



**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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Problem Based Learning Culminating Project 3-5

Power Standard: Students will become empowered and put empathy into action by designing a fundraiser to support a global organization to address hunger in a school located in Tanzania.

Content Standards & Objectives:

SOCIAL STUDIES

- 3. E.2 Understand entrepreneurship in a market economy.
- 4. E.2 Understand the economic factors when making personal choices.
- 5. E.2 Understand that personal choices result in benefits or consequences.

ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.SL.3.1.b

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.W.4.7

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

CCSS.ELA-Literacy.SL.4.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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.

CCSS.ELA-Literacy.SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Project Design Template

Project Title: The Lunch Project Service Learning Fundraiser Proposal

Project Idea: Problem: Students in Tanzania do not have a lunch program to sustain them during the long school day. You are on your school's leadership and community engagement committee. Your task is to research and define **service learning**, give an example and list 3 benefits. After, create a proposal for a service learning project in which a good, service, or event could be used as a fundraiser to raise \$85 for The Lunch Project.

Entry Event: Video for The Lunch Project: <http://bit.ly/TheLunchProject>

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

Objectives Directly Taught or Learned Through Discovery	Identified Learning Targets	Evidence of Success in Achieving Identified Learning Target
1. Research and define service learning and give an example. Find 3 benefits of service learning.	Conduct short research projects that build knowledge about a topic.	Resource A
2. Brainstorm or research fund raising activities that align with your passions, interests and skills.	Conduct short research projects that build knowledge about a topic.	Resource B
3. Complete a group project including a flyer/poster and a commercial for marketing your fundraiser.	Work collaboratively to decide on the best topic by weighing pros and cons. Create a flyer or poster and a commercial for your product or service.	Resource C

21st Century Skills: Identify the Learning Skills and Technology Tools Standards that students will practice in this project.

21st Century Skills	Learning Skills & Technology Tools	Evidence of Success
Information and Communication	Research and report on what service learning is, give an example and list 3 benefits.	Resource A
Thinking and Reasoning Skills	Brainstorm or research an idea for a fundraiser. Determine how much of a service or product would need to be sold to reach \$85 goal. (Independent project)	Resource B
Personal and Workplace Skills	Make a group decision based on pros and cons to demonstrate interpersonal and group dynamic skills. Work collaboratively to create a flyer or poster AND then a 30-60 second commercial for your event, good, or service.	Resource C

Performance Objectives: What must all students know and be able to do as a result of this PBL experience?

Know: Define service learning, give an example and explain the benefits of it. Understand how to create a fund raising service learning project that can meet the goal of \$85.

Do: Create a fundraising idea and then as a group, assess each person's ideas to select the most well designed project based on the pros and cons. Work as a team to create a poster/flyer and commercial to present to the class about your fundraising idea.

Driving Question: How can I create a service learning project proposal for a good, service or event could be used as a fundraiser to raise \$85 for **The Lunch Project**? How could I work collaboratively with a team to plan and market this project?

Assessment Plan:

<p>Major Individual Projects</p>	<ol style="list-style-type: none"> 1. Define, give an example of, and list the benefits of service learning. 2. Design a service learning project that uses a passion, gift, interest or talent of yours as a fundraiser. 2. List resources and costs associated. 3. Price for the good or service. 4. Calculate how much/many would need to be sold to reach the \$85 goal.
<p>Major Group Products</p>	<ol style="list-style-type: none"> 1. Pros and Cons for each person in the groups' pitch. 2. Vote on one idea. 3. Complete Team Contract and Team Work Plan. 3. Collaboratively create a poster or flyer to advertise the good, service or event. 4. Create a video advertising the fundraiser which includes the event title, date and time, location, goal of money to raise, and 3 reasons people should give to this cause.
<p>Assessment and Reflection:</p>	<ol style="list-style-type: none"> 1. Fill out Pros/Cons (Resource C), Team Contract (Resource D) and Resources E, F, and G to assess how you worked as a team, and how the video presentation went.

