



**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 21<sup>st</sup> 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](mailto:education@thelunchproject.org).

Sincerely,  
**The Lunch Project**

[www.thelunchproject.org](http://www.thelunchproject.org)

The Lunch Project's Global Empathy Education Curriculum ©  
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North Carolina  
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## Topic: Environment (K-2)

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? What animals do they have there? How do we count to ten in Swahili? Why is learning about other cultures important?

### Materials:

Copy of Safari Checklist Sheet, animal cards (**Resource A**) and any materials for extension activities as needed.

Book: [We All Went on Safari](#)

Counting to ten in Swahili video: "Swahili Numbers 0-10" [1:31] <http://bit.ly/SwahiliNumbers>

## 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

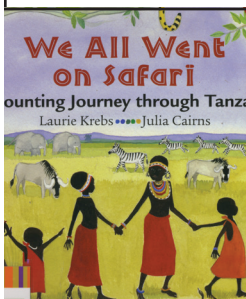
Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

#### 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

Arusha, Mosi, Tumpo and their Maasai friends count together as they explore the grasslands of Tanzania. The children see many animals including elephants, lions and monkeys, while counting from one to ten in both English and Swahili. The resources include an illustrated guide to counting in Swahili, a map, notes about each of the animals, and interesting facts about Tanzania and the Maasai people.

### We All Went on Safari

Author: **Laurie Krebs**

Illustrated by: **Julia Cairns**

#### Literary Elements:

**Themes:** African Animals, Tanzania, Counting and Numbers, Swahili, culture, & Maasai.

Website with Pronunciation of numbers and many Swahili words and phrases: <http://bit.ly/SwahiliWords>

## Lesson Procedures: (45 minutes not including extension activities)

Before reading the story, cut out the animal cards (Resource C) and hide them around the room.

1. Read the title of the book: We All Went on Safari and ask students: Describe what you see on the cover. Which animals do you see? Does anyone know where Tanzania is located? Explain that Tanzania is a country in Africa. Point to Africa and Tanzania on a globe and show the children how far it is from our country. Fill out the K (know) and W (want to know) on the chart on slide 2 of the Smart Notebook file (or make a KWL chart on the board or chart paper). Remind student of **The Lunch Project Presentation** and ask the students to recall the names of some of the animals they saw in the presentation.
2. Read the first page, encouraging the children to chant the first line: 'We all went on safari.' On each page let the students repeat 'We all went on safari' and allow the students to count the animals on each page. Read the book aloud, stopping to ask for predictions or make connections.
3. Look back through the book. Discuss the different habitats, for example: the ancient crater floor, the lake, and the rocky hillside glen. Ask questions: Which animal did you like best? Why? What is something that you learned from this book? Think about how important the environment is for the Maasai people. Connect what you learned from this book to **The Lunch Project** presentation. Use Smart Notebook Lesson to complete the L (learned) from the KWL chart and then listen to how to pronounce the numbers 0-10 in Swahili from video: "Swahili Numbers 0-10" [1:31] <http://bit.ly/SwahiliWords>. Next, students can match the numbers and words/picture in Smart Notebook, and practice some addition questions using visuals. Students will answer the multiple choice questions.
4. As a class, use toilet paper rolls to make a pair of binoculars to go on a safari (or put on make believe binoculars by using their fingers as circles and holding them up to their eyes). See (Resource D). Students will quietly walk in a line with their binoculars on and go on safari to find the animals from the story. They will check the animals off their Safari Checklist Sheet (Resource A) and fill in the blank of where they located the animal in the room.



### Heart of the Matter/ Presentation Tie-in

The Maasai people live in harmony with the animals and the environment of East Africa. Ask students to recall any animals they remember from the presentation.

- Nyani – baboon
- Twiga – giraffe
- Ngiri – warthog
- Kiboko – hippopotamus
- Tembo – elephant
- Simba – lion

At home, Maasai children speak Maa, their tribal language. In school they learn Swahili, Tanzania's national language.

**In We All Went on Safari, we will learn to count in Swahili, just like our Maasai peers.**

### Empathy Development Discussion

What are some ways that you live in peace with your environment too?

What would a Maasai student, just like you, feel if he or she visited America? Your classroom? Why do you say that?

Where would you take a Maasai visitor to make them feel most familiar with their culture?

### Empathy Education Exercise

Imagine you have to make your only shoes from things you find in your environment.

How would you feel?

For homework, ask students to create shoes from things they find in their own homes, their environment. Bring them to school to share.

## Differentiation/Multiple Intelligences:

Students can choose one of the following activities:

Complete Multiple Choice Questions  
(Resource B)

Make binoculars out of toilet paper rolls for the safari and print out Safari Checklist Sheet  
(Resources A&D)  
<http://bit.ly/Binocularcraft>

Use the masks and copy the same number of masks as there were animals in the story. Ex. 1, leopard, 2 ostriches, 3 giraffes, etc. Have students act out the story and retell it in their own words. (Resource E)

The students in Lemanyata School where **The Lunch Project** provides lunches, could see these animal in their environment at home or on the way to school. Choose 1 animal, find 3-5 facts about it, and write them on a piece of paper. Then draw or paint a picture of that animal. (The back of the book has some facts).

## Assessments:

### Formative Assessment:

Students can accurately answer discussion questions and essential questions.

### Summative Assessments:

Vortex &  
Venn Diagram Sorts  
Multiple Choice  
Questions

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

## Extensions/Connections:

### Watch and discuss The Lunch Project Video:

"The Lunch Project" [8:46]  
<http://bit.ly/TheLunchProject>

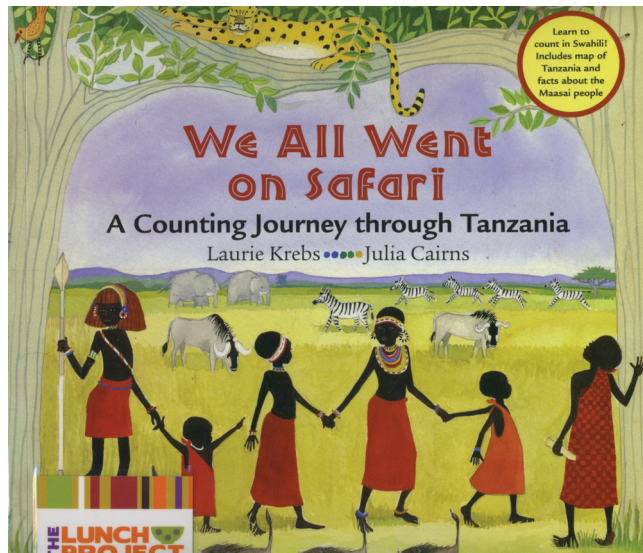
### Social Studies Integration:

Help students locate Tanzania on a globe or world map. Look at the map in the back of the book. Have students locate places on the map.

