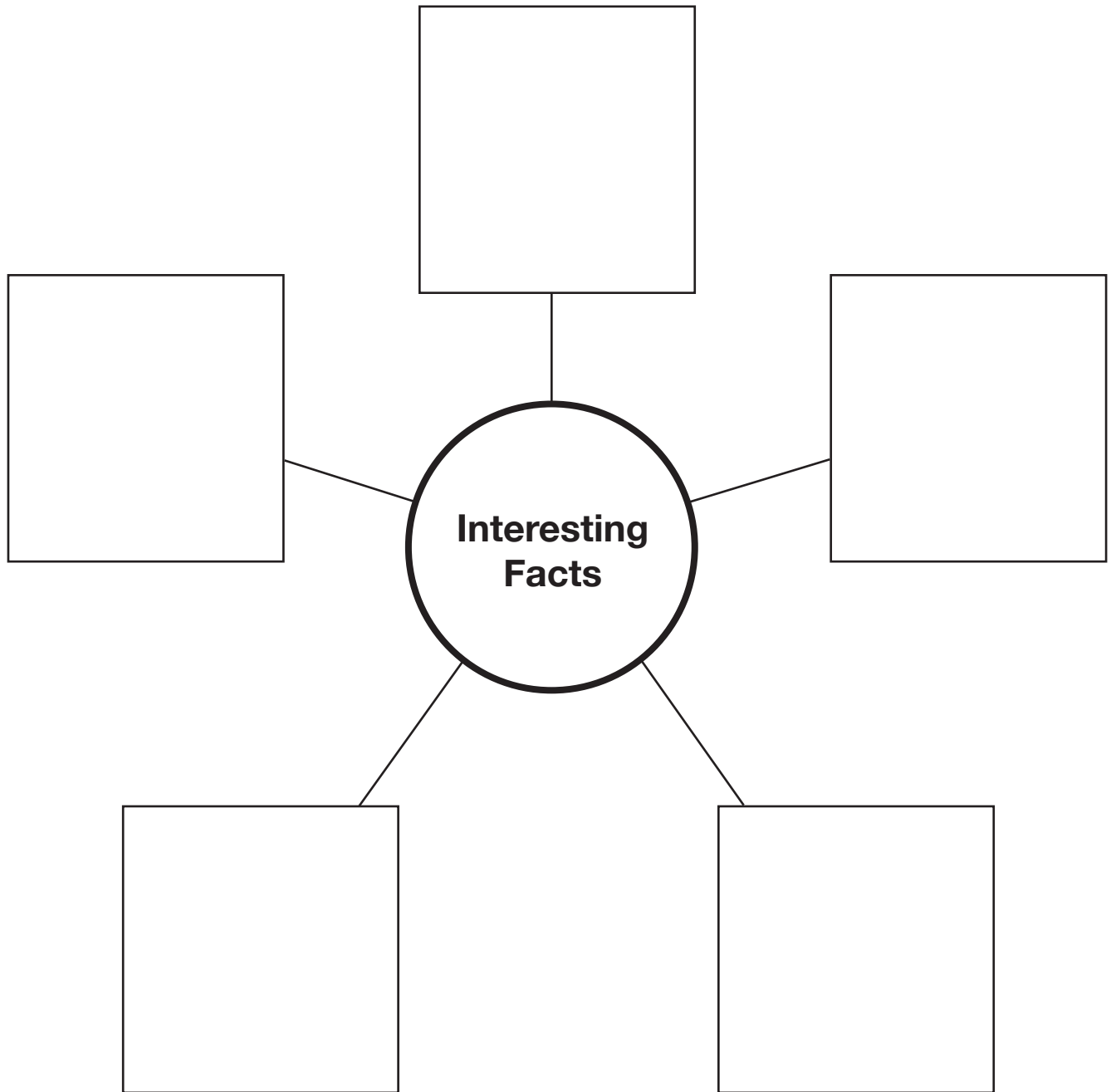


Name: _____ Date: _____

Coin Facts Every Kid Should Know

Click the link below and record five interesting facts about coins in the graphic organizer.