<p>Rubric(s) I will use:</p>	<p>Team Work Plan (Resource E) Collaboration Rubric (Resource F) Video Rubric (Resource G) Self-evaluation Journal Writing/ Learning Log (Resource H)</p>
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Project Evaluation: How will you and your students reflect on and evaluate the project? **Rubrics (Resource F & G) and reflection sheet (Resource H).**

Name: _____ Date: _____

Use the internet to research the following:

1. What is service learning?

Service learning is:

2. Give an example of service learning.

An example of service learning is:

3. What are 3 ways that students can benefit from service learning?

4. Resources that I used to find my information:

Name: _____ Date: _____

1. Make a list of at least 3 or 4 ideas of topics that you are passionate about or interested in that you could share with others	
2. Think about a gift, interest or talent could be used as a fundraiser good or service	
3. List resources and costs associated	
4. Price for the good or service	
5. Calculate how much/ many would need to be sold to reach goal	
6. 3 reasons that this would be a good fundraiser	

Name: _____ Date: _____

Team member's name and fundraising idea	Pros	Cons

After carefully listening to each fundraising idea, I am going to select

_____’s

idea because _____

_____.

We promise to:

- ✓ Take responsibility to complete our work on time, do our best work, and listen to feedback from the team
- ✓ Help the team solve problems, communicate effectively, and give feedback to the team to do our best work.
- ✓ Respect others and listen to each other's ideas with attention and respect.
- ✓ Make and follow agreements for completing quality work on time.

If our team breaks one or more of the following rules, the team must have a group meeting to ask the team members to get on track. If that does not work, the team must meet with the teacher to discuss a solution.

Date: _____

Names:

Resource E: Team Work Plan

Fundraiser Project Name:	
Team members:	

What needs to be done?	Who will do this part?	By when?	Done ✓

Name: _____ Date: _____

Collaboration Rubric

for PBL: Individual Performance (for grades 3-5) adapted from

<http://bit.ly/Collaborationrubric>

	Below Standard	Approaching Standard	At Standard
Takes Responsibility	<ul style="list-style-type: none"> • I need to prepare for and join team discussions • I need reminders to do project work • My project work is not done on time • I need to learn how to use feedback from others 	<ul style="list-style-type: none"> • I am usually prepared for and join team discussions • I do some project work, but sometimes need to be reminded • I complete most project work on time • I sometimes use feedback from others 	<ul style="list-style-type: none"> • I am prepared for work with the team; I have studied required material and use it to explore ideas in discussions • I do project work without having to be reminded & complete project work on time • I use feedback from to improve my work
Helps the Team	<ul style="list-style-type: none"> • I need to cooperate with my team and help the team solve problems • I need to learn how to help make discussions effective • I need to learn how to give feedback to others & offer to help others if they need it 	<ul style="list-style-type: none"> • I cooperate with the team but do not help it solve problems & I usually help make discussions effective, but do not always follow the rules, ask enough questions, or express ideas clearly • I give feedback to others, but it may not always be helpful & sometimes help 	<ul style="list-style-type: none"> • I help the team solve problems and manage conflicts & help make discussions effective by following rules, asking & answering questions, clearly expressing ideas • I give helpful feedback to others & offer to help others do their work if needed
Respects Others	<ul style="list-style-type: none"> • I am sometimes impolite or unkind to teammates • I need to learn how to listen to other points of view and disagree kindly 	<ul style="list-style-type: none"> • I am usually polite and kind to teammates • I usually listen to other points of view and disagree kindly 	<ul style="list-style-type: none"> • I am polite and kind to teammates • I listen to other points of view and disagree kindly
Makes and Follows Agreements	<ul style="list-style-type: none"> • I need to learn how to talk about how the team will work together • I need to learn how to follow rules for collegial discussions, decision-making and conflict resolution • I need to learn how to talk about how well agreements are being followed 	<ul style="list-style-type: none"> • I try to talk about how the team will work together, but do not make agreements • I usually follow rules for discussions, decision-making, and conflict resolution, but not always • I sometimes talk about how well agreements are being followed but need help from the teacher to take appropriate steps when they are not 	<ul style="list-style-type: none"> • I make agreements about how the team will work together • I follow rules for discussions decision-making, and conflict resolution • I honestly talk about how well agreements are being followed and take appropriate steps if they are not

