



**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: Environment (3-5)

Students will highlight similarities and differences in their own environment (classroom, home, nature, etc.) versus the Tanzanian environment while recognizing and respecting cultural differences, such as how Tanzanian people value land and animals.



**GLOBAL EMPATHY EDUCATION
CURRICULUM**

Essential Learning Targets:

GOAL 1: Increase Empathy

- 1C-Acknowledge similarities and differences of other cultures and find connections
- 1D-Develop a curiosity about cultural differences by generating questions

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 difference in language (Swahili vs. English)
- 4D-Recognize and describe facts about: geography, biodiversity, climate, ecology and environmentalism in Tanzania

Essential Question(s):

How is the environment in the United States the same as in Tanzania? How is it different? How do the Maasai use their resources wisely and conserve their environment? What cultural facts did you learn about the Maasai warriors? Why is learning about other cultures important?

Materials:

Book: Only the Mountains Do Not Move, computers or iPads for mini-research project, Copies of worksheets

Optional: materials for Maasai artifacts (could be done at home or in Art class)

Standards:

SOCIAL STUDIES:

- 3. C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.
- 4. C.1.1 Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).
- 5. C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.

ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.W.4.7

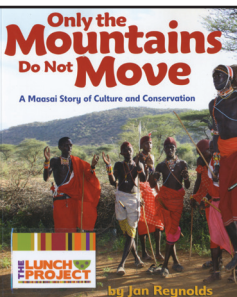
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



Synopsis

The Maasai tribe have lived for thousands of years as nomads moving with their cattle and goats across Tanzania and Kenya. Today they are facing modern problems like tourism, overgrazed land, and finding ways to adapt to their ever-changing environment while still trying desperately to hold on to their traditions.

Only the Mountains Do Not Move: A Maasai Story of Culture and Conservation

Author: Jan Reynolds

Non-fiction: African Serengeti, Tanzania and Kenya, Maasai warriors, environment & culture

Lesson Procedures: (45 minutes not including extension activities)

1. Before reading the story, have students think about what they already know about how the Maasai live in harmony with their environment. Have them turn and talk to a partner to discuss what they remember from **The Lunch Project** presentation. (Maasai do not create trash, make sandals out of tires from safari guides, no packaging on food.)
2. Read the book, encouraging the students to look at the photographs. Have students read the comprehension questions (**Resource B**) ahead of time to set their purpose and to have them engaged during the read aloud. Read the book aloud stopping to ask questions, make connections or to review vocabulary.
3. Answer the comprehension questions with a partner or independently.
4. After the listening to the book, ask the students: what questions do you still have? Each students should write down 2-3 questions. Choose the one that (s)he is most curious about and then research the information online. Create a few Power Points slides, a presentation on the Show Me app on the iPad, or a Glogster poster to share the information that they researched to the class (or small groups).
5. In the Author's Note, the author wrote that she took her son with her to visit the Maasai. Would you like to go on a trip to visit the Maasai? Why or why not?
6. Watch this short video "The Lunch Project" [8:46] <http://bit.ly/TheLunchProject>. Discuss the ways that The Lunch Project helps support the Maasai students while respecting their culture.



Heart of the Matter/ Presentation Tie-in

Remind students that the traditional Maasai lifestyle emphasizes living in peace with the environment. Can they remember examples of this from the presentation?

- Shoes are made from found tires.
- Maasai homes are made from natural resources like branches, mud and cow manure.
- There is no such thing as a trashcan in the Maaasi culture.
- The Maasai believe that people should not own land because the land belongs to the animals as well as the people.

Only the Mountains Do Not Move will show us even more of the unique ways that traditional Maasai life is connected to the earth; and how Maasai must adapt to a changing environment.

Empathy Development Discussion

What values about the environment do you share with the Maasai?

What actions do you take in your life that demonstrate those values?

Empathy Education Exercise

Remember how the Maasai live without trashcans. Challenge your students to reduce their impact on the environment.

Without warning, weigh your classroom or class's lunch trash at the beginning of the week. Ask them to be mindful of the trash they create.

Weigh your trash again at the end of the week. Compare.

In a discussion or writing assignment, imagine the ways your life would have to change to create less or no trash.

Differentiation/Multiple Intelligences:

Students can choose one of the following activities:

Match the names of the animals that live among the Maasai to their Swahili names (students can use this link)

<http://bit.ly/AnimalNames>

- Worksheet Animals of the Serengeti (Resource A)
- Create an Artifact from the Maasai tradition (Resource: C)
- Mini-Research Project on animal conservation. (Resource D)
- Practice counting to ten in Swahili video: "Swahili Numbers 0-10" [1:31] <http://bit.ly/SwahiliNumbers>
- What does this quote mean?



Assessments:

Formative

Assessment:

Students can accurately answer discussion questions.