Discuss and retell facts about Maasai tribe from the back of the book. Explore Swahili names and meanings. Have students ask their family about the meaning of their name and share with the class.

### Math Integration:

Students create, act out, and solve addition and subtraction problems by using the masks or the Smart Notebook page



**K**  
**Know**

**W**  
**Want to Know**












**L**  
**Learned**

K Know	W Want to Know	L Learned

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Safari Checklist Sheet

Put a check in the box next to each animal that you find around your classroom on your safari. Use position words to fill in the box to describe where you found each animal. For example: I found the leopard *on* the computer, or I found the lion *to the right* of the bookshelf.

		
		I found the leopard _____. (chui)
		I found the ostrich _____. (mbuni)
		I found the giraffe _____. (twiga)
		I found the lion _____. (simba)
		I found the hippo _____. (kiboko)
		I found the wildebeest _____. (nyumbu)
		I found the zebra _____. (punda milia)
		I found the warthog _____. (ngiri)
		I found the monkey _____. (tumbili)
		I found the elephant _____. (tembo)

My favorite animal from the story is \_\_\_\_\_ because \_\_\_\_\_.

One new fact that I learned about the Maasai is \_\_\_\_\_.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

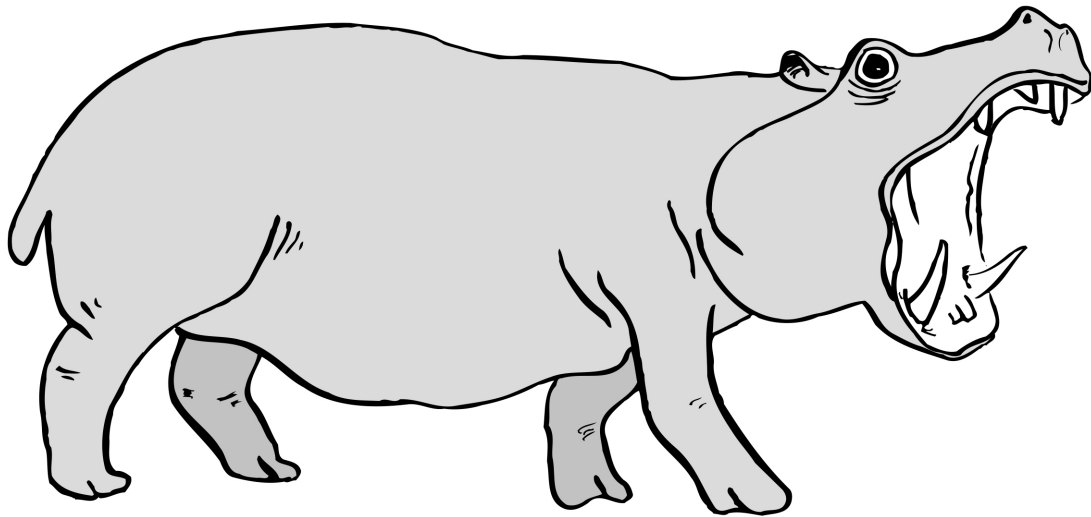
## Multiple Choice Questions

Choose the best answer for each question about We All Went on Safari.

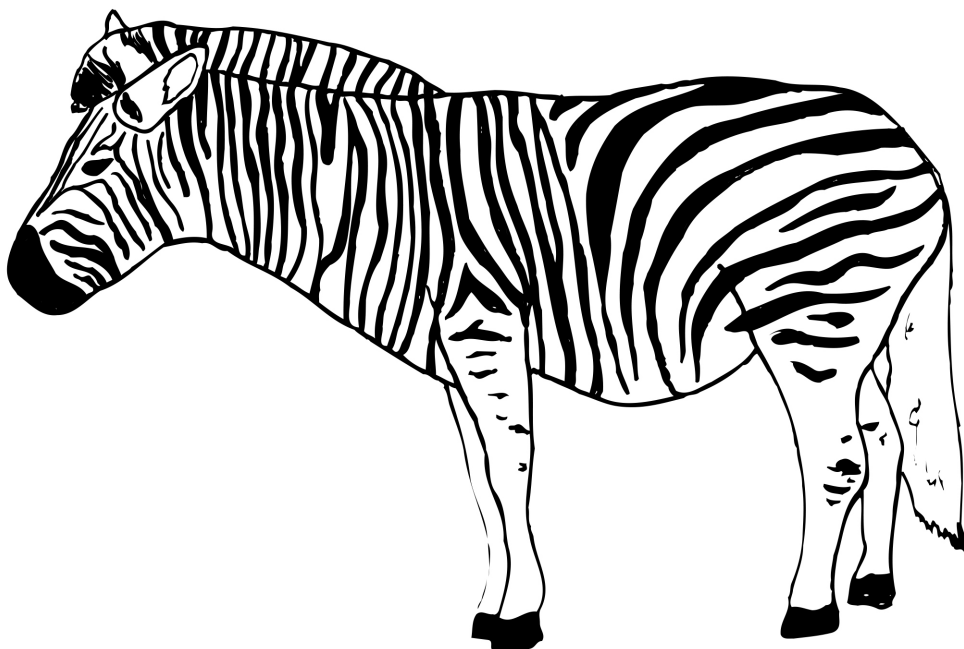
1. The story said the giraffes were grazing. What does grazing mean?
  - a. Eating
  - b. Sleeping
  - c. Running
  - d. Hiding
  
2. What animals were in the lake?
  - a. Lions
  - b. Hippos
  - c. Monkeys
  - d. Elephants
  
3. What is the main idea of this story?
  - a. People went to the zoo and saw animals in cages.
  - b. People went on an adventure in Tanzania and saw wild animals.
  - c. The animals were in a circus.
  - d. They went on a walk but did not see any animals.
  
4. What did one person carry to protect them from the animals?
  - a. Rocks
  - b. A net to trap the animals
  - c. A cell phone to call for help
  - d. A spear
  
5. What did you notice about the clothing of the characters in the story?
  - a. They did not wear shoes but they wore red wraps, and colorful beads.
  - b. The clothing looked just like our clothes.
  - c. They had heavy clothing on because it is cold in Tanzania.
  - d. They all wore pants and shirts.