<http://bit.ly/Tenfacts>

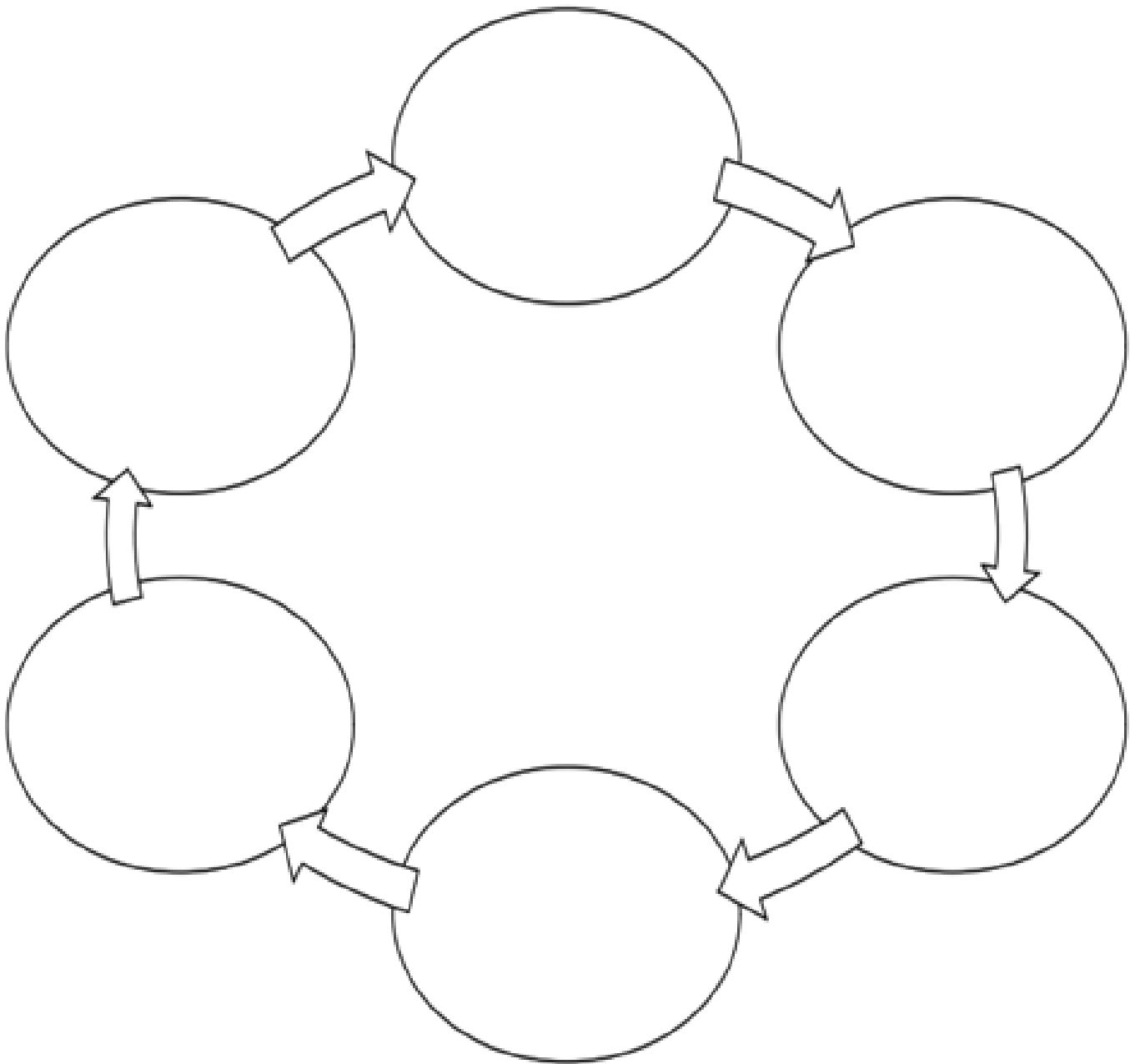


Name: _____ Date: _____

How Coins Are Made

Click the link below and write the steps to make coins below in your own words.