Summative

Assessments:

Animals of the Serengeti Plain (Resource A)

Worksheet Answers:

Leopard=(chui)
Ostrich=(mbuni)
Giraffe=(twiga)
Lion=(simba)
Hippo=(kiboko)
Wildebeest=(nyumbu)
Zebra=(punda milia)
Warthog=(ngiri)
Monkey=(tumbili)
Elephant=(tembo)

Multiple Choice Questions

(Resource B)

Worksheet Answers:

1-A, 2-D, 3-D, 4-D 5-B
6-10 answers will vary.

Extensions/Connections:

Science Integration:

List the many ways that the Maasai respect the land and use recycling and environmentally sustainable practices. For example: they make shoes from tires. Make a pair of shoes using things in your environment.

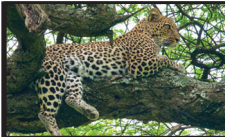









Math Integration:

Weigh the amount of waste created after the class eats lunch. Have the class brainstorm ways to reduce waste and challenge them to use those suggestions. Weigh the waste again the following day. Collect and graph data for a week and draw conclusions about the findings.

Name: _____ Date: _____

Animals of the Serengeti Plain

Match the Swahili names for these animals that coexist with the Maasai and write them on the line. The words in Swahili are below.

	The leopard _____
	The ostrich _____
	The giraffe _____
	The lion _____
	The hippo _____
	The wildebeest _____
	The zebra _____
	The warthog _____
	The monkey _____
	The elephant _____

Animal names in Swahili:

simba
kiboko

chui
ngiri

punda milia
nyumbu

mbuni
tumbili

tembo
twiga

Name: _____ Date: _____

Multiple Choice Questions

Choose the best answer for each question about Only the Mountains Do Not Move.

1. The book said that the animals roam free while they graze. What does graze mean?
 - a. To eat
 - b. To rest
 - c. To run
 - d. To hide
2. Which animals are most important to the Maasai?
 - a. Lions and wildebeest
 - b. Hippos and goats
 - c. Cows and chickens
 - d. Goats and cows
3. All of the following are ways that the Maasai use the acacia tree EXCEPT for which one?
 - a. To treat sickness by boiling the roots.
 - b. The branches can be used as toothbrushes.
 - c. The wood is used to build their huts.
 - d. They use the wood to sell to the tourists.
4. What do the Maasai males use to protect themselves and their herd when they are outside of the enkang?
 - a. They carry a net to trap animals.
 - b. They carry a gun for protection.
 - c. Use a cell phone to call for help.
 - d. They carry a spear.
5. How has climate change impacted the Maasai?
 - a. They have had to wear different clothing because it is hot.
 - b. The droughts and water shortages have caused plants and livestock to die.
 - c. They had heavy rain that has caused flooding.
 - d. They have not been impacted at all.

8. Choose one of the proverbs from the story and explain what it means in the context of this book.

9. What message or theme is the author trying to share with this story?

10. Vocabulary Exercise:

PAGE	WORD IN SWAHILI	WORD IN ENGLISH	DRAWING
4	enkaji		
6	enkang		
13	moran		

Maasai Artifact

Research more about this tribe and create an artifact for our Maasai Museum exhibit. You must also create a label (*about the size of an index card*) with your artifact's name and its significance to the Maasai people.

You could create:

- a painting
- a drawing
- a 3D version of their homes (enkaji or boma)
- a shield
- clothing
- a map of the enkang
- a calabash
- a game (mancala)
- a beaded necklace
- prepare a food that is typical in Tanzania or among the Maasai
- or an artifact of your choice that represents their culture

REQUIREMENTS	POINTS
3x5 index card with: <ul style="list-style-type: none"> • Title of Artifact • Significance to the Maasai • Neatly written or typed • Your name 	/25
Artifact <ul style="list-style-type: none"> • Respects Maasai traditions • Looks realistic and authentic • Has significance to the Maasai • Neat and well made 	/75
Total Points	/100

Mini-Science Research Project

Choose one of the wild animals that live among the Maasai (*elephant, lion, giraffe, wildebeest, hippo, or zebra*) and look them up on the World Wildlife Fund website: <http://bit.ly/WorldWildlifeFund>

Fill out the chart below with this information:

1. What is the conservation status of the animal? (Critically endangered, endangered, threatened, vulnerable, etc.)
2. Describe why the animal matters.
3. List the threats and factors that are impacting this animal.

The chart is a large rectangular frame containing three rounded rectangular boxes. The top box is centered and contains the text "Animal Name and Photo HERE". A vertical line connects the bottom of this box to the top of a second rounded rectangular box. This second box is split into three equal-width sections. The left section contains the text "Conservation status", the middle section contains "Why this animal matters", and the right section contains "Threats". Each of these three sections is a large, empty rounded rectangular box intended for student input.

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

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