Resource C: Animal Cards

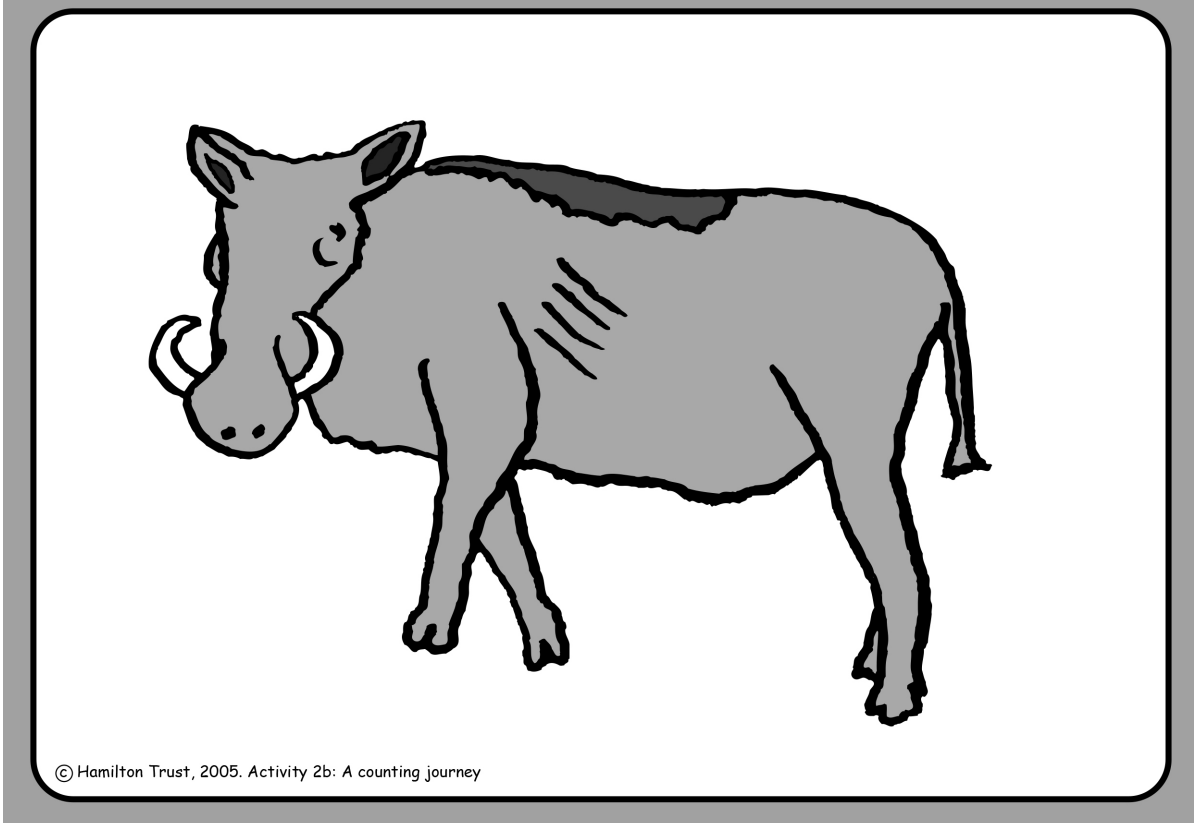
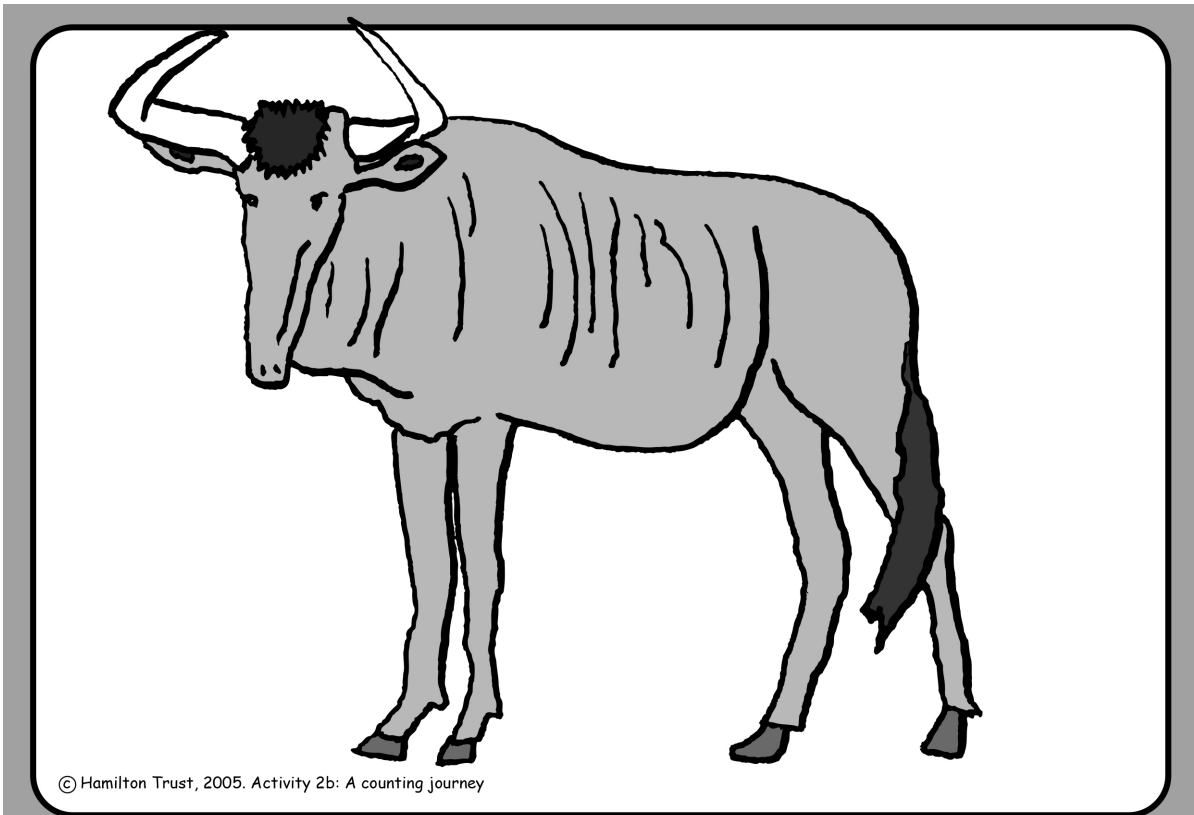
Teachers will print out these cards with each animal on a separate card. Hide the cards around the classroom for students to find on their own safari. This should be done before reading the book. Students will use the safari checklist and binoculars for this activity. <http://bit.ly/SafariPictures>



