



**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
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Topic: Economics (K-2)

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:

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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
- 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
- 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):

What character traits does the main character demonstrate in this story? Define and identify the wants and needs in this story. How does **The Lunch Project** support the needs of students in Tanzania?

Materials: Book: *Kele's Secret*, Copies of worksheets

- Videos:**
- Maasai- <http://bit.ly/childlivingwithlions> (First 9 min. is fine for the activity)
 - If you are a member of Discovery Education see the video below: Ancient Lights, (2014). The Maasai People. [Video Segment]. Available from <http://www.discoveryeducation.com>

Standards:

SOCIAL STUDIES:

- K.E.1.2 Explain how jobs help people meet their needs and wants.
- 1. E.1.1 Summarize the various ways in which people earn and use money for goods and services.
- 2. E.1.1 Give examples of ways in which businesses in the community meet the needs and wants of consumers.

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.

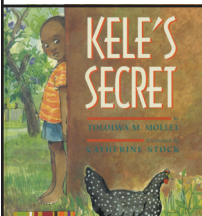
Kele's Secret

Author: Tololwa Mollel

Illustrated by: Catherine Stock

Literary Elements:

Theme: Eggs/hens, perseverance, Tanzania, facing fears, grandparents, coffee farm, rural markets



Synopsis

The main character, Yoanes, lives with his grandmother in the Arusha coffee growing region of Tanzania. He follows Kele, one of grandmother Koko's strange hens, to discover the secret hiding place where she is laying her eggs. He wants to collect them and sell them at the market. He faces his fears as he discovers where they are hidden.

Lesson Procedures: (45 minutes not including extension activities)

1. Make a prediction about this book from looking at the cover. Explain that the setting of this story is contemporary Tanzania which is the same country where **The Lunch Project** helps communities serve lunch. This location offers a different perspective to the way that some non-traditional Maasai live. Show the students where Tanzania is on a map or globe.
2. Read the book aloud stopping to ask predictions, make connections and check for comprehension. On page 6, how do you think the main character Yoanes feels about filling up the bowl with eggs? How do you know? On page 14, what does the word pruned mean? Turn and talk to a neighbor about whether or not you would follow the hen into that dark shed. On page 16, what words does the author use to show that this is a scary place for Yoanes? On page 22, describe how Yoanes feels. What is the message of this story?
3. Ask students to define and talk about what a **want** is and **need** is and give examples of each. (Resource A) Record these on the worksheet or a class chart on the board or on chart paper. The students can sort the words on the worksheet and are encouraged to come up with their own examples.
4. Look back at the prediction you made and check to see if it was accurate. Compare how Yoanes' family earned money in the story with the way that people earn money in your family. Explain that sometimes money is used to meet our wants and needs and sometimes people trade or exchange services or work to get the things that they want or need. An example of trading is: A student might give you one of their pencils and you might give them a packet of fruit snacks. You did not pay with money but exchanged something of equal value.
5. 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** to learn more about the Maasai – Eureka Africa's Child Living with Lions Kenya : <http://bit.ly/childlivingwithlions>
6. Use the Venn Diagram on (Resource C) to compare yourself to the boy in the video.
7. 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 meet the needs of the students by providing 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 or time for lunch in the schedule.



Heart of the Matter/ Presentation Tie-in

Through The Lunch Project's community-run lunch programs it only takes 9 cents to provide lunch to a student just like you in Tanzania.

As a class, figure out how many students can eat for \$1. Count out 11 students and have them stand for a visual demonstration. What do you normally buy for \$1?

The Lunch Project believes that you don't have to be a grown-up to make a big difference! Small actions can make a big impact.

In Kele's Secret we meet a little Tanzanian boy who helps his family in a big way.

Empathy Development Discussion

Research shows that when a person feels empathy they are more likely to act in ways that are compassionate and helpful.

In what small ways do you make a big difference in your community?

Empathy Education Exercise

Challenge your class to put empathy into action.

Put a bowl at the front of the room and slips of colored paper beside it. Throughout the week teachers and students should record acts of kindness and empathy in action by writing on the slips and placing them in the bowl. See if you can fill the bowl.