<http://bit.ly/CirculatingCoins>



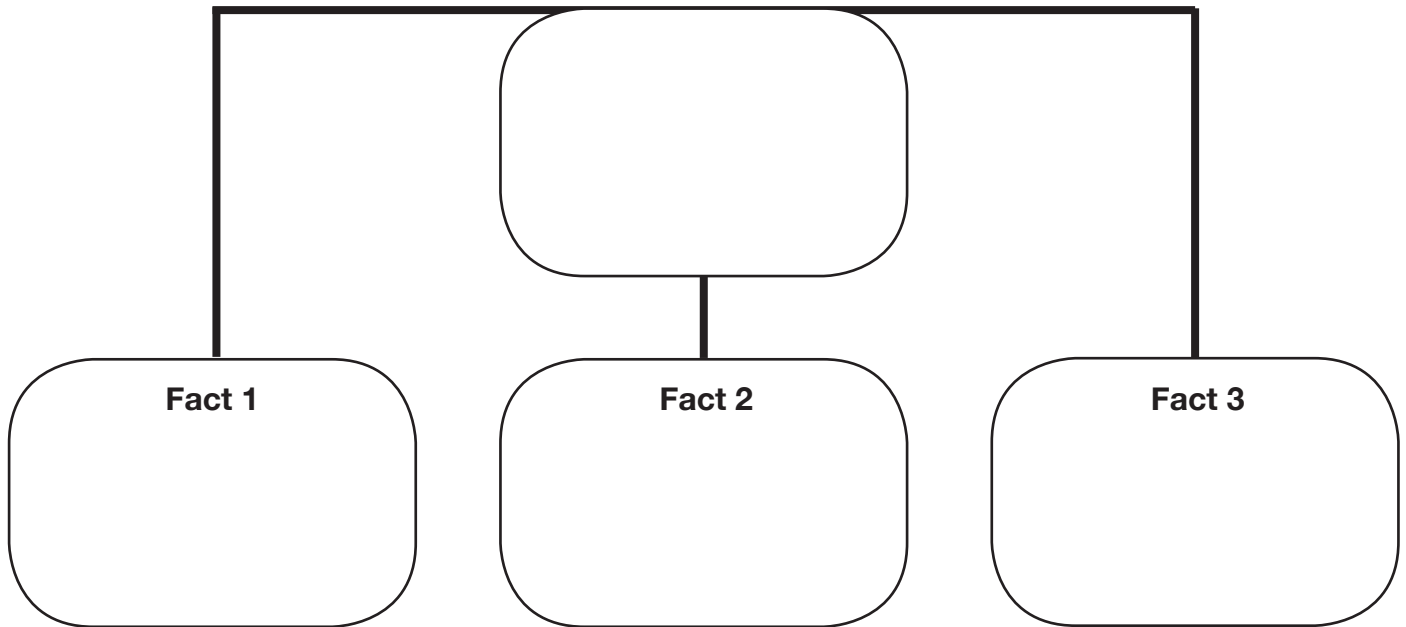
Name: _____ Date: _____

Choose one of the Circulating Coins from the website, then fill in the graphic organizer by reading the information and putting it in your own words. (Paraphrasing)

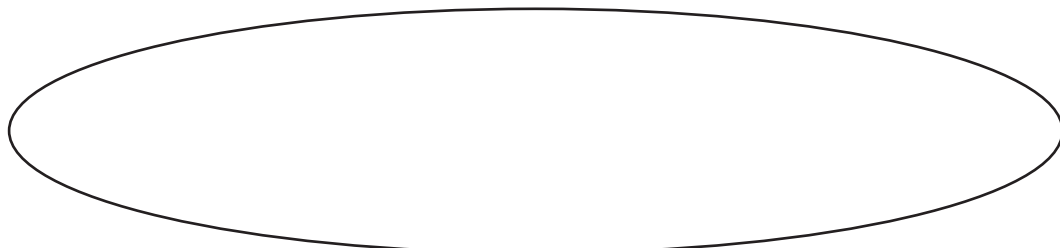
<http://bit.ly/CirculatingCoins>

- Current Coins**
- One-Cent Coin
 - Five-Cent Coin
 - Ten-Cent Coin
 - Twenty-Five Cent Coin
 - Fifty-Cent Coin
 - One-Dollar Coin

