



**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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Topic: Empathy (K-2)

Students will be able to understand and share the concerns and feelings of others on a local and global level while demonstrating compassion.



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Essential Learning Targets:

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Goal 2: Understand Benefits of Sustainable Community Development

- 2A-Use compassion as a tool to build sustainable change
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- 3A-Describe TLP's approach of ways that individuals can help make changes locally and globally
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Essential Question(s):

What cultural facts did you learn about the Maasai? How did the father show his son that he loved him? How would it feel to live in the Serengeti?

Materials:

Copies of worksheets, technology for empathy video, painting demo and National Geographic Kids link, markers, colored pencils or crayons for shield 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

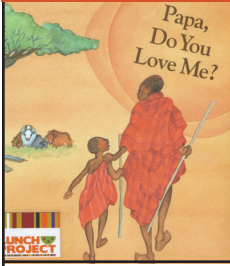
Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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.



Synopsis

A young boy asks his father if he loves him as they walk across the Serengeti. The father uses several culturally relevant analogies to illustrate his unconditional love for his young son.

Papa, Do You Love Me?

Author: Barbara M. Joesse
Illustrated by: Barbara Lavallee

Theme: African Serengeti, Tanzania, Maasai warriors, family, love, & culture

Lesson Procedures: (45 minutes not including extension activities)

1. Ask the students to define the word **love** in their own words. Before reading the story, have students look at the cover and make a prediction about what the father will answer to the question: Papa, do you love me? Ask the students if they ever ask their parent(s) or guardian(s) that question.
2. Remind them of **The Lunch Project** presentation. Have students generate questions that they have about the Maasai culture. They can each choose one question to research on their own or in partners after they read the story.
3. Read aloud Papa Do You Love Me? Stop and ask questions to get the students curious about the Maasai culture. On page 2 he calls his son “Tender Heart”, do you have a nickname? Page 4: What is an elder? Afterwards ask students: What is the calabash used for? How does the father protect his son in this story? Use the Comprehension Questions ([Resource A](#)).
4. Ask the students to think about how it would feel to live in the Serengeti and to live like the Maasai. Have them think about what new things they would have to learn about in order to live there. Continue to add to the list of topics and questions that the students want to learn more about. Each student can create a page in a class book by picking a topic of interest to research more about and write the information on ([Resource B](#)).
5. Explain that putting yourself in someone else’s shoes (situation) is called empathy. Learning about Maasai kids just like you helps to develop your empathy, or your ability to identify what another person is feeling. Watch the following short video to give the students some additional ways to think about the concept of empathy: “Empathy Project: Empathy Can Be Contagious” [3:54] <http://bit.ly/Empathy-CanBeContagious>. Ask students to give examples of how they show empathy in their family and in the classroom. How does **The Lunch Project** show empathy? Ask students to make a connection between how the students show empathy and the way that **The Lunch Project** shows empathy. Have the class create a list of ways that they can show empathy in their home, school, and community.



Heart of the Matter/ Presentation Tie-in

In The Lunch Project’s presentation we learned that Maasai men are called Warriors, but their culture believes deeply in peace.

Remind students that Maasai warriors almost always wear red because lions (simba) don’t like the color red. Wearing the color red helps the Maasai live in peace with the lions.

Pappa, Do You Love Me? demonstrates how a Maasai warrior loves his son using examples from their culture. Notice that families share the same kinds of feelings no matter where they live in the world.

Empathy Development Discussion

Empathy requires us to think outside our own circumstances and imagine the experience of others. To help students begin to think from another perspective discuss the following as a class or in groups:

- The Maasai take great care of their cows. How would you feel if your pet provided the food for your family?
- Imagine if you didn’t have electricity where you live. How would your life be different?
- Imagine how it would feel to be responsible for collecting all the water your family drinks? Would you enjoy walking miles each day to get water from a well?
- Compare how you feel when you see a squirrel to how you imagine a Maasai child feels seeing a giraffe.

Empathy Education Exercise

Count off by 4, give each numbered group of students a feeling – happy, sad, scared, or excited.

Have each student imagine themselves as a Maasai child. Draw a picture of a situation where they might feel their assigned feeling, if they were Maasai. Suggest they add details learned in The Lunch Project’s presentation (round houses, brightly colored clothes, tires shoes, cooking fires). Write your feeling word on your picture. Expand these feeling words onto previously created anchor chart.

Differentiation/Multiple Intelligences:

Students can choose one of the following activities:

- Choose one way to show empathy after watching the video and draw a picture to show what it would look like, feel like, and sound like to show empathy in that way. Create a caption for your picture. (Resource B)
- Write a letter to someone that you love and tell them all of the reasons why you love them.
- Click on this National Geographic for Kids link about Tanzania and find 3 interesting facts to report to your class. Search: “National Geographic Kids Explore Tanzania” or use link <http://bit.ly/NationalGeographicforKids>

Assessments:

Formative Assessment:

Students can accurately answer discussion questions and the essential questions. Make connections between cultures.

Summative Assessments:

Multiple Choice Questions

Worksheet Answers:

1-C, 2-D, 3-A, 4-B, 5-B

Extensions/Connections:

Math Integration:

Maasai Warrior art painting. See the link below for the concept: <http://bit.ly/MaasaiWarriorsPainting>

Think about what shapes they could trace to recreate this idea.



Art Integration:

Create your own pattern for a Maasai shield. (Resource C)

Name: _____ Date: _____

Multiple Choice Questions

Choose the best answer for each question about Papa Do You Love Me?.