© Hamilton Trust, 2005. Activity 2b: A counting journey



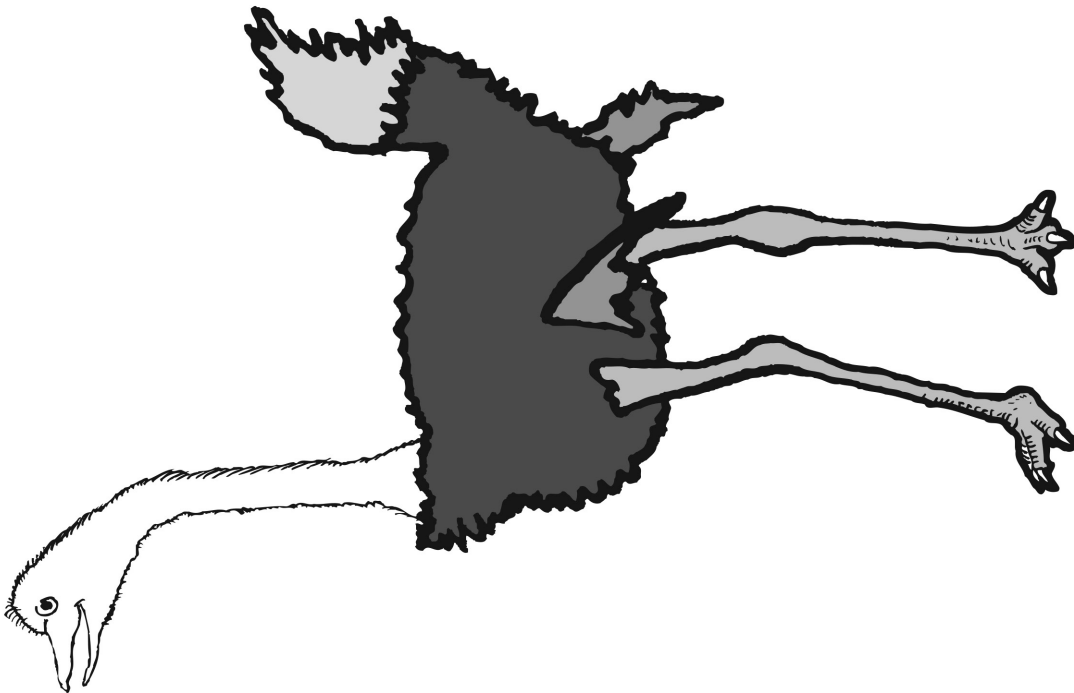
© Hamilton Trust, 2005. Activity 2b: A counting journey



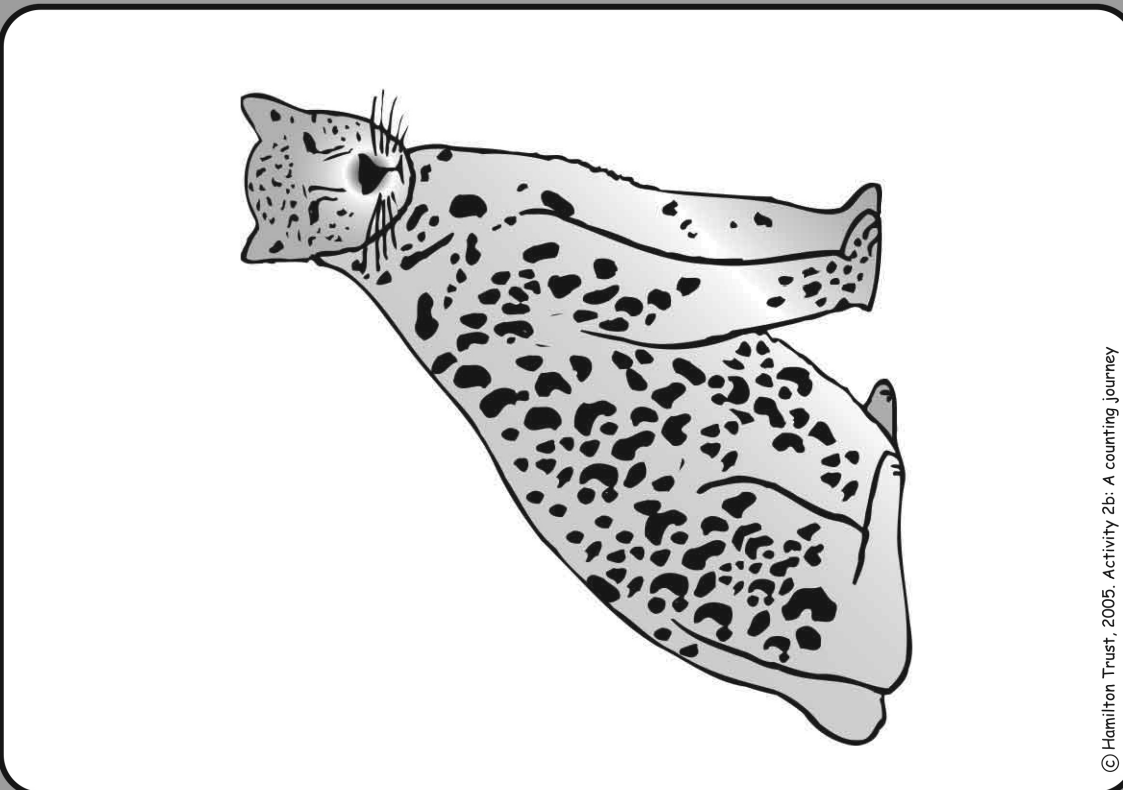
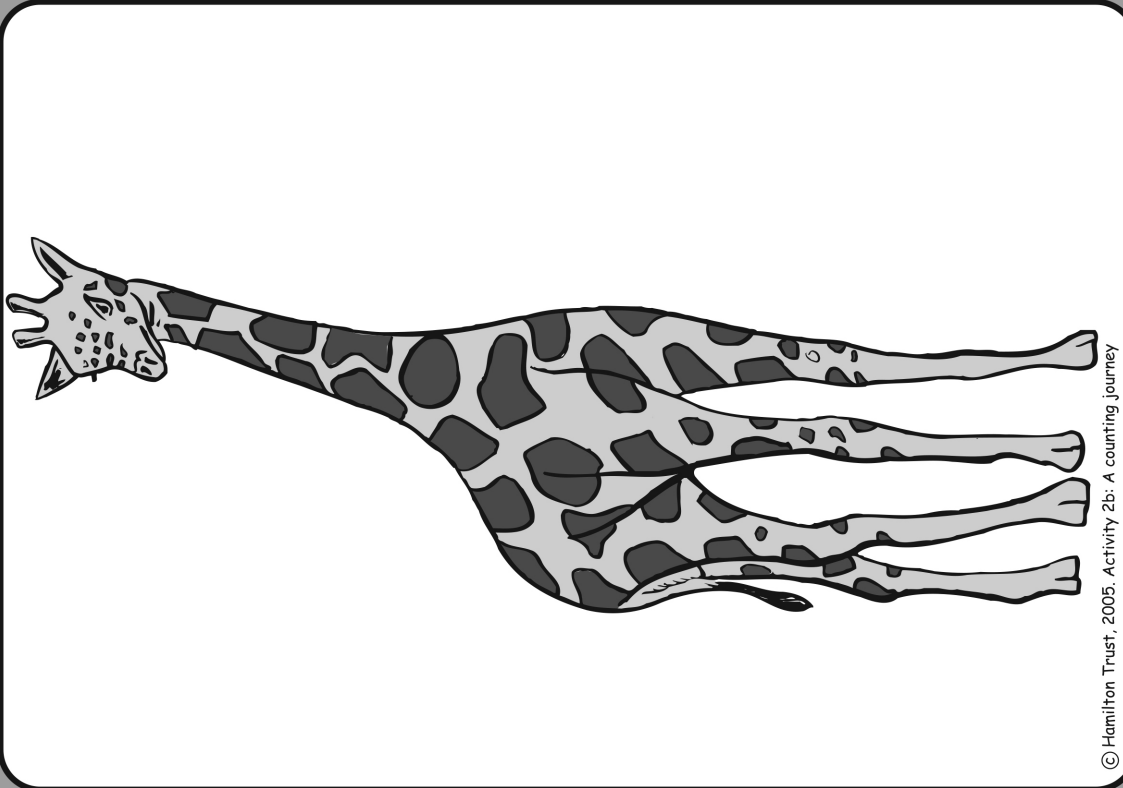