Coin Name

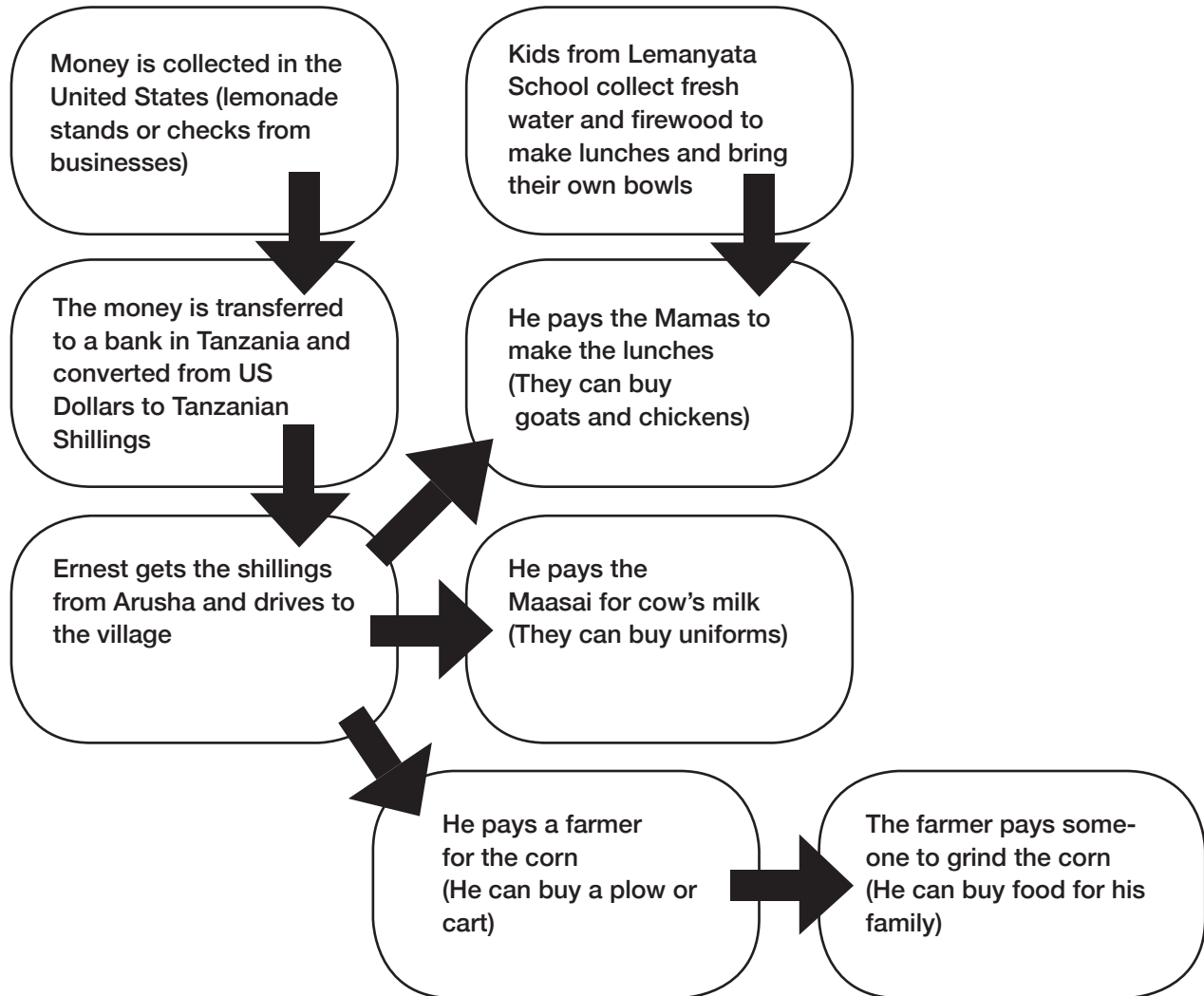


Fun Fact



Micro-Economics of The Lunch Project

Use this worksheet after viewing the Power Point for this lesson.



Question 1:

1 US dollar=2,228 TZS (Tanzanian Shilling)

How many shillings would Ernest collect if there was \$85 deposited into the account?

Question 2:

What does Ernest do with the shillings?

Bonus Question***:

Sustainable Community Development means that the needs of today can be met and the future generations can also meet their own needs. Does **The Lunch Project** reflect a sustainable development model? Why or why not?



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