Comments:

Name: _____ Date: _____

Video Rubric

for PBL: Individual Performance (for grades 3-5) adapted from

<http://bit.ly/Videorubric>

	Below Standard	Approaching Standard	At Standard
Organization	<ul style="list-style-type: none"> • Does not include everything required in presentation • Presents ideas in an order that does not make sense • Does not plan timing of presentation well; it is too short or too long 	<ul style="list-style-type: none"> • Includes almost everything required in presentation • Tries to present ideas in an order, but it doesn't always make sense • Presents for the right length of time, but some parts may be too short or too long 	<ul style="list-style-type: none"> • Includes everything required in presentation • Presents ideas in an order that makes sense • Organizes time well; no part of the presentation is rushed, too short or too long
Persuasive	<ul style="list-style-type: none"> • Presents in a way that is does not convince me to want to buy this product or service 	<ul style="list-style-type: none"> • Presents in a way that is somewhat convincing in encouraging me to want to buy this product or service 	<ul style="list-style-type: none"> • Presents in a way that is very convincing in encouraging me to want to buy this product or service
Eyes & Body	<ul style="list-style-type: none"> • Does not look at audience; reads notes • Fidgets or slouches a lot 	<ul style="list-style-type: none"> • Makes some eye contact, but reads notes or slides most of the time • Fidgets or slouches a little 	<ul style="list-style-type: none"> • Keeps eye contact with audience most of the time; only glances at notes or slides • Has a confident posture
Voice	<ul style="list-style-type: none"> • Speaks too quietly or not clearly • Does not speak appropriately for the situation (may be too informal or use slang) 	<ul style="list-style-type: none"> • Speaks loudly and clearly most of the time • Speaks appropriately for the situation most of the time 	<ul style="list-style-type: none"> • Speaks loudly and clearly • Speaks appropriately for the situation, using formal English when appropriate
Response to Audience Questions	<ul style="list-style-type: none"> • Does not answer audience questions 	<ul style="list-style-type: none"> • Answers some audience questions, but not clearly or completely 	<ul style="list-style-type: none"> • Answers audience questions clearly and completely
Participation in Team Presentations	<ul style="list-style-type: none"> • Not all team members participate; only one or two speak 	<ul style="list-style-type: none"> • All team members participate, but not equally 	<ul style="list-style-type: none"> • All team members participate for about the same length of time, and are able to answer questions

Comments:

My Thoughts About the Project

Think about what you did in this project, and how well the project went.
Write your comments in the right column.

Student Name:	
Project Name:	
Driving Question:	
About Yourself:	
What is the most important thing you learned in this project:	
What do you wish you had spent more time on or done differently:	
What part of the project did you do your best work on:	
About the Project:	
What was the most enjoyable part of this project:	
What was the least enjoyable part of this project:	
How could your teacher(s) change the project to make it better next time:	



Heart of the Matter Culminating Activity Suggestions

1. Collect your student's questions to be answered by their peers in Tanzania. Submit them to education@thelunchproject.org. Questions will be collected and our Tanzanian coordinator will respond by email.
2. Hold a Change for Change coin drive in your class, grade level or school. Assuming that 9 cents feeds one student lunch, use the collected coins in a lesson on counting or graphing. Funds can be donated at www.thelunchproject.org. Please let us know about your students' contributions so we can thank them! Schools that raise funds will receive a thank you picture from the students in Tanzania.
3. Watch videos of Maasai dancing on YouTube @ <https://www.youtube.com/watch?v=nY-EXKzaLqc>. When young Maasai males dance they stand in a circle and take turns jumping straight up in the air while keeping their body straight like a pencil. It is a competition to see who can jump the highest. Make a chart on the wall and collect data on how high class members can jump. Create a chart to reflect your data.
4. Divide students into groups to research topics related to Tanzania and **The Lunch Project**. Have students report on their findings aloud or in a museum format.

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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