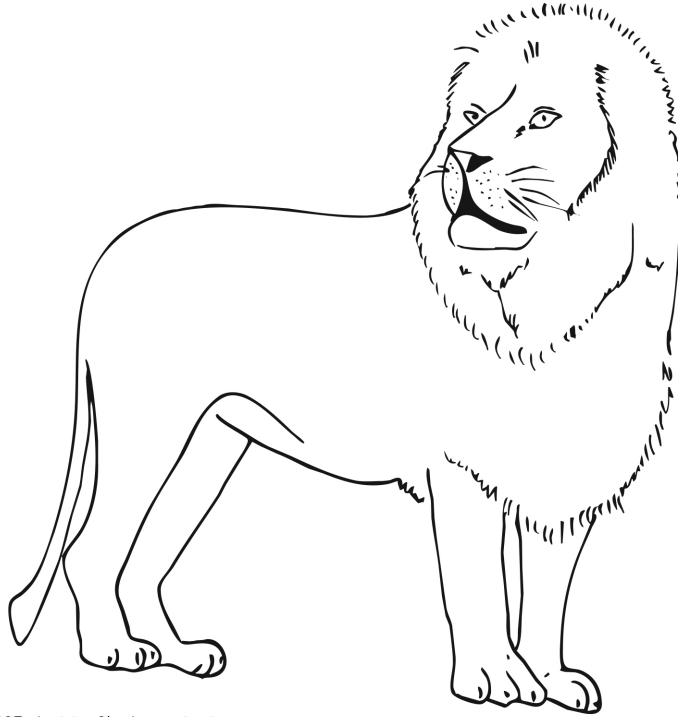


© Hamilton Trust, 2005. Activity 2b: A counting journey

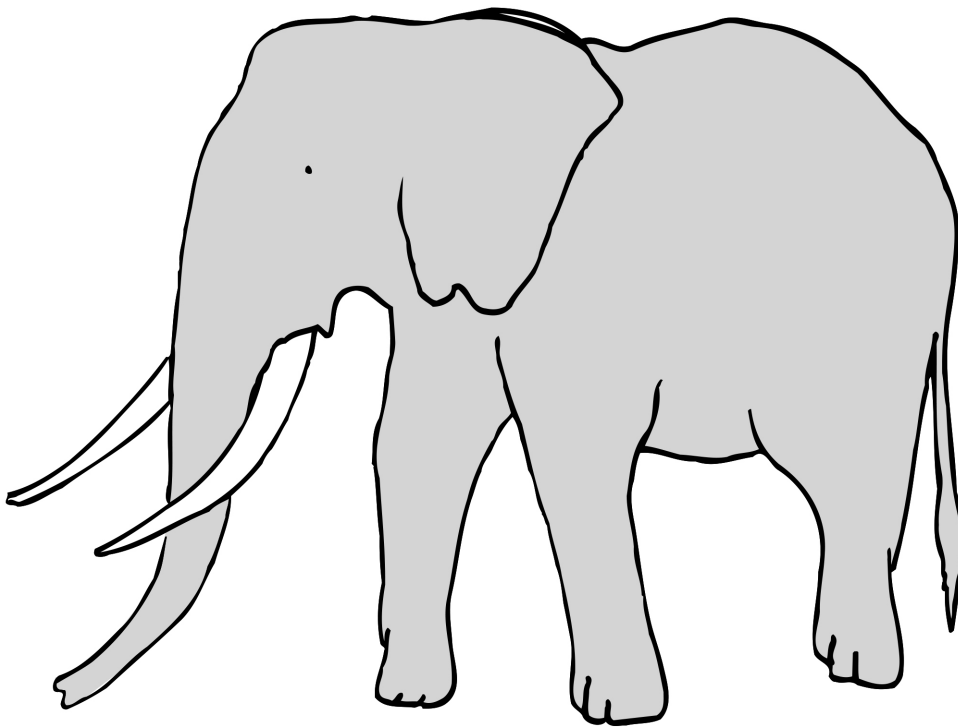


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© Hamilton Trust, 2005. Activity 2b: A counting journey