1. What did the boy and his papa drink water from?
 - a. A cup
 - b. The sink
 - c. A calabash
 - d. Their hands

2. What did papa say he would do if the hyenas came around?
 - a. He would run
 - b. He would call for help
 - c. He would climb a tree
 - d. He would howl until they went away

3. Papa said he would protect his son from the lion. Which detail from the book supports this idea?
 - a. "I'd shake my spear at the beast till his great mane trembled and he cowered to his den."
 - b. "But still, I would love you."
 - c. "Then I'd show you how to stay awake."
 - d. "Then I'd stretch out my blanket till you were cool in my shade."

4. What was the boy's nickname in this story?
 - a. Papa
 - b. Tender Heart
 - c. Little One
 - d. Baby Boy

5. What is the theme or main lesson of this story?
 - a. Many animals live in the area where they are walking.
 - b. Papa will love, care for, and teach his son no matter what happens.
 - c. Finding water is difficult at times.
 - d. Being a herd boy would make Papa proud.

Resource B: Drawing Activity

Name: _____ Date: _____

After watching the empathy video below, draw a picture to show what it would look like, feel like, and sound like to show empathy in that way.

“Empathy Project: Empathy Can Be Contagious” [3:54]

<http://bit.ly/EmpathyCanBeContagious>



Lesson Reflection:

To live with the Maasai, I would need to know more about

_____.

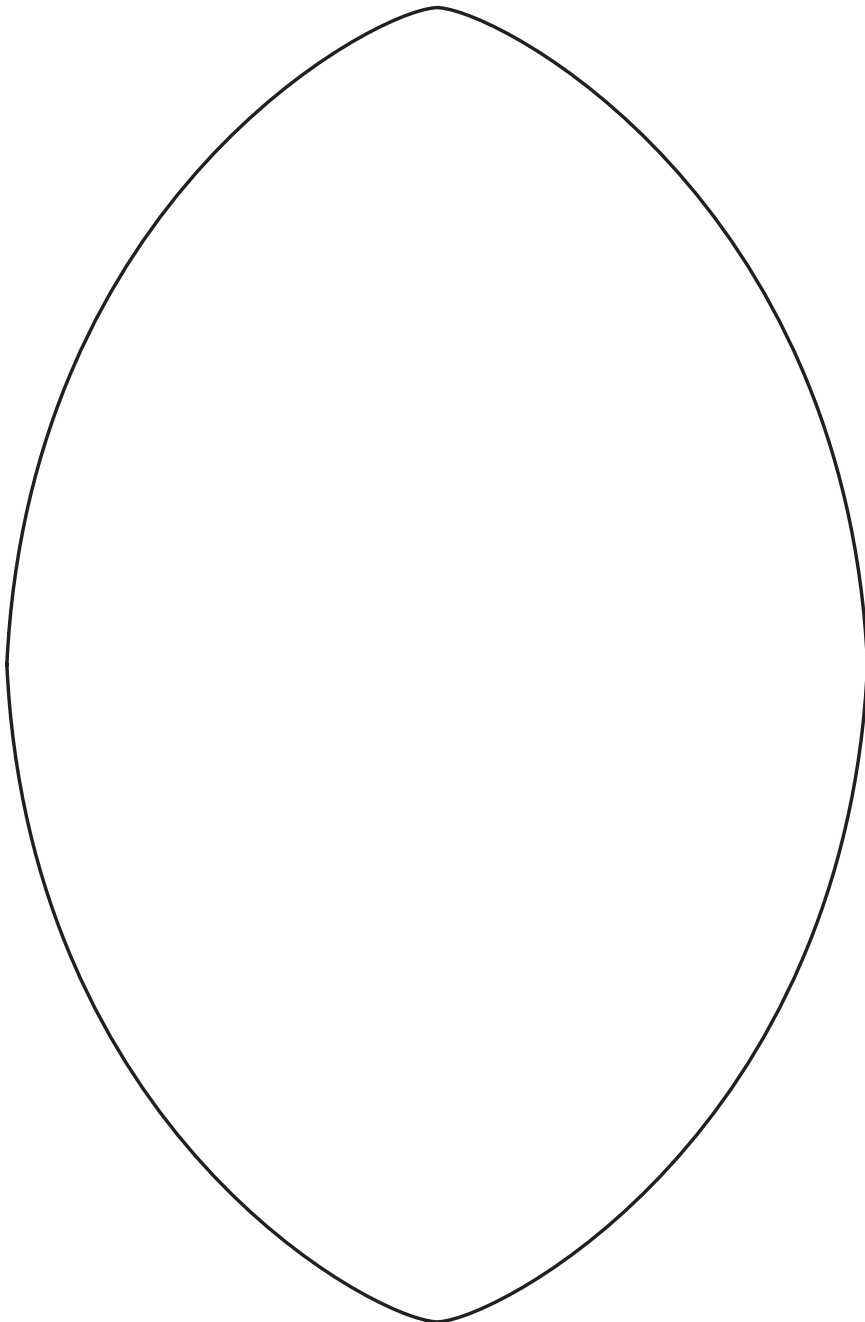
This is what I learned:

Resource C: Design a Maasai Shield



Maasai shields are made of animal skins and bones or wood. They are used for protection. Learn more by about shields on the internet or this sciencebuzz.org link: <http://bit.ly/MaasaiShield>

Design your own Maasai Shield



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