Differentiation/Multiple Intelligences:

Students can choose one of the following activities:

Write down 5 things that you can see in the picture that you would like to buy. (Resource B)

Compare and contrast yourself with a character from the story or the video on the Venn Diagram. (Resource C)

The Maasai use cattle or cows as a way to tell how wealthy or rich they are and they share their resources in their enkang (which is an enclosed area of 10-20 boma/ small huts). They trade cattle in exchange for goods and services. The cattle help them meet their needs. Discuss what else you think that they use the cattle for with a partner.

Assessments:

Formative Assessment:

Students can accurately answer discussions questions and essential questions.

Summative Assessments:

Needs and Wants (Resource A)

Worksheet Answers:

Needs - Egg, Apple, Corn, Pancakes, Socks, Mittens, Shirt, Turkey
Wants - Cake, Headphones/ iPod, Scooter, Balloons, Basketball, Football

Multiple Choice Questions (Resource D)

Worksheet Answers:
1-D, 2-B, 3-B, 4-C, 5-A.

Extensions/Connections:

Math Integration:

If one lunch in Tanzania through **The Lunch Project** costs 9 cents, solve the following math problems with pictures and numbers:

1. How much would it cost for 4 lunches?
2. If I had 45 cents, how many lunches could I buy?
3. Gabriel saved up \$1.00 and donated it to **The Lunch Project**. How many lunches could that buy?
4. Make up your own word problem and ask a friend to solve it.

Name: _____ Date: _____

A **need** is something that you must have in order to live and be safe.
A **want** is something that is not necessary but makes our lives easier and more enjoyable.

Directions:

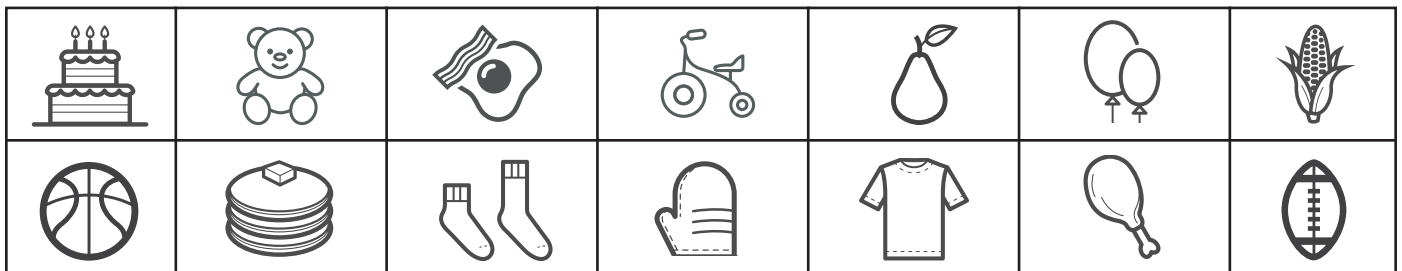
Sort the items below into the needs or wants boxes. You can cut and glue the pictures or write the words.

Needs	Wants

****Challenge-** come up with 3 of your own needs and wants to add to the boxes**

Write about how some of our wants and needs may be different from the characters in the story based on our cultures and environments:

Cut out the boxes below and sort them in the chart above



Name: _____ Date: _____



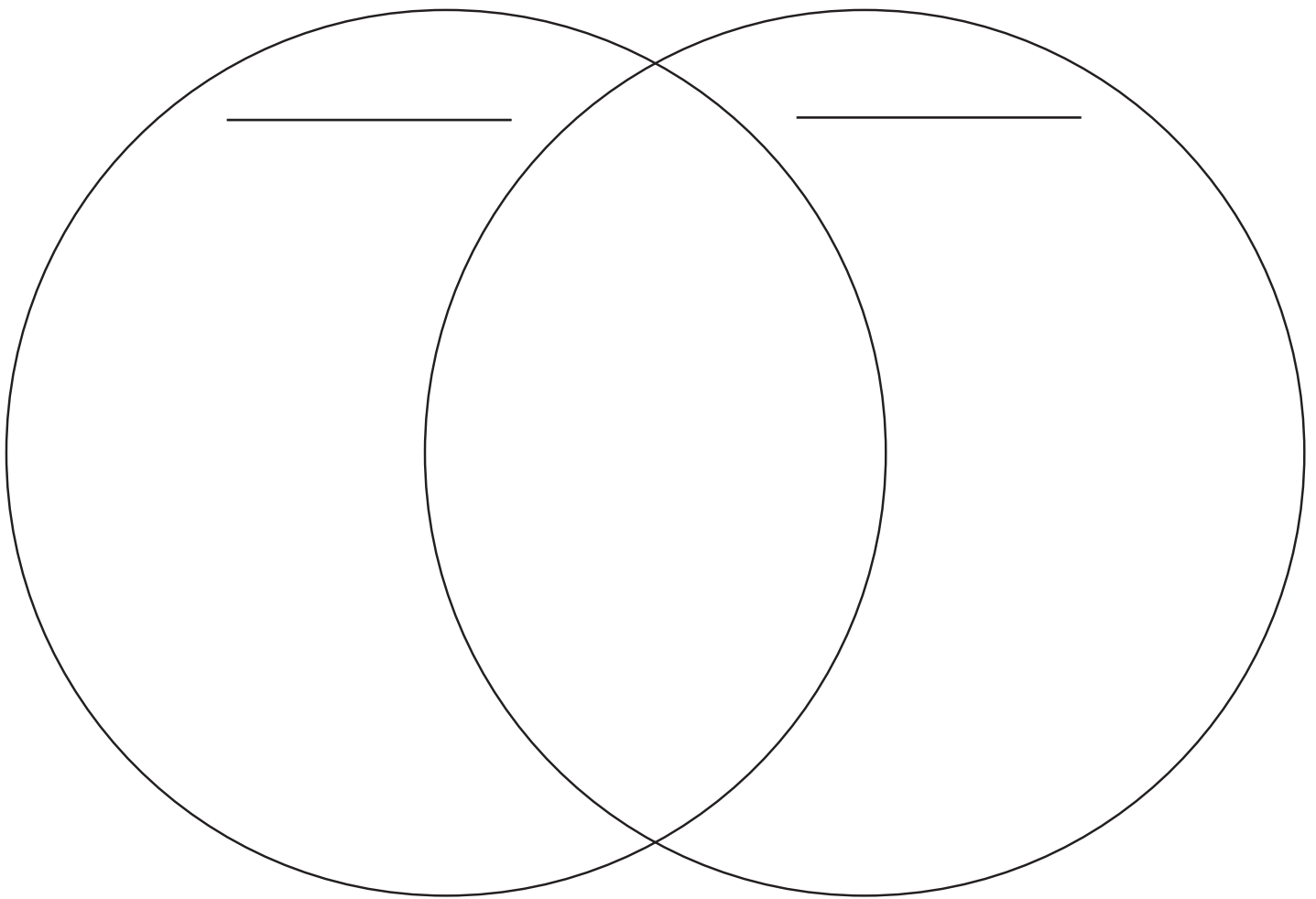
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Write a description about what you would like to buy or sell if you went to a market in Tanzania.

Resource C: Venn Diagram

Name: _____ Date: _____

Compare yourself with someone from the book or video in this Venn Diagram.



Name: _____ Date: _____

Multiple Choice Questions

Choose the best answer for each question about Kele's Secret.

1. The hens laid eggs in all of the following places EXCEPT which one?
 - a. On the straw in the cow barn
 - b. Near the bamboo roots
 - c. In the outhouse
 - d. On the table

2. How does Yoanes discover where Kele is laying her eggs?
 - a. He asks a friend.
 - b. He follows her.
 - c. He read about it in a book.
 - d. He gives up.

3. What is the main idea of the story?
 - a. Eating eggs is good.
 - b. When you help your family, you can be rewarded.
 - c. Hens are strange.
 - d. Always think of yourself first.

4. Which best describes the setting of the story?
 - a. A busy city
 - b. In the mountains
 - c. A farm in a small village
 - d. The zoo

5. How do you think Yoanes felt before he went into the dark shed?
 - a. Scared
 - b. Excited
 - c. Sad
 - d. Angry

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