## Binoculars

### Materials:

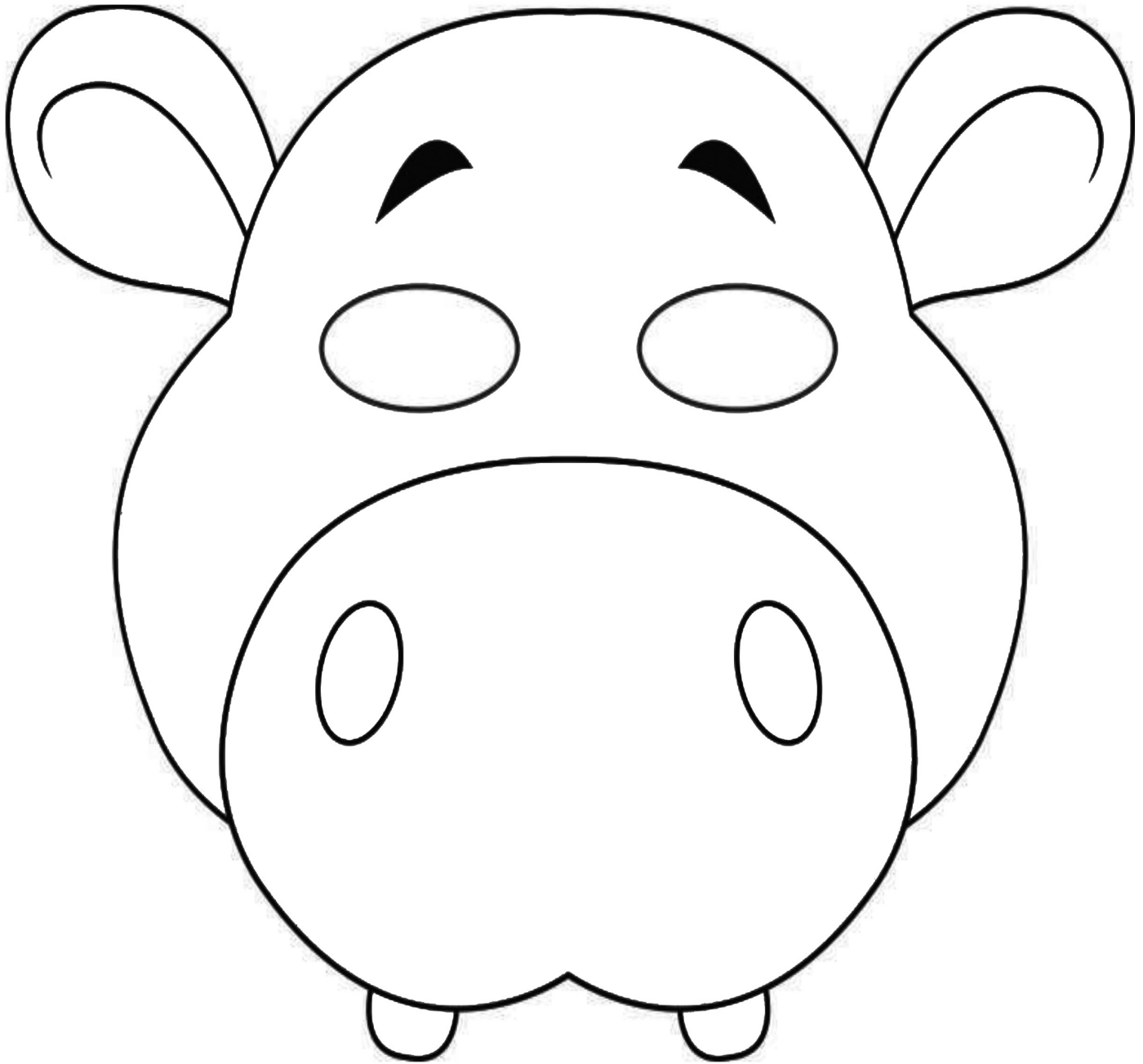
- Paper towel roll or two toilet paper rolls
- Duct tape
- Yarn
- Scissors
- Hole punch



### Instructions:

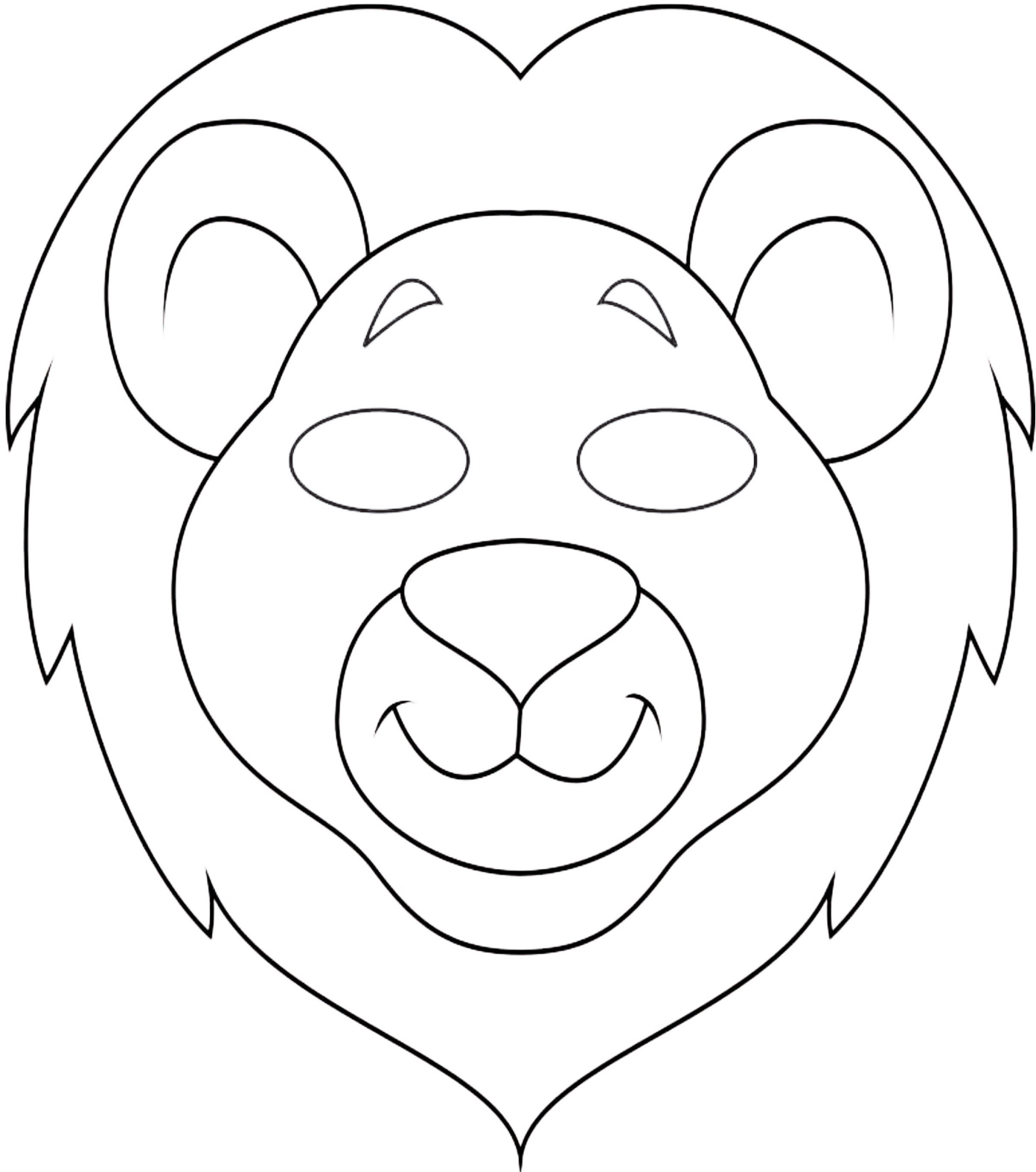
1. **Cut a section of your paper towel roll off and then cut another section the exact same length. You can cut the roll in half to make longer binoculars. Using two toilet paper rolls is another option.**
2. **Use a glue stick to secure the two rolls together, side-by-side. Then wrap duct tape around them to form the binoculars.**
3. **Use the hole-punch to make a hole on each side of the binoculars (the outside of each roll) and tie the end of an 18-20 inch strand of yarn through each hole. The yarn should be long enough to hang loosely around the neck of the student. Younger should only use the binoculars when supervised, to avoid danger of choking.**

Enjoy the binoculars and the adventures they inspire!



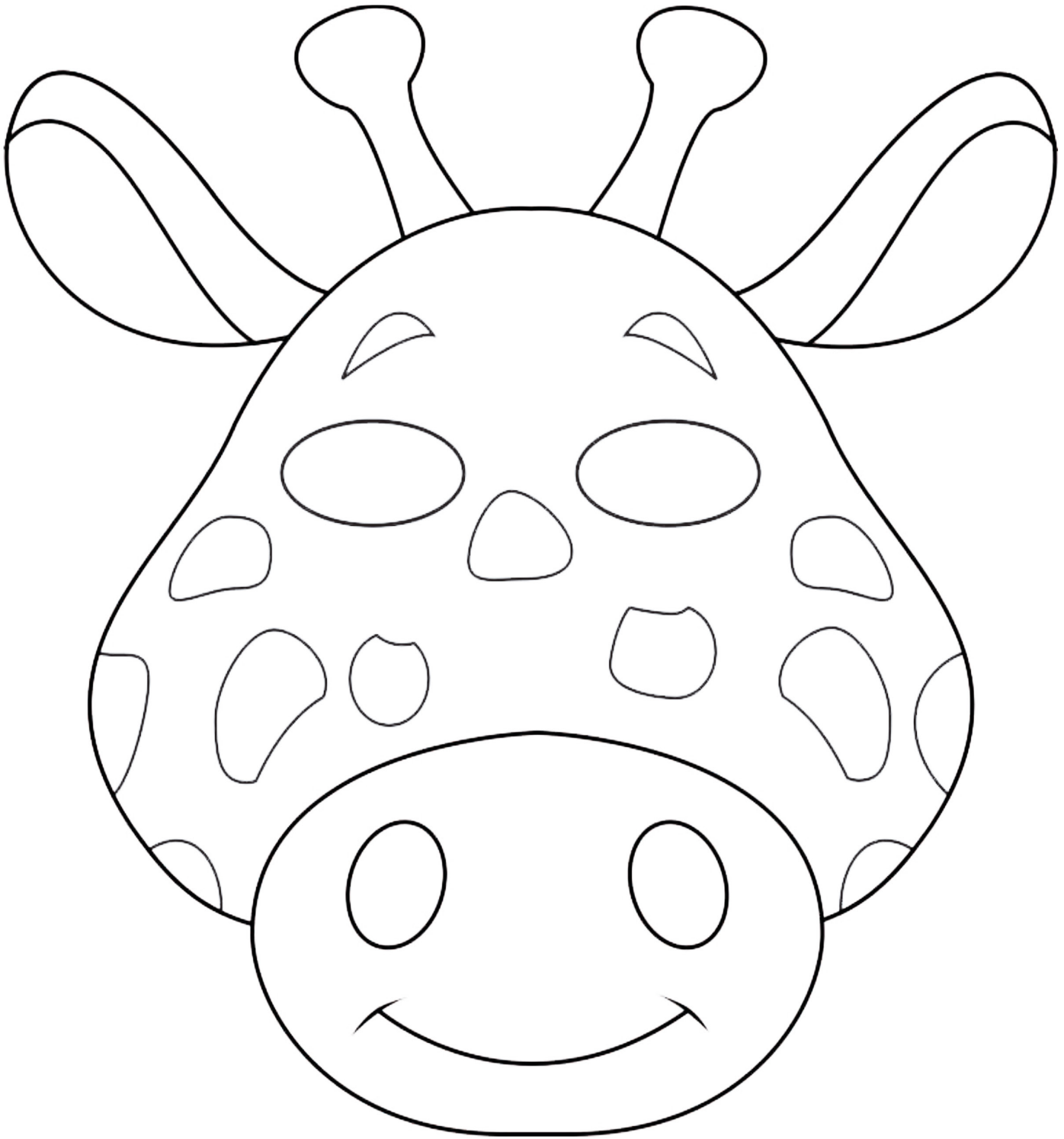
## Hippo Mask

<http://www.freekidscrafts.com/jungle-masks/>



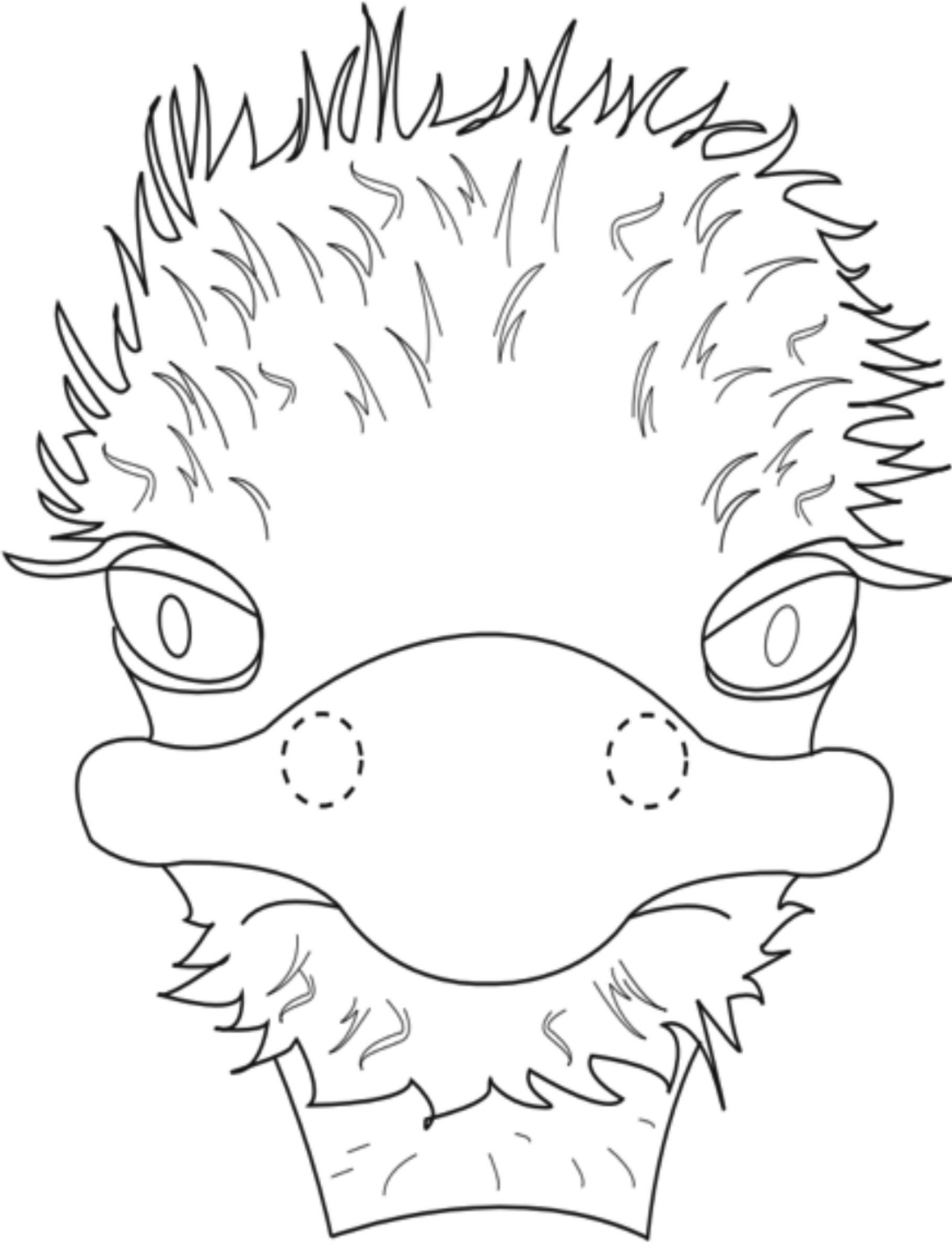
**Lion Mask**

<http://www.freekidscrafts.com/jungle-masks/>



## Giraffe Mask

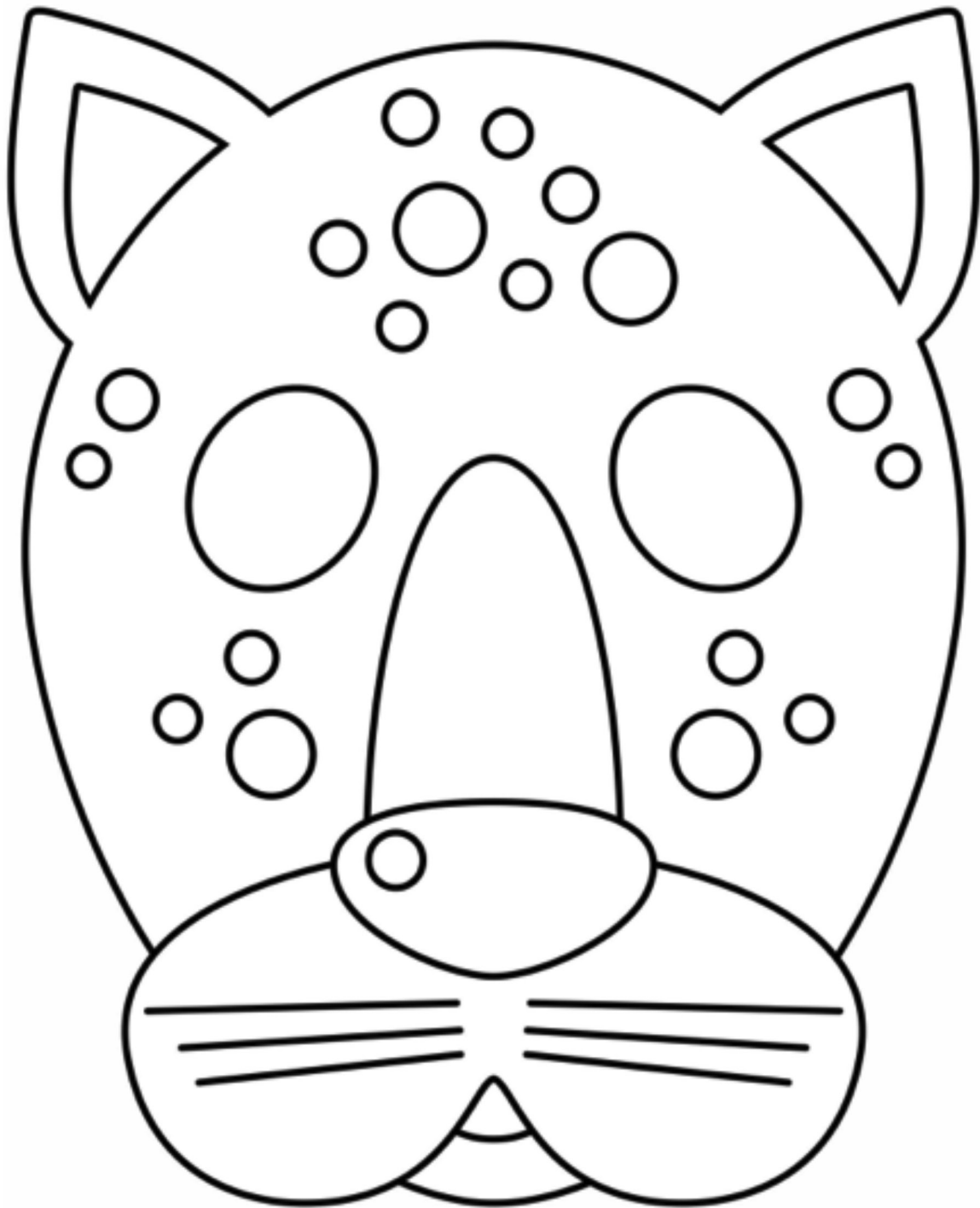
<http://www.freekidscrafts.com/jungle-masks/>



**Ostrich Mask**

<http://www.freekidscrafts.com/jungle-masks/>





**Leopard Mask**

<http://www.freekidscrafts.com/jungle-masks/>

# 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 <b>The Lunch Project</b>	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

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Have additional curriculum ideas?

We would love to hear from you. Please email [education@thelunchproject.org](mailto:education@thelunchproject